



INSPIRE CHARTER SCHOOLS

1740 Huntington Drive #205, Duarte, California 91010

Phone (626) 932-1802 * Fax (626) 932-1804

**Regular Board Meeting
Inspire Charter School - Kern
June 6, 2018 - 6:00 pm – 7:00 pm
2131 Saturn Court
Bakersfield, CA 93308**

AGENDA

1. Call to Order
2. Public Comment
3. Approval of Minutes
4. Approval of the 2018-2019 Budget
5. Approval of the LCAP
6. Approval of Board Policies/Agreements:
 - a. The Charter School Documents Policy
 - b. Access to The Charter School Documents Policy
 - c. FERPA Directory Policy and “Opt-Out Notice”
 - d. Homeless Education Policy
 - e. ICS Information Technology Department Policy and Procedures
 - f. Parent-Student Information Technology Use Policy
 - g. Staff Information Technology Use Policy
 - h. Identification of Individuals for 504
 - i. Identification of Individuals for Special Education
 - j. Procedural Safeguards and Complaint Administrative Regulation
 - k. Procedural Safeguards and Complaint Policy
 - l. Individual Education Program Administrative Regulation
 - m. Individual Education Program Policy
 - n. Transportation for Students with Disabilities Policy
 - o. Suicide Prevention Policy
 - p. Suspension and Expulsion Policy
 - q. Teacher Certification Policy
 - r. Services Agreement
 - s. Universal Complaint Administrative Regulation
 - t. Universal Complaint Policy

u. Anti-Harassment Policy

v. Whistleblower Policy

7. Approval of Declaration of Need for Fully Qualified Educators
8. Approval of the Board Resolution: Education Protection Account and Spending Plan
9. 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))



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Regular Scheduled Board Meeting - Inspire Charter School - Kern

March 8, 2018 – 6:30 pm - 8:30 pm.

2131 Saturn Ct. Bakersfield, CA 93308.

Attendance: Jeff Pray, Jennifer Woodward, Nicole Panero, Anthony Miranda and Jeffrey Cooley

Absent: None

Also Present: Kimmi Buzzard, Erika Vanderspek, Bryanna Brossman, Chris Williams and Courtney McCorkle.

Call to Order:

Jeff Pray called the meeting to order at 6:40 pm.

Public Comments:

None

Approval of Minutes:

Jennifer Woodward moved to approve the minutes. Nicole Panero seconded.

-In Favor- Jeff Pray, Jennifer Woodward, Nicole Panero and Jeffrey Cooley

-Opposed- none

-Abstain- Anthony Miranda. Anthony was not present at the previous board meetings.

Approval of the July-January Financials:

Anthony Miranda moved to approve the July-January Financials. Nicole Panero seconded.

-Unanimous.

Acceptance of the First Interim:

Jennifer Woodward moved to accept the First Interim. Nicole Panero seconded.

-Unanimous.

Acceptance of the Second Interim:

Anthony Miranda moved to accept the Second Interim. Nicole Panero seconded.

-Unanimous.

Approval of the 2016-2017 Audit:

Jeffrey Cooley moved to approve the 2016-2017 Audit. Jennifer Woodward seconded.

-Unanimous.

Fiscal Policy and Procedures Update:

Jennifer Woodward moved to approve the Fiscal Policy and Procedures Update. Nicole Panero seconded.

-Unanimous.



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Board Resolution To Give Notice to CharterSAFE:

Jeffrey Cooley moved to approve the Board Resolution To Give Notice to CharterSAFE with the change of time being 6:30pm. Nicole Panero seconded.

-In Favor- Jeff Pray, Jennifer Woodward, Nicole Panero, Anthony Miranda and Jeffrey Cooley.

-Opposed- None

-Abstain- None

Selection of Auditor:

Jennifer Woodward moved to approve the Selection of Auditor. Nicole Panero seconded.

-Unanimous.

Adjournment:

Anthony Miranda motioned to adjourn the meeting at pm 7:57pm. Nicole Panero seconded.

-Unanimous

Prepared By:

Bryanna Brossman

Noted By:

Jennifer Woodward

Board Secretary



INSPIRE CHARTER SCHOOLS

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Special Board Meeting - Inspire Charter School - Kern

March 22, 2018 – 4:40 pm - 5:00 pm.

2131 Saturn Ct. Bakersfield, CA 93308.

Attendance: Jeff Pray, Jeffrey Cooley, Jennifer Woodward and Nicole Panero -Teleconference.

Absent: Anthony Miranda

Also Present: Nick Nichols, Kimmi Buzzard and Bryanna Brossman - Teleconference.

Call to Order:

Jeff Pray called the meeting to order at 4:52 pm.

Public Comments:

None.

Board Resolution - To Authorize Fees for Lending Libraries

Jennifer Woodward moved to approve the Board Resolution - To Authorize Fees for Lending Libraries. Nicole Panero seconded.

-Unanimous

Adjournment:

Nicole Panero motioned to adjourn the meeting at 5:04 pm. Jennifer Woodward seconded.

-Unanimous

Prepared By:

Bryanna Brossman

Noted By:

Jennifer Woodward

Board Secretary

Budget and Projected Fund Balance - 2018-19 - Inspire Charter School - Kern

P2 of 4261	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	-	1,889,165	2,202,858	3,353,533	3,353,533	3,566,590	3,353,533	3,353,533	3,146,523	3,253,051	3,039,994	6,293,044	36,805,358
Federal Revenue	-	-	-	-	-	-	-	-	277,106	-	-	255,537	532,643
Other State Revenue	115,719	115,719	208,295	208,295	208,295	294,512	859,308	190,281	190,281	841,294	190,281	971,951	4,394,230
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue:	115,719	2,004,884	2,411,153	3,561,828	3,561,828	3,861,102	4,212,842	3,543,814	3,613,909	4,094,345	3,230,274	7,520,532	41,732,230
Certificated Salaries	953,583	953,583	1,032,191	1,074,519	1,074,519	1,074,519	1,074,519	1,074,519	1,074,519	1,074,519	1,074,519	1,074,519	12,610,026
Classified Salaries	43,481	43,481	43,481	43,481	43,481	43,481	43,481	43,481	43,481	43,481	43,481	43,481	521,774
Benefits	405,484	405,484	420,522	428,619	428,619	428,619	447,664	442,903	433,380	428,619	428,619	428,619	5,127,153
Books and Supplies	322,458	644,915	806,144	806,144	644,915	268,715	537,429	268,715	268,715	268,715	268,715	268,715	5,374,294
Subagreement Services	404,316	957,919	1,168,788	1,197,555	996,843	535,997	879,311	528,065	529,818	541,829	520,227	627,483	8,888,151
Professional/Consulting Services	7,367	130,163	160,283	235,077	235,077	251,943	257,862	234,446	230,689	259,200	214,066	463,017	2,679,189
Facilities, Repairs and Other Leases	517	517	517	517	517	517	517	517	517	517	517	517	6,200
Operations and Housekeeping	34,321	57,936	63,014	77,398	77,398	81,139	85,536	77,173	78,049	84,054	73,253	126,882	916,153
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	191,551	191,551	191,551	191,551	226,551	167,541	167,541	167,541	167,541	167,541	-	42,000	1,872,463
Total Expenses:	2,363,079	3,385,550	3,886,492	4,054,861	3,727,920	2,852,471	3,493,860	2,837,360	2,826,709	2,868,475	2,623,397	3,075,232	37,995,403
Surplus/Deficit	(2,247,359)	(1,380,665)	(1,475,339)	(493,032)	(166,092)	1,008,631	718,982	706,454	787,200	1,225,870	606,877	4,445,300	3,736,827
Cumulative Fund Balance	(2,247,359)	(3,628,025)	(5,103,364)	(5,596,396)	(5,762,488)	(4,753,857)	(4,034,875)	(3,328,421)	(2,541,220)	(1,315,350)	(708,473)	3,736,827	
Beginning Fund Balance	(3,160,000)	(5,407,359)	(6,788,025)	(8,263,364)	(8,756,396)	(8,922,488)	(7,913,857)	(7,194,875)	(6,488,421)	(5,701,220)	(4,475,350)	(3,868,473)	
Ending Fund Balance	(5,407,359)	(6,788,025)	(8,263,364)	(8,756,396)	(8,922,488)	(7,913,857)	(7,194,875)	(6,488,421)	(5,701,220)	(4,475,350)	(3,868,473)	576,827	

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)

LEA Name

Inspire Charter School - Kern

Contact Name and Title

Dr. Herbert Nichols
Executive Director

Email and Phone

nick@inspireschools.org
626-317-0112

2017-20 Plan Summary

The Story

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

Inspire Charter School - Kern is a tuition-free, personalized learning public charter school for TK-12th grade students. Offering both flexibility and choice, Inspire Charter School - Kern empowers families to tailor a school program that is designed around the specific and unique needs of each student. Under the direction of highly qualified, credentialed teachers, students engage in independent study learning models that could include 100% online coursework, offline textbook work, homeschool curriculum, project based learning, and unique enrichment opportunities. Each of the different programs allow students to take courses and learn in the optimal environment for their learning needs and take advantage of personalized learning options.

LCAP Highlights

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

Inspire Charter School - Kern opened with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers. Inspire Charter School - Kern is committed to developing the individual gifts of students in partnership with parents/guardians to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st Century. The LCAP will support students in meeting or exceeding standards as demonstrated by CAASPP. Students will develop their language and participate in educational activities and field trips to gain background knowledge. Students have a variety of options through vendor lobby, online programs or textbooks courses for electives to develop the whole child with a broad course of study while becoming stronger in their mathematics and English language skills. This year's LCAP continue to focus on the building of systems and supports to promote student achievement of all students and to ensure all students have broad course of study. We have hired the appropriately credentialed staff, are

training the staff, and are ensuring every child has access to their teacher and to core curriculum through our various learning pathways. The LCAP features 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. Through our Enrichment Academies and parent groups, we are developing student engagement and parent involvement at our school.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

The professional development structure changed to provide support to the homeschool teacher (HST) this year. There was a lead HST for every 10 teachers to provide small group professional development to review student achievement data with parents and align supports to increase student success. The professional development occurred once a month for four hours. This allowed for increased collaboration among staff to discuss student outcomes and supports for struggling students. In addition, we increased the number of a-g and CTE course offerings and selection of elective courses, and we ensured access to fully credentialed teachers and intervention courses and supports. Students also have opportunities to complete a variety of educational activities and field trips which allowed students to build community while gaining educational background knowledge. Students attended wet labs to support the science classes and build a community with their peers. Inspire launched an online vendor lobby system to provide parents and students a one-stop shop which lists all of the local vendors and enrichment opportunities available for students. Finally, Inspire created a Parent Advocacy Department to support parents and students in understanding Common Core Standards, navigating California Department of Education website to understand state's expectation for all students attending public school, state assessments, and share links for local non-profits and government agencies to obtain further support.

Referring to the LCFF Evaluation Rubrics, 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

Fall 2017 dashboard data is the baseline for the school. The CAASPP ELA assessment indicated 36.2% of students met or exceeded standards and 18% of the students met or exceed on the CAASPP Mathematics. The professional development focus will continue to remain in both Mathematics and English Language Arts for staff to support students. Since Inspire serves families


that choose to homeschool their children, the focus for upcoming year is to engage parents regarding participation in assessments, a-g, AP and CTE courses to better align Inspires college and career pathways. In addition, Inspire staff will engage with parents regarding the role of assessment and the importance of all students participating and taking the benchmark assessment as well as the CAASPP testing because we had significant numbers parents electing to opt-out of testing which will impact the schools goal to have 95% of the students tested. Staff will continue to work and engage with parents regarding state mandated assessment. The purpose of the engagement with parents and students is to help alleviate their concerns so that the school can meet the goal of having 95% of the student participate in mandated state assessments. The local benchmark assessments will increase from two to three times next year to monitor student progress and provide immediate interventions to students not making grade level progress. The local assessment will be given in the fall, mid year and at the end of the year to monitor student progress and provide intensive interventions to students not making progress by the mid year assessment. The goal will continue to be to monitor student progress with interim and benchmark assessment. Identify the students at risk of not meeting standards and provide early interventions to support student achievement. The school will continue to build CTE pathways to support students in graduating college and career ready.

Inspire Charter School - Kern - Kern County


Enrollment: 1,598 Socioeconomically Disadvantaged: 25.7% English Learners: 1.6%
 Foster Youth: 0.1% Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Fall 2017

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	N/A
English Learner Progress (1-12)		Medium 69.2%	*
English Language Arts (3-8)		Low 39.3 points below level 3	*
Mathematics (3-8)		Low 80 points below level 3	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Referring to the LCFF Evaluation Rubrics, 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

Based on the CAASPP data, our focus will remain on all of the subgroups (Hispanic, economically disadvantage and English Learners) in mathematics. The English Learner and economically disadvantage students were also below in performance compared to "all student" in ELA as well.

According to the 2017 CAASPP data, 37% of the Hispanic students met or exceeded on CAASPP ELA, and 15% on Mathematics (3-11th). 26% of the economically disadvantage students met or exceeded on the CAASPP ELA and 9% on CAASPP Mathematics. The English Learner subgroup, 22% met or exceeded on CAASPP ELA and received an "orange" in English Language Arts (3-8) category. Even though there was not data available on the dashboard for English Learner (EL) and Special Education subgroup, the school will continue to provide additional supports and interventions to ensure this group meets grade level standards. Staff will continue to receive training on strategies to support subgroups discussed above. Additional software will be purchased to provide practices and scaffolding supports for struggling students and students will be encouraged to attend enrichment centers to build on their academic levels.

INSPIRE CHARTER SCHOOL- KERN

CAASPP English Language Arts 2016-2017

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	205	206	220	200	212	143	42	1,228
# of Students Tested	162	178	183	172	180	122	28	1,025
# of Students With Scores	162	178	183	172	180	122	28	1,025
Mean Scale Score	2375.2	2413.9	2447.7	2489.2	2532.5	2548.7	2580.9	N/A
Standard Exceeded: Level 4	11.73 %	10.11 %	10.38 %	6.40 %	6.11 %	8.20 %	14.29 %	8.98 %
Standard Met: Level 3	17.28 %	18.54 %	24.04 %	27.33 %	37.78 %	37.70 %	46.43 %	27.22 %
Standard Nearly Met: Level 2	23.46 %	22.47 %	17.49 %	31.98 %	31.11 %	25.41 %	17.86 %	25.07 %
Standard Not Met: Level 1	47.53 %	48.88 %	48.09 %	34.30 %	25.00 %	28.69 %	21.43 %	38.73 %

CAASPP Mathematics 2016-2017

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	205	206	221	200	212	143	42	1,229
# of Students Tested	162	177	184	173	179	121	29	1,025
# of Students With Scores	162	177	184	173	179	121	29	1,025
Mean Scale Score	2375.6	2414.8	2432.4	2448.8	2491.3	2493.0	2515.6	N/A
Standard Exceeded: Level 4	8.64 %	3.95 %	7.61 %	6.94 %	5.03 %	7.44 %	6.90 %	6.54 %
Standard Met: Level 3	14.20 %	15.82 %	6.52 %	8.09 %	14.53 %	8.26 %	10.34 %	11.32 %
Standard Nearly Met: Level 2	24.69 %	35.03 %	23.91 %	27.17 %	32.96 %	23.14 %	20.69 %	27.90 %
Standard Not Met: Level 1	52.47 %	45.20 %	61.96 %	57.80 %	47.49 %	61.16 %	62.07 %	54.24 %

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Inspire Charter School recognizes the unique needs of Socioeconomically Disadvantaged Students (27%), English Learners (4%), and Foster Youth (.2%). Dedicated staff members (Foster-Homeless Youth Liaison, Director of English Language Development, and Director of Student Services and Support) will monitor foster youth, English Learners, and low income students to ensure they are on-track academically and provide targeted to support as needed. 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. Foster Youth liaisons will connect with the students and provide listing of local non-profits and governmental agency who support foster and homeless students. An English learner teacher will provide ELD instruction for all English Learners. Students will be provided opportunities

to attend field trips and activities to build collaboration, language, and exposure to the arts and science.

In addition, Inspire Charter School 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 Regional Coordinators and Senior Directors. HSTs work with parents at least every 20 days or more frequently as needed to support students academically and review enrichment activities that students are engaged in to ensure students are receiving a broad course of study.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$33,895,192
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$15,998,664.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All funds will be expended during current LCAP year.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$36,805,358

Annual Update

LCAP Year Reviewed: **2017-18**

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 credential teachers will provide personalized learning to support/improve student achievement while working collaboratively with parents/guardians.

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 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

100% of teachers appropriately assigned and fully credentialed.

17-18

100% of students will be taught by a subject matter competent, credentialed teacher.

Baseline

100%

Metric/Indicator

Increase number of students participating in Enrichment Academies as measured by student enrollment.

17-18

In 2017-2018, collect data to create a baseline of students participating in Enrichment Academies.

Actual

100% of credential Home School Teachers (HSTs) provided personalized learning and support to students while working collaboratively with parents/guardians.

There were a number of enrichment opportunities available for students this year through the launch of our new online Enrichment Center platform. The platform offers a number of enrichment opportunities for students to engage in to ensure they receive a broad range of course study. In addition, students can participate in weekly enrichment academy which allows families and students to come together weekly to build community, participate in enrichment activities at local parks or vendor locations. In 2017-2018, we had

Expected

Baseline

New program and baseline data will be available in 2017-2018.

Metric/Indicator

Increase the number of parents who participate in various school activities as measured by sign-ins.

Baseline

Baseline to be determine in 2017-2018

Metric/Indicator

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

Baseline

222 Surveys

Metric/Indicator

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

Baseline

95%

Metric/Indicator

Maintain chronic absenteeism rate at 0%.

Baseline

TBD 2017-2018

Metric/Indicator

Maintain the rate of pupil suspension and expulsions rates.

Baseline

0%

Metric/Indicator

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

Baseline

100%

Actual

614 students participate in 2017-2018 and 33 who have expressed interest for next school year and have been placed on a wait-list.

There were three major events and smaller monthly events allow parents opportunity to engage with staff and other families attending the school. The large events were the Back to School, Graduation, and End of the Year Event. The Back to School event had over 700 parents participate. The monthly parents events vary between 100 to 150 parents.

Over 400 climate surveys were received with parents expressing high satisfaction with the school.

There were only 8 students in Inspire Charter School-Kern whose attendance was below 95% as of April 2018. We will update the section at the end of the school year to ensure the data remains accurate.

There were 85 out of 4174 students attending Inspire Charter School-Kern whose attendance was below 95% as of April 2018. We will update the section at the end of the school year to ensure the data remains accurate.

There were no suspensions or expulsions in 2017-2018 school year. Inspire is an independent study school so student discipline issues do not general exist unless they occur during the monthly meeting with the teacher. The parents are always present at the teacher/student/parent meetings which drastically reduces the chances of behavior issues.

Inspire schools are independent study school. Students complete the work at home and staff meets with families in public library/ public location once a month to review and collect student work. The main office of Inspire was determine to be to be safe based on the Facilities Inventory Report completed by staff.

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
<ul style="list-style-type: none"> Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>All staff credentials were reviewed and verified through CTC to ensure teachers were subject matter competent and CLAD or equivalent certified.</p>	<p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF 9,350,850</p>	<p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF 9,449,096</p>

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

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 2

**Planned
Actions/Services**

Focused Professional Development and Parent Engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.
- Conduct ongoing in-service days and monthly professional development, informed by staff and input and needs analysis.
- Provide opportunities for families to support their students' education and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL

**Actual
Actions/Services**

- A professional development (PD) calendar with data analysis focus was created to provide monthly in-service/professional development to support implementation of CCSS.
- Staff provided feedback regarding PD/Monthly in-service and adjustments were made based on feedback provided.
- There were several meetings and discussion to solicit input regarding parent support along with training for staff on parent meetings, outreach, and creating rapport with parents and students.

**Budgeted
Expenditures**

Professional Development 5800:
Professional/Consulting Services
And Operating Expenditures
Other 81,600

**Estimated Actual
Expenditures**

Professional Development 5800:
Professional/Consulting Services
And Operating Expenditures
Other 36,500

students and unduplicated pupils.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Monitor and intervene on attendance behavior early. Monthly analysis of attendance and behavior data by subgroup. 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 climate surveys. refine intensive targeted interventions for students at risk of dropping out or in danger of failing. 	<ul style="list-style-type: none"> HSTs intervened early with attendance issues. Currently we have four students whose attendance is below 95%. We received over 444 climate surveys that were reviewed, analyzed and shared with staff for improving services and supports to students. This school year, an student study team was refined to support early identification and supports for struggling students. The team supported and met with over 192 students for SST and another 106 for 504s. 	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF 772,717	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF 1,445,660

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Continue the use of Parent Portal Continue to train staff in how to post communications, progress reports and assessment data to Portal Portal. Continue to engage parents in use of Parent Portal 	The parent use of Parent Portal has increased by 80%. Teachers received multiple training sessions regarding posting information on Parent Portal. Parents received multiple opportunities to learn how to use Parent Portal to better track their student's progress, read	Included in Goal 1 action 3 1000-1999: Certificated Personnel Salaries LCFF 0	Included in Goal 1 action 3 1000-1999: Certificated Personnel Salaries LCFF 0

(demonstration sessions, how to guides). • Continue to have teachers engage parents through weekly class newsletter, progress reports (viewable through Parent Portal) and monthly check-in conferences.	weekly newsletter and check in with their student's teacher(s).
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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/services to achieve the goal of appropriately assigned and credentialed teachers was achieved through monitoring and hiring of fully credential staff verified via the California Teacher Credentialing website. Parent and student engagement opportunities increased with HSTs providing a variety of academic learning field trips. As of April, 98% of the students had at least 95% attendance while we do have 85 students that have been struggling with attendances. The student study team supported over 192 students with academic interventions while ensuring the 106 students with 504 were appropriately supported. Students not making adequate progress during interventions were further referred to special education team for follow up and support.

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

The goal was achieved overall in having effective and credential staff across the charter. There were zero suspensions and expulsions given the nature of the school being independent study. The attendance rate goal was met, while we still need to support a few students with chronic attendance issue. The student study team was able to collect data regarding supports and interventions provided to students and refer students not making progress for further follow up from special education staff. All of the facilities were safe based on the FIT survey. Increased engagement opportunities were provided to students on weekly bases.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual cost for employees came in higher than the projected due to increase in student enrollment and hiring of experienced staff. The cost for software came in slightly higher than original projected as result of increase student enrollment for additional access points. The cost for professional development came in lower than projected as a results of having the PD online and in central locations for staff.

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 feedback from stakeholders and staff, some of the actions need to be reworded and better aligned to support the goal. The changes will appear in goal 1 action 4. In addition, we are currently working on systems to highlight enrichment opportunities for students through our online enrichment vendor lobby or teacher led field trips. The enrichment vendor lobby will part of the parent portal (Goal 1,Action 4).

Annual Update

LCAP Year Reviewed: 2017-18

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 to increase students who meet or exceed California Common Core State Standards (CCSS) for English language arts (ELA) and Mathematics as demonstrated by multiple measures.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP participation rate will be at least 95%</p> <p>17-18 CAASPP participation rate will be at least 95%</p> <p>Baseline 71%</p>	<p>The students are currently taking the assessment and we will know if we met the goal in July 2018. In 2017-2018, 71% of the students participated in the CAASPP assessment. This year the focus was to increase the percentage of students participating instead of opting out of the assessment along with retaining focus on completing the assessment to demonstrated understanding of grade level standards.</p>
<p>Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average</p> <p>Baseline ELA 36% Mathematic 18%</p>	<p>The CAASPP ELA assessment data will be released Aug 2018. In 2017, 36% of the students met or exceed standards on the CAASPP assessment in ELA. In Mathematics, 18% of the students met or exceed the standards.</p>

Expected

Metric/Indicator

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

Baseline

50%

Metric/Indicator

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

Baseline

5%

Metric/Indicator

95% of all students will participate in Fall and Spring Summative Diagnostic assessments

Baseline

75%

Metric/Indicator

100% of the teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.

Baseline

100%

Actual

The year, the state changed the assessment for ELs from CELDT to ELPAC. The CELDT was administer in the fall of school each year where as the ELPAC is assessed in the spring of each school year. The results from the ELPAC for 2017-2018 school year have not been released. This section will be updated once the results are received.

The school reclassified 29% of the students in 2017-2018 school year thus far based on the CELDT and ELPAC assessment results. Further reclassification will occur once we receive the final results from ELPAC assessment.

In 2017-2018, 73% of the Inspire students participated in the Fall and Spring Summative assessments. We continue to educate families regarding the role of assessments in determining student progress toward grade level standards.

100% of the teacher completed >15 hours of curriculum training and CCSS PD during the school year.

Actions / Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

The students took the interim benchmark assessment (STAR360) twice this school year. The students who were identified not meeting the standard were followed up by the SST team for

Budgeted Expenditures

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

Estimated Actual Expenditures

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

<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>monitoring and further supports and inventions.</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement RTI model: Identify at-risk students Use RTI tiers to determine each student's level of need <p>Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes</p>	<p>An Rtl model was utilized to support students who are not making academic progress. There were 194 at risk students identified by teachers who were provided with Intervention programs and a Student Study Team (SST) to monitor and review student progress. Based on the team's review the student was recommended for additional</p>	<p>Software 4000-4999: Books And Supplies LCFF 910,000</p>	<p>Software 4000-4999: Books And Supplies LCFF 940,098</p>

support and intervention either online or in person tutoring support. Six week goals were set and student progress was monitored. The team includes the student's teacher, parent, intervention specialist, curriculum specialist, and member of special education team (psychologist or resource specialists).

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify, assess, and instruct English Language Learners:</p> <ul style="list-style-type: none"> • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window • ELD teacher provides designated EL instruction • Track student progress toward meeting EL proficiency requirements 	<p>Every student enrolled into the school is required to complete a Home Language Survey. Based on the information, the student is either identified as an English Learner (EL) or English Only (EO). In addition, data on CalPad is verified to ensure student was not previously identified as EL. The ELD Teacher provides Designated EL Instruction to support language development. Our EL population increased from 68 to over 220 students. Approximately 220 ELLs were given the ELPAC assessment during the ELPAC window. Based on the initial CELDT assessment results and teacher input the student is provided with EL curriculum to assist the student in making annual progress toward reclassification.</p>	<p>Included in 1100 salary costs listed in goal 1, action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>	<p>Included in 1100 salary costs listed in goal 1, action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to build up course lists and pathways that promote College & Career Readiness:

- Committee to review and approve new curriculum and courses
- Counselors and advisory teachers meet with students to support student enrollment in appropriate pathway, conduct info sessions and orientations in pathways.
- Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits
- Hire middle school transition counselor
- Committee to research CTE grants and develop CTE pathways
- Collect and review surveys of student interests for elective options

- The high school has increased courses from 133 courses in 2016-17 to 234 in 2017-18 which include increase in a-g science courses, visual and performing arts and career & technical education.
- The curriculum department and content teachers review and approve new curriculum and courses.
- Student counselors and teachers meet with students to support student enrollment in appropriate pathway, conduct information sessions and orientations in pathways/programs
- All Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits
- All counselors have a caseload of students 7-12 broken down by last name to provide support while maintaining a balanced caseload for each counselor.

The teachers and counselors collect and review surveys of student interests for elective options for upcoming courses.

costs included in goal 1, action 1
1000-1999: Certificated
Personnel Salaries LCFF 0

costs included in goal 1, action 1
1000-1999: Certificated
Personnel Salaries LCFF \$0

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/services to achieve the goal of increasing student participation on benchmark assessment increased slightly. The results for the CAASPP assessment will be released in summer of 2018. Based on Benchmark Assessment (STAR 360), 70% of the students tested were at/above grade level. English learners assessment changed from CELDT to ELPAC and the results will be available in summer of 2018. The RTI process monitored and supported over 194 students. Inspire has continue to build pathways to support students to be college and career ready. Counselors along with HSTs monitor and track student progress according the Individual Graduation Plan of each high school student.

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

The overall actions and services to achieve the goal were effective. We came in little shy of meeting our goal to have at least 75% of the students participate in fall summative assessments, instead we had 71% of the students take the fall summative assessment (STAR 360). Students are currently taking the Spring Summative Assessment (STAR 360) and the CAASPP. We will know the percentage of students who participated in Spring Summative Assessment in June of 2018. We did have an increase in student enrollment which will impact our assessment data as we continue to support and intervene to ensure all students are successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual cost for employees came in higher than the projected due to student enrollment increase. The cost for software came in slightly higher than original projected as result of increase student enrollment for additional access points. The cost for professional development came in lower than projected as a results of having the PD online and in central locations for staff.

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 plan to engage with our staff and parents regarding Summative assessment (STAR 360). To monitor and provide intervention in timely manner, we need to increase the summative assessment (STAR 360) from two times a year to three times a year. Additional PD to staff to engage parents regarding school and state assessments and state requirements for 95% participation on the CAASPP assessment. We plan to engage with staff and parents that it is not about just showing up and taking the assessment but the importance of the assessments and students doing their best to ensure they are on track with grade level standards. We will continue to work towards 95% participation rate in Summative Assessments and CAASPP assessment.

Annual Update

LCAP Year Reviewed: 2017-18

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

Inspire students will graduate college and career ready in all subject areas, based on the CA 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

Metric/Indicator

High School Graduation Rate

17-18

Increase high school cohort graduation rate to 37.8%

Baseline

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

Metric/Indicator

Increase the number of pupils taking Career Technical Education sequences or programs by 5%

17-18

enroll students in college and career pathways so graduating class will have completed the sequence by end of 12th grade.

Actual

The graduation rate for Inspire Kern will be reported in Fall of 2018. The high school students whom enrolled with Inspire-Kern were severely credit deficient. The first goal was to assist students to meet the high school graduation requirements by providing interventions and supports to pass courses. Upon opening Inspire Charter School a number students transferred into Inspire due to lack of success in other schools. The students enrolled with inspire came from number of opportunities schools, alternative schools and a few from traditional high schools.

Inspire adopted CTE courses from multiple different curricula and COEs to support students with CTE pathways. There are 25 different curricula options for students to choose CTE courses from, along with 59 County Offices of Education through out the state.

Expected

Baseline

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

Metric/Indicator

Increase the percentage of students enrolled in UC/CSU a-g approved courses.

Baseline

9th and 10th graders on track.

Metric/Indicator

Increase the number of students participating in the SAT/ACT/PSAT.

Baseline

New high school program and baseline will be established 2017- 2018 school year.

Metric/Indicator

Increase the number of students enrolling and passing AP tests with scores of 3 or higher.

Baseline

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

Metric/Indicator

100% of the students received CA state standards aligned Instructional materials for core subjects.

Actual

Our student enrollment has doubled during this school year. The baseline will have to be adjusted with the new percentage due to increased enrollment. Currently 15% (75 out 508 students) of the students are on track for a-g graduation. In 2016-2017, we had 282 students of which 65 were on track. Most of the families serviced by Inspire are home school parents. The parent prefer their students take community colleges with concurrently enrollment. We are attempting to collect the transcripts to reflect the true number of students who are college and career ready meeting a-g and CTE requirements. In addition, we continue to educate our students and parents of the importances of being enrolled in a-g courses. Most of the approved a-g courses offered thus far have been via Edgenuity and StrongMinds. We are submitting more courses to obtain additional approved courses via textbook to ensure students have more options than just online courses. We will update this section after the current year ends to capture accurate data regarding students on track for a-g by end of second semester.

The school had 57 seniors who were severely credit deficient upon enrollment with Inspire. Our first goal was to assist the students with making up credits to place them on graduation track.

Most of the families serviced by Inspire are home school parents. The parent prefer their students take community colleges with concurrently enrollment rather than enroll in online AP courses. We are attempting to collect the transcripts to reflect the true number of students who are college and career ready. In addition, we continue to educate our students and parents of the importances of being enrolled in AP courses. In 2017-2018, Inspire-Kern offered 11 online AP course but only 2 students took advantage of the courses. The counselors are collecting college transcripts to determine how many of the high school students were enrolled in college courses and how many passed those courses.

Students increased access to CSS-aligned instructional materials as measured by the teacher completed "I Can Statements" and online Inspire Curriculum Inventory survey, which indicate 100% of students had access to standards aligned materials.

Expected	Actual
Baseline 100%	
Metric/Indicator Maintain 100% of high school students with 4-Year Plans created by a Guidance Counselor Baseline 100%	100% of the high school students have a 4 year individualized graduation plan.
Metric/Indicator Decrease the high school cohort dropout rate. Baseline New high school program and baseline will be established 2017-2018 school year.	The cohort drop out rate for 2016-2017 and 2017-2018 has not been released on DataQuest. As of May 2018, Inspire had 14 high school students exit from Inspire who have not enrolled in another school based on CalPads. Of the 14 students, six were seniors who had reached the age of 18 or higher. There were three 9th graders, three 10th graders and two 11th graders. We continue to reach out to families and students to assist with reenrolling with Inspire or another school.
Metric/Indicator Decrease the middle school dropout rate. Baseline New high school program and baseline will be established 2017-2018 school year.	As of May 2018, Inspire had 8 middle school students exit from Inspire who have not enrolled in another school based on CalPads. Of the 8 students, there were six 7th graders and two 8th graders. Inspire has been monitoring and tracking students who left inspire during their 7th and 8th grade school year to ensure they enroll with another school on CalPads. We continue to reach out to families and students to assist with reenrolling with Inspire or another school.

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
Research, pilot and evaluate Career Technical Education sequences and PD/training	Inspire adopted CTE courses from multiple different curricula and COEs to support students with	Included in Goal 1 Action 4 1000-1999: Certificated Personnel Salaries LCFF 0	Included in Goal 1 Action 4 1000-1999: Certificated Personnel Salaries LCFF 0

resources for CTE/College & Career

CTE pathways. There are 25 different curricula options for students to choose CTE courses from, along with 59 County Offices of Education through out the state.

Action 2

Planned Actions/Services

Continue to provide all required classes for students within their selected High School course plans to ensure all students are prepared for their selected college/career pathway.

Actual Actions/Services

In 2017-2018, students were offered increased choices in accessing their courses via textbooks, online and a blend of both. Students using textbooks, had access to their core teachers via live online support daily through office hours for the each course.

Budgeted Expenditures

Costs Included in goal 2 action 2
4000-4999: Books And Supplies
LCFF 0

Estimated Actual Expenditures

Costs Included in goal 2 action 2
4000-4999: Books And Supplies
LCFF 0

Action 3

Planned Actions/Services

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

Actual Actions/Services

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. There were 194 at risk students identified by teachers who were provided with Intervention programs and a Student Study Team (SST) to monitor and review student progress. Based on the team's review the student was recommended for additional

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF n/a

Estimated Actual Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF n/a

support and intervention either online or in person tutoring support. Six week goals were set and student progress was monitored. The team includes the student's teacher, parent, intervention specialist, curriculum specialist, and member of special education team (psychologist or resource specialists).

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Staff was provided extensive training to support students for their selected pathways. The high school structures and pathways were streamlined for clarity to staff and students. HSTs were trained to solicit feedback from parents and students regarding their goals and plans for after school. Most of the families serviced by Inspire are home school parents. The parent prefer their students take community college courses with concurrently enrollment in high school rather than take an AP course. We are attempting to collect the transcripts to reflect the true number of students who are college and career ready meeting a-g and CTE requirements. In addition, we continue to educate our students and parents of the importances of being enrolled in a-g courses	Costs Included in goal 1 action 2 5800: Professional/Consulting Services And Operating Expenditures Other 0	Costs Included in goal 1 action 2 5800: Professional/Consulting Services And Operating Expenditures Other 0

Analysis

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

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

The overall implementation of the actions/services to achieve the articulated goal to create systems and structures that provide multiple pathways of personalized learning and to increase College and Career Readiness of our students and close the achievement gaps for all subgroups were met with mixed review. The school provided multiple pathways and personalized learning to increase College and Career Readiness for all students. This was the first year of the Inspire high school and grades 9-12 were open for enrollment. Most students who entered 12th grade at Inspire were severely credit deficient thus explains the low cohort graduation and dropout rate. Moving forward as inspire works with students who have been with the school since 9th grade will be on track to graduate college and career ready.

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

Based on the CAASPP data from CDE for 2016-2017, Economically Disadvantage students are not making the same progress of our White students (subgroups Economically disadvantage ELA 26%; Mathematics 9%; Hispanic ELA 37%, Mathematics 15%; White ELA 38%, Mathematics 20%; EL ELA 22%, Mathematics 22%) . The Hispanic subgroup needs support in Mathematics. We continue to monitor our juniors and seniors who transferred to Inspire severely credit deficient to assist them with credit recovery. The reason for that results from allowing students severely high school credit deficient joined the school as seniors and not having sufficient time for credit recovery. Part of the actions for 2017-18 will include intensive supports and credit recovery for students who are credit deficient and project recovery for students who drop out of school. The data indicates the need to closely monitor student progress toward graduation and student proficiency in CCSS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no additional costs to implement these actions because certificated personnel, professional development and software costs were included in goal 1 and 4. Those costs did increase 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.

The goal will remain the same but additional actions will be added to quarterly monitor student progress toward graduation based on credits, enrollment in college or AP courses and project recovery for students dropping out. Professional development opportunities will be provided to parents to support/improve student achievement. A campaign to encourage more students to participate in CTE courses, AP courses and/or concurrently enrollment in community college course. In addition, train staff on student transcripts to monitor student progress toward graduation.

Annual Update

LCAP Year Reviewed: 2017-18

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

Inspire students will have access CCSS aligned instructional materials, 21st Century Learning tools and opportunities to develop and implement collaborative learning opportunities to navigate technology and communicate effectively throughout their K12 education

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 100% of students will have access to a computer</p> <p>17-18 100% of students will have access to a computer</p> <p>Baseline 100%</p>	<p>All students either have a computer or they have received one through the use of instructional funds. Each student enrolled is allocated funds which are used to ensure students have a computer, access to common core curriculum and participate in enrichment courses.</p>
<p>Metric/Indicator Blackboard/synchronous webclass teaching sessions based student sign in.</p> <p>17-18 Blackboard/synchronous webclass teaching sessions based student sign in.</p>	<p>There are over 175 weekly live sessions offered to students and approximately 32% of the students participate in the weekly live sessions for additional support or assistance. Mathematics and Foreign language courses saw the most student participation.</p>

Expected

Baseline

Baseline data will be created in 2017-18

Metric/Indicator

Increased student participation in Yearbook Committee, Student Council, Meet the Masters based on student sign in.

17-18

Increased student participation in Yearbook Committee, Student Council, Meet the Masters based on student sign in.

Baseline

Baseline data will be created in 2017-18

Metric/Indicator

Continue to train and support staff in utilizing currently available technology tools and resources staff sign-in.

17-18

100% of the staff will be trained in utilizing currently available technology tools and resources to support students.

Baseline

Baseline data will be created in 2017-18

Metric/Indicator

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

17-18

Continue to 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.

17-18

100% of the students will have access to online and textbook courses.

Baseline

100%

Actual

Inspire's yearbook committee had all of its members participate in regularly quarterly meetings led by the Advisor. There were a number of events planned and provided to engage students. The events included park days, dances, variety of educational field trips to Museum and other regional interests.

Inspire technology department provides live support to students and teachers with technology, In addition, there are recorded trainings for teachers to access if they couldn't make the technology trainings. Inspire has a HST handbook which provides all of the information and training for teachers to access anytime of the day.

The website has been updated and maintained. The image below is a screen grab from Google Analytics which shows our average active inspireschools.org website users per day, week, 14 days, and 28 days: 1 day: 1,404 views, 7 days 6,997;

In 2017-2018, students were offered increased choices in accessing their courses via textbooks, online and a blend of both. Students using textbooks, had access to their core teachers via live online support daily through office hours for the each course.

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
<p>Facilitate student groups that promote collaboration and communication among students in person and online</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>There were over 175 weekly sessions available for students to participate to promote collaboration and communication. In addition, there were 21 teacher led educational field trips.</p>	<p>Books, Supplies, Special Activities and Field trips 4000-4999: Books And Supplies LCFF \$3,835,689</p>	<p>Books, Supplies, Special Activities and Field trips 4000-4999: Books And Supplies LCFF \$3,835,689</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encourage use of collaborative groups and technology-based projects.	This action was challenging to achieve due to the flexibility of students completing their studies independently at different times of the day. We continue to research and seek feedback from students and families regarding students working in groups to complete collaborative technology based projects.	Costs included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 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	The Project-Based pathway didn't draw students to maintain the pathway, instead the ideas and strategies were utilized in all of the platforms to ensure students were developing the essential skills in technology, collaboration and communication.	Costs included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Enrichment Academy syllabi will include at least 1 student project presentation per term Utilize small group break-out activities in Blackboard web classroom sessions. 	Students are provided with opportunities to make presentation of what they are learning once a month to teachers. The presentation include a project they completed for courses or enrichment. Students have provided videos of their performances, projects they competed for the Fair (San County Fair, STEM Fair).	Costs included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

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

All actions and services were implemented. Staff ensured every student had access to technology. In addition, 175 online sessions were added to provide students an opportunity to collaborate with their peers to work on projects. Students presented once a month regarding their courses and enrichment learning to their teachers and family. Based on lack of student interest modifications were made to Project-Based Learning Platform. Essential components of the program were incorporated into the online and textbook based Platforms.

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 were achieved and recorded in all measurable outcomes. Students were engaged in more project based, real word learning through enrichment opportunities. The data for assessments (SAT, AP) and Graduation rates have not been released. The analysis will be further conducted once the state has released the information in the summer of 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the costs of this goal were encumbered in goal 1. The increase in costs resulted from hiring of additional staff due to increase in enrollment which also resulted in increase costs for books, supplies, special activities and field trips 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.

Based on our evaluation of the LCAP and review of the data, we will need to refine our actions to better align with our goals. The actions did not directly relate to the goal so modifications will be made to goal 4 actions 1-4.

Stakeholder Engagement

LCAP Year: 2018-19

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, 2017 In-person teacher in-service trainings on homeschool curriculum, pedagogies, addressing and monitoring student progress towards CCSS were held.
- | October 27, 2017 Director of Curriculum met in-person with a group of parents who were invited to attend a focus group meeting at an Enrichment Academy in order to discuss what does our school do well, what do we need to improve, what should be our priority area of improvement. A flyer advertising the event was placed at the registration table of the Enrichment Academy, and parents were also invited by their teacher to participate.
- | December 2, 2017 - The Inspire staff gathered on a video conference meeting for a presentation by Director of Curriculum on LCAP goals and discussion on progress towards goals.
- | December 3, 2017 The Director of Curriculum provided an update to the board on LCAP goals, discussion on progress towards goals, and new accountability system and the five by five metrics.
- | February-May 2018 Weekly parent forum meetings were held via webinar by Director of Testing & Assessment on student achievement goals, assessment goals, and participation in CAASPP. The parent information sessions were advertised on our school website calendar, and teachers invited parents of students in their classes.
- | April 27, 2018 – LCAP Parent and Student Surveys were sent out via email.
- | April 25-27, 2018 – The Instructional cabinet met to discuss progress of LCAP goals for this year and plans for monitoring of the LCAP goals for next year.
- | May 1 & 3, 2018 – LCAP Community Feedback Forum was held by Director of Curriculum via video conference to gather feedback from parents on ways we can accomplish LCAP goals. The session was advertised on our school website calendar, and teachers invited parents to participate.
- | May 7, 2018 – LCAP Staff Surveys were sent out via email.
- | June 6, 2018 – Public hearing was held at board meeting.

Impact on LCAP and Annual Update

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

Based on our data and stakeholder feedback, we have added more field trips for target group and also career oriented. We have also modified our goal to communicate the various opportunities for parents to volunteer in their community and at various Inspire events. We also noticed the need to better monitor and track our high school students based on data so we have created a plan for our high school administration and team to regularly look at graduation rate and implement project recovery. In addition, our focus continues to remain on building credit recovery courses and resources. The high school teachers provide over 175 sessions of office hours combined but few students cease the opportunity. We modified several actions in goal 3 and 4 to better align with the goals. We heard from our students and families that they wanted more course options, and we have worked hard to grow our course catalog and will continue to build it to include more a-g course options, visual and performing arts classes, CTE options and concurrent enrollment opportunities for high school students. In consulting with our various groups, we have a committed focus on data-driven planning and monitoring. We will continue to solicit stakeholder feedback with the use of sign in sheets at events and collect survey data in a way that differentiates parents and students in our separate schools so we can drill down and determine needs at the local level.

In addition, the consultation impact on the LCAP for the previous school year was to provide more opportunities for students to collaborate with their peers online and in person via student activities and field trips. We received positive feedback and more suggestions for student led events, field trip and activities. The suggestions were made to place a list of outreach events, including parent group meetings held at Enrichment Academies, on Master Calendar on the website and use sign on sheets to collect and track attendance. Soliciting feedback forms/evaluations/suggestions from parents and staff on the success of the events is a good practice and we will continue doing it for next year. Parents wanted the consistency of having the same teacher to support their children regardless if the children were in three different grades-- parents were provided the option. The data clearly indicated the need to engage with parents regarding participation in state mandated assessments. This will be the focus for the upcoming school year. The need continues to educate parents and staff on the LCAP evaluation rubric was evident, and PD will include the essentials to ensure all staff understands the requirements. Student monitoring of progress toward standards required a calendar to allow all staff to be on the same page. The things that went well were the flexibility and supports students received toward their education. Parents highlighted the one-to-one teacher support they received for their children from the teacher. They liked working with the homeschool teacher to individualize personal learning plan to support their children. In addition, staff recommended that when ELPAC data comes out, talking regionally as a team about who the students are and what resources are available will better support student progress. After each event, regional teams should reflect on the success/impact of the event. The need to save power points for reference and evidence of in house PD was indicated. Expanding the CTE courses, sequences and pathways by partnering with vendors/specialty programs for ideas/leads for industries and opportunities is now a focus.

In addition, the consultation impact on the LCAP for the upcoming school year was to provide more opportunities for students to collaborate with their peers online and in person via student activities and fieldtrips. Suggestions were made to place a list of

outreach events, including parent group meetings held at Enrichment Academies, on Master Calendar on the website and use sign on sheets to collect and track attendance. Soliciting feedback forms/evaluations/suggestions from parents and staff on the success of the events is a good practice. Parents wanted the consistency of having the same teacher to support their children. Some of the input indicates the need to decrease testing for students which highlighted the need to provide information to parents about the state requirements for the students and school. The need to educate parents and staff on the LCAP evaluation rubric was evident, and PD will include the essentials to ensure all staff understands the requirements. Student monitoring of progress toward standards required a calendar to allow all staff to be on the same page. The things that went well were the flexibility and supports students received toward their education. Parents highlighted the one-to-one teacher support they received for their children from the teacher. They liked working with the homeschool teacher to individualize personal learning plan to support their children. In addition, staff recommended that when CELDT data comes out, talking regionally as a team about who the students are and what resources are available will better support student progress. After each event, regional teams should reflect on the success/impact of the event. The need to save power points for reference and evidence of in house PD was indicated. Expanding the CTE courses, sequences and pathways by partnering with vendors/specialty programs for ideas/leads for industries and opportunities is now a focus.

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

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:

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 needs to provide to parents because they provide instructional support to students. Parent participation in meetings, workshops, trainings, etc. is low.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers appropriately assigned and fully credentialed.	100%	100%		
Increase number of students participating in Enrichment opportunities as	New program and Baseline data will be available in 2017-18	609 students participated in Enrichment academies.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student enrollment.				
Increase opportunities for parent participation in various school activities.	New program and Baseline data will be available in 2017-18	121 activities		
Increase parent participation rate for the school climate survey by 10%.	222 surveys were returned	444 surveys were returned		
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.	95%	95%		
Maintain chronic absenteeism rate at 0%.	0%	TBD		
Maintain the rate of pupil suspension and expulsions rates.	0%	0%		
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	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)

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)

[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

Unchanged 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 nevaluates 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 nevaluates teacher implementation of CCSS effectively

2019-20 Actions/Services

- Ensure teachers are subject matter competent:
- Annual teacher credential review, including CLAD or equivalent
- Audit Highly Qualified Teacher assignments
- Implement a performance review process that nevaluates teacher implementation of CCSS effectively

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,449,096	9,703,683	9,998,675
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

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

Students to be Served:

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

All
Students with Disabilities
Specific Student Groups: English Learners

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

Unchanged 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

Focused Professional development and parent engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.
- Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.
- Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing

2018-19 Actions/Services

Focused Professional development and parent engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.
- Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.
- Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing

2019-20 Actions/Services

Focused Professional development and parent engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.
- Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.
- Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing

school resources, including parents of
ELL students and unduplicated pupils.

school resources, including parents of
ELL students and unduplicated pupils.

school resources, including parents of
ELL students and unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,405	\$36,500	\$37,230
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 3

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

Students to be Served:

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

All
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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

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.

- 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.

- 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,445,660	\$639,980	\$659,435
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators

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

Unchanged 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 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.

2018-19 Actions/Services

- Continue the use of Parent Portal:
- Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal
- Continue to engage parents in use of parent portal (demonstration sessions, how to guides)
- Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.

2019-20 Actions/Services

- Continue the use of Parent Portal:
- Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal
- Continue to engage parents in use of parent portal (demonstration sessions, how to guides)
- Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		639,980	659,435
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries included in goal 1 action 1	1000-1999: Certificated Personnel Salaries Certificated Personnel	1000-1999: Certificated Personnel Salaries Certificated Personnel

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

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:

Identified Need:

Administration and staff need to create and implement a formal system to quickly identify and support students in danger of failing. While many parents are highly involved in the student-parent-teacher partnership through monthly conferences and frequent dialogue, the school needs to formally involve parents and students in the decision-making process of the school by creating a parent-involved leadership team, such as a School Site Council. 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
CAASPP participation rate will be at least 95%	New school program and baseline will be established 2017-2016 school year.	Data Released in Fall 2018		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups, will meet or exceed the statewide average	36%	Data Released in Fall 2018		
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups, will meet or exceed the statewide average	18%	Data Released in Fall 2018		
10% of English learners will increase one level of proficiency on the ELPAC annually	50%	Data released in Fall 2018		
At least 10% of EL students will demonstrate eligibility for reclassification	5%	29%		
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.	75%	71%		
A professional development calendar will be created to include specific CCSS PD	100% of teachers will engage in >15 hours of curriculum training and	100% of teachers engaged in PD		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	CCSS PD during the school year.			

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

Unchanged 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Costs Included in goal 1 action 1	1000-1999: Certificated Personnel Salaries Costs Included in goal 1 action 1	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

Unchanged 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,

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

Unchanged Action

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,

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

Unchanged Action

2019-20 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

enrichment tutoring services, SAT/ACT
prep classes

enrichment tutoring services, SAT/ACT
prep classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$940,098	\$1,491,399	\$1,521,227
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies software	4000-4999: Books And Supplies software	4000-4999: Books And Supplies software

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Identify, assess, and instruct English
Language Learners:

Identify, assess, and instruct English
Language Learners:

Identify, assess, and instruct English
Language Learners:

<ul style="list-style-type: none"> • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window • Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements 	<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>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>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Costs Included in goal 1, action 1	1000-1999: Certificated Personnel Salaries Costs Included in goal 1, action 1	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)

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

Modified Action

2017-18 Actions/Services

- Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.
- Committee to review and approve new curriculum and courses
- Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.
- Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits
- Continue to research CTE grants and develop CTE pathways

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

Modified Action

2018-19 Actions/Services

- Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan of students.
- Committee to review and approve new curriculum and courses
- Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.

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

Modified Action

2019-20 Actions/Services

- Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.
- Committee to review and approve new curriculum and courses
- Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Costs Included in goal 1, action 1	1000-1999: Certificated Personnel Salaries Costs Included in goal 1, action 1	1000-1999: Certificated Personnel Salaries Costs Included in goal 1, action 1

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

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:

Identified Need:

- Improve the number of students meeting requirements to UC/CSU and improved number of students demonstrating college readiness.
- Improve support to students struggling to meet General Education High School requirements.
- few CTE courses, sequences, or programs are currently offered.
- CAASPP data for grade 11 indicates that 46% met or exceeded the ELA standards and 10% met or exceeded the math standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase High School Cohort graduation rate	New high school program and baseline will be established 2017-2016 school year.	Data not released by CDE		
Increase the number of students taking Career	New high school program and baseline	Data not released by CDE		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technical Education sequences or programs	will be established 2017-2016 school year.			
Increase high school students on track to graduate with A-G requirements fulfilled	40% 9th and 10th graders on track	21% of the students are on track to graduate meeting a-g requirements.		
Increase the number of students participating in the SAT /ACT/ PSAT.	New high school program and baseline will be established 2017-2016 school year.	Data released Fall 2018		
Increase the number of students taking college level course through AP or with concurrent enrollment in community colleges.	New metric	New high school program and baseline will be established 2018-2019 school year.		
Increase the number of students passing AP tests with scores of 3 or higher by 5%	New high school program and baseline will be established 2017-2016 school year.	100%		
Maintain 100% of high school students with 4-Year Plans created by a Guidance Counselor	100%	100%		
Decrease the high school cohort dropout rate	New high school program and baseline will be established 2017-2016 school year.	Data will be released Fall 2018		
Decrease the middle school dropout rate.	New action and Baseline data is pending	Data will be released Fall 2018		

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

Planned Actions / Services

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

Action 1

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

Unchanged Action

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

New Action

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

New 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

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Costs Included in goal 1 action 1	1000-1999: Certificated Personnel Salaries Costs Included in goal 1 action 1	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

Unchanged Action

2017-18 Actions/Services

Continue to provide all required classes for students within their selected High school course plans to ensure all students are prepared for their selected college/career pathway.

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

Unchanged Action

2018-19 Actions/Services

Continue to provide all required courses for students within their selected High school pathways (CTE, AP, etc.) to ensure all students are prepared for their selected college/career pathway.

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

Unchanged Action

2019-20 Actions/Services

Continue to provide all required courses for students within their selected High school pathways (CTE, AP, etc.) to ensure all students are prepared for their selected college/career pathway.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Costs Included in goal 2 action 2	4000-4999: Books And Supplies Costs Included in goal 2 action 2	4000-4999: Books And Supplies Costs Included in goal 2 action 2

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[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

Unchanged 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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Costs Included in goal 1 action 1	1000-1999: Certificated Personnel Salaries Costs Included in goal 1 action 1	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)

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

Unchanged 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 internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Costs Included in goal 1 action 2	5800: Professional/Consulting Services And Operating Expenditures Costs Included in goal 1 action 2	5800: Professional/Consulting Services And Operating Expenditures Costs Included in goal 1 action 2

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

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:

Identified Need:

Students need to be challenged as 21st Century learners to think critically and collaboratively, examine problems, gather information, and make informed, reasoned decisions while using technology.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will have access to a computer	100%			
100% of the students will have a broad course of study through vendor lobby electives and enrichment opporutities.	New action	baseline data will be collected in 2018-2019.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in.	Baseline data will be created in 2017-18	TBD summer 2018		
Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	100%	100%		
Continue to provide access to online courses as well as textbook based courses to meet the needs of diverse learners.	100%	100%		
Continue to provide access to online courses as well as textbook.	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)

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

Unchanged Action

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

New Action
Unchanged Action

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

New Action
Unchanged 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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,835,689	\$3,487,122	\$3,556,865
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Special Activities and fieldtrips	4000-4999: Books And Supplies Special Activities and fieldtrips	4000-4999: Books And Supplies Special Activities and fieldtrips

Action 2

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

Students to be Served:

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

Location(s):

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

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services

Encourage use of collaborative groups and technology-based projects:

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Cost Included in Goal 3, Action 2	4000-4999: Books And Supplies Cost Included in Goal 3, Action 2	4000-4999: Books And Supplies Cost included in Goal 3, Action 2

Action 3

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged 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

Hybrid high school courses will include project based learning that incorporates technology, collaboration, and student communication skill

2018-19 Actions/Services

High school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.

2019-20 Actions/Services

High school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1	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

Unchanged Action

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

New Action

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

New 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	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$2,525,723

Percentage to Increase or Improve Services

7.37%

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. Inspire Charter Schools recognizes 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, Inspire Charter Schools 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 Regional Coordinators and Senior 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

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).

Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,551,373

3.28%

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 Economically Disadvantage 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (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).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “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).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).
- (e) “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).
- (f) “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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	14,950,856.00	15,707,043.00	15,706,948.00	15,998,664.00	16,432,867.00	48,138,479.00
LCFF	14,869,256.00	15,670,543.00	15,706,948.00	15,998,664.00	16,432,867.00	48,138,479.00
Other	81,600.00	36,500.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	14,950,856.00	15,707,043.00	15,706,948.00	15,998,664.00	16,432,867.00	48,138,479.00
1000-1999: Certificated Personnel Salaries	10,123,567.00	10,894,756.00	10,894,756.00	10,983,643.00	11,317,545.00	33,195,944.00
4000-4999: Books And Supplies	4,745,689.00	4,775,787.00	4,775,787.00	4,978,521.00	5,078,092.00	14,832,400.00
5800: Professional/Consulting Services And Operating Expenditures	81,600.00	36,500.00	36,405.00	36,500.00	37,230.00	110,135.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	14,950,856.00	15,707,043.00	15,706,948.00	15,998,664.00	16,432,867.00	48,138,479.00
1000-1999: Certificated Personnel Salaries	LCFF	10,123,567.00	10,894,756.00	10,894,756.00	10,983,643.00	11,317,545.00	33,195,944.00
4000-4999: Books And Supplies	LCFF	4,745,689.00	4,775,787.00	4,775,787.00	4,978,521.00	5,078,092.00	14,832,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	36,405.00	36,500.00	37,230.00	110,135.00
5800: Professional/Consulting Services And Operating Expenditures	Other	81,600.00	36,500.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	10,205,167.00	10,931,256.00	10,931,161.00	11,020,143.00	11,354,775.00	33,306,079.00
Goal 2	910,000.00	940,098.00	940,098.00	1,491,399.00	1,521,227.00	3,952,724.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	3,835,689.00	3,835,689.00	3,835,689.00	3,487,122.00	3,556,865.00	10,879,676.00

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



The Charter School Documents Policy

Inspire Charter School – Kern recognizes the importance of securing and retaining the Charter School's documents. The Executive Director or designee shall ensure that the Charter School's records are developed, maintained, and disposed of in accordance with law and Board policy.

The purpose of the Inspire Charter School – Kern Governing Board approving this Charter School Documents Policy is to accomplish the following:

1. Establish the Management of Business and Non-Instructional Operations Documents
2. Identify the Procedures during a Breach of Security
3. Identify the Procedures for The Safe at Home Program

1. Management of Business and Non-Instructional Operations Documents: The Executive Director or designee shall consult with the Charter School legal counsel, site administrators, the Charter School information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of the Charter School documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

The Executive Director or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft.

The Executive Director or designee shall ensure that employees receive information about the Charter School's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.

2. Breach of Security: If the Charter School discovers or is notified that a breach of security of the Charter School records containing unencrypted personal information has occurred, the Executive Director or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Executive Director or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely

manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

3. **Safe at Home Program:** The Charter School's public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish the Charter School residency requirements for enrollment and for school emergency purposes.

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Access to The Charter School Documents Policy

Inspire Charter School – Kern recognizes the right of citizens to have access to public records of the Charter School. The Board intends the Charter School to provide any person reasonable access to the public records of the Charter School during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

The purpose of the Inspire Charter School – Kern Governing Board approving this Access to the Charter School Documents Policy is to accomplish the following:

1. Establish the Procedures for Responding to a Public Records Act
 2. Establish the Ability to Charge for the Cost of Copies
 3. Identify How to Maintain Security of the Charter School's Documents
-
1. **Public Records Act:** In response to a public records request, the Executive Director or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through the Charter School's-provided device or account or through an employee's or Board member's personal device or account.
 2. **Charging for the Cost of Copies:** The Charter School may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Executive Director or designee and as specified in administrative regulation.
 3. **Security of The Charter School's Documents:** In order to help maintain the security of the Charter School's records, members of the public granted access shall examine records in the presence of a charter school staff member.

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Family Educational Rights and Privacy Act (FERPA) Directory Information Policy and “Opt-Out” Notice

Inspire Charter School – Kern is committed ensuring that the Charter School complies with the Family Education Rights and Privacy Act (FERPA) and the disclosure of directory information.

The purpose of the Inspire Charter School – Kern Governing Board approving this Family Educational Rights and Privacy Act Directory Information Policy and “Opt-Out” Notice is to accomplish the following:

1. Establish the Release of Directory Information
2. Define Directory Information
3. Identify the “Opt-Out” Notice Procedure

- 1. Release of Directory Information:** “Directory information,” which is defined as set forth below, may be released to requestors in limited circumstances by the Charter School without additional notice to parents/guardians unless the parent/guardian “opts out” of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, the Charter School’s policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT the Charter School will release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools.

- 2. Definition of Directory Information:** Inspire Charter School - Kern has designated the following information as directory information:

- Parents’/guardians’ names
- Address
- Electronic mail address
- Dates of attendance
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended

3. **“Opt-Out” Notice:** If a parent/guardian does not want the Charter School to disclose the parent/guardian’s contact and other directory information from his/her child’s records to such persons or entities without the parent/guardian’s prior written consent, the parent/guardian must notify the Charter School in writing within two weeks of receipt of this policy.

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Homeless Education Policy

Inspire Charter School – Kern is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

The purpose of the Inspire Charter School - Kern Governing Board approving this Homeless Education Policy is to accomplish the following:

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Define Comparable Education Services for Homeless Children and Youth

1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.

- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

2. Homeless Liaison Responsibilities: The Charter School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth enroll in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

- 3. Enrollment:** All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paperwork. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

- 4. Enrollment Disputes and the Dispute Resolution Process:** If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. "Enrolled" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled

in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

- 5. Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
 - Programs in career and technical education

*This policy was adapted from the Charter School Development Center- Homeless Youth Policy.

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Information Technology Department
Policies and Procedures

Overview

This document serves as a rulebook and roadmap for successfully and properly utilizing the technology resources at Inspire Charter Schools (ICS). You, the employee, should always take careful consideration to verify that all actions fall within the authorized parameters for access, utilization, distribution, and modification of ICS's technology resources set forth within this document.

Any misuse, misappropriation, negligence, or deliberate disobedience concerning these policies and procedures will not be tolerated. It is up to each individual employee and affiliate of ICS to familiarize him/herself with the policies and procedures set forth prior to signing the agreement form associated to these policies and procedures.

It is the purpose of the ICS Information Technology Department (ITD) to provide these policies and procedures in order to address potential situations and to provide steps to take during these situations. However, not all situations can ever be addressed so it is up to each individual employee and affiliate to use these policies and procedures as an example of what action to take.

The ICS Information Technology Department does encourage all ICS employees and associates to err on the side of caution should a difficult or questionable situation present itself. Please contact the ITD if you require assistance or have any questions.

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Acceptable Use of Information Technology Resources

Overview

Inspire Charter Schools Acceptable Use of Information Technology Resources policy (AUP) provides for access to information technology (IT) resources and communications networks within a culture of openness, trust, and integrity. In addition, Inspire Charter School (ICS) is committed to protecting itself and its students, faculty, and staff from unethical, illegal, or damaging actions by individuals using these systems.

ICS is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of ICS devices, networks, accounts, and other resources must adhere to ICS policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of ICS. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

DEFINITIONS:

1. **ICS or School or Organization or We** - Inspire Charter Schools and its subsidiaries, programs, and divisions
2. **ITD** - Inspire Charter Schools Information Technology Department
3. **You or Your or I** - employee of ICS and or signer of this Acceptable Use of Technology Policy
4. **Resources** - devices, systems, services or networks owned, operated or issued by ICS
5. **User** - any person(s) accessing or utilizing ICS resources that is not a resource operator
6. **AUP** - INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

Purpose

The purpose of this policy is to outline the ethical and acceptable use of information systems at Inspire Charter Schools. These rules are in place to protect students, faculty, and staff; i.e., to ensure that members of the Inspire Charter Schools community have access to reliable, current IT resources that are safe from unauthorized or malicious use.

Insecure practices and malicious acts expose Inspire Charter Schools and individual students, faculty, and staff to risks including virus attacks, compromise of network systems and services, and loss of data or confidential information. Security breaches could result in legal action for individuals or the school. In addition, security breaches damage the schools reputation and could result in loss of services. Other misuses, such as excessive use by an individual, can substantially diminish resources available for other users.

Scope

This outline is an integral part of IT security policies and applies to faculty, staff, and students as well as any other individuals or entities who use information and IT resources at Inspire Charter Schools. This policy applies to all IT resources owned or leased by Inspire Charter Schools and to any privately owned equipment connected to the schools network and includes, but is not limited to, computer equipment, software, operating systems, storage media, and the Internet.

Securing and protecting these significant and costly resources from misuse or malicious activity is the responsibility of those who manage systems as well as those who use them. Effective security is a team effort involving the participation and support of every member of the ICS community who accesses and uses IT resources. Therefore, every user of Inspire Charter School IT resources is required to know the policies and to conduct their activities within the scope of the AUP, and the **Policies, Standards, and Guidelines for IT Security** (see Resources below). Failure to comply with this policy may result in disciplinary action.

Acceptable Use Policy

Unless otherwise specified in this policy or other ICS policies, use of school information technology resources is restricted to purposes related to the school's mission. Eligible individuals are provided access in order to support their job duties as employees, official business with the school, and other school-sanctioned activities. Individuals may not share with or transfer to others their user accounts including passwords, or other access codes that allow them to gain access to ICS Information Technology resources. The protection and privacy of our students and staff information is the highest priority and each staff member is expected to enact safe privacy measures according to current state and federal laws. Violation of this could result in disciplinary action or termination.

Other administrative units have considerable latitude in developing complementary technology use policies and procedures, as long as they are consistent with this policy and any other applicable technology use policies of the school. For more information about developing technology policies and procedures, please contact the Information Technology Department (ITD).

Incidental personal use of information technology resources must adhere to all applicable school policies. Under no circumstances may incidental personal use involve violations of the law, interfere with the fulfillment of an employee's school responsibilities, or adversely impact or conflict with activities supporting the mission of the school.

Users are prohibited from engaging in any activity that is illegal under local, state, federal, or international law or in violation of school policy. The categories and lists below are by no means exhaustive, but attempt to provide a framework for activities that fall into the category of acceptable/unacceptable use.

IT Resources include but are not limited to:

- Computers
 - Desktop Computers (if applicable), Mobile Devices, Laptops, etc.
- Network Equipment
 - Routers, Network and Communication Cabling, VoIP Phones, HotSpots, Cradlepoints, etc.
- Audio/Video Equipment
 - Projectors, Cameras, Copiers/Printers, Fax Machines, Security Cameras, TVs, etc
- Software
 - Operating Systems, Application Software

- Resources
 - Group Drive File Storage, Website File Storage, Email Accounts, Social Networking Accounts, etc.

The following activities provide a general roadmap to use ICS's technology resources in an acceptable manner:

1. You agree to, learn about and comply with all information outlined in this AUP document
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an employee of the ITD
 - Never removing protective accessories or features (e.g. cases, bumpers)
 - Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. You are expected to make a reasonable effort to protect your passwords, private information and data.
5. Employees must use extreme caution when opening email attachments received from unknown senders
6. All users should lock the workstation when unattended
7. Upon termination of employment, all technology must be returned on your final day of employment. If any attempt to collect the items have failed, all matters will be handled by local law enforcement. ***For more information, please contact the ICS Information Technology Department.***

Unacceptable Use

Excessive Non-Priority Use of Computing Resources

Priority for the use of IT resources is given to activities related to the school's missions of teaching, learning, research, and outreach. ICS computer and resources are limited in capacity and are in high demand. To conserve IT resource capacity for all users, individuals should exercise restraint when utilizing computing and system resources. Individual users may be required to stop non-priority use of IT resources, such as recreational activities and non-academic, non-business services.

Unacceptable system and network activities include:

Engaging in or effecting security breaches or malicious use of system communication including, but not limited to:

1. Obtaining configuration information about a network or system for which the user does not have administrative responsibility.

Unauthorized Use of ICS Property

Users are responsible for complying with all applicable laws and regulations regarding the dissemination and protection of data and information that is confidential, particularly with regards to the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), Children's Internet Protection Act (CIPA), and any other applicable state and federal legislation dealing with information privacy. Violations include, but are not limited to:

1. Except as provided by fair use principles, engaging in unauthorized copying, distribution, display, or publication of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books, or other copyrighted sources; copyrighted music or video; and the installation of any copyrighted software without an appropriate license.
2. Using, displaying, or publishing licensed trademarks, including Inspire Charter School's trademarks, without license or authorization or using them in a manner inconsistent with any terms of authorization.
3. Exporting software, technical information, encryption software, or technology in violation of international or regional export control laws.

Inappropriate or malicious use of IT systems includes:

1. Setting up file sharing in which protected intellectual property is illegally shared.
2. Intentionally introducing malicious programs into the system or server (e.g., viruses, worms, Trojan horses, email bombs, etc.).
3. Inappropriate use or sharing of school-authorized IT privileges or resources.
4. Changing another user's password, access, or authorizations.
5. Using an Inspire Charter Schools computing asset to actively engage in displaying, or transmitting material that is in violation of sexual harassment policy or laws, hostile workplace laws, or other illegal activity.
6. Using an Inspire Charter Schools computing asset for any private purpose or for personal gain.

Misuse of Electronic Communications

Electronic communications are essential in carrying out the activities of the school and for individual communication among staff, faculty, students, and their correspondents. Individuals are required to know and comply with the school's policy on **Mass Email and Effective Electronic Communication** (see Resources below).

Key **prohibitions** include:

1. Sending unsolicited messages, including "junk mail" or other advertising material, to individuals who did not specifically request such material, except as approved under the policy on Mass Email and Effective Electronic Communication.
2. Engaging in harassment via electronic communications whether through language, frequency, or size of messages.
3. Masquerading as someone else by using their email or internet address or electronic signature.
4. Soliciting email from any other email address, other than that of the poster's account, with the intent to harass or to collect replies.
5. Creating or forwarding "chain letters" or solicitations for business schemes.
6. Using email originating from Inspire Charter School's provided accounts for commercial use or personal gain.

Enforcement

The Acceptable Use of Information Technology Resources policy is enforced through the following mechanisms. Any user who discovers unauthorized access attempts or other improper usage of Inspire Charter School technology should report the infraction to the Information Technology Department, or other appropriate administrators. Management personnel are responsible for ensuring employees are aware of and trained in the provisions of this policy.

Interim Measures

The school may temporarily disable service to an individual or a computing device, when an apparent misuse of school computing facilities or systems has occurred, and the misuse:

1. Is a violation of criminal law
2. Has the potential to cause significant damage to or interference with school facilities or services
3. May cause significant damage to another person
4. May result in liability to the school

An attempt will be made to contact the person responsible for the account or equipment prior to disabling service unless law enforcement authorities forbid it or Information Technology staff determine that immediate action is necessary to preserve the integrity of the school network. In any case, the user shall be informed as soon as possible so that they may present reasons in writing why their use is not a violation or that they have authorization for the use.

Suspension of Services and Other Action

Users may be issued warnings, may be required to agree to conditions of continued service, or may have their privileges suspended or denied if:

- After hearing the user's explanation of the alleged violation, an IT administrator or school administrator has made a determination that the user has engaged in a violation of this code, or
- An employee disciplinary body has determined that the user has engaged in a violation of the code.

Password Policies and Procedures

Overview


Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in the compromise of Inspire Charter School's entire network. As such, all employees (including contractors and vendors with access to Inspire Charter Schools network) are responsible for taking the appropriate steps, as outlined below, to select and secure their passwords. The scope of this policy includes all personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any ICS facility, has access to the ICS database, or stores any non-public information pertaining to ICS. **The Password Protection Standards** below also apply to the use of family accounts and should always be handled with care and common sense.


Standards

A. General Password Construction Guidelines

Passwords are used for various purposes at Inspire Charter Schools. Some of the more common uses include: user-level accounts, web accounts, email accounts, screensaver protection, voicemail password, and local router logins. Everyone should be aware of how to select strong passwords.

1. Poor, unacceptable passwords have the following characteristics:


 The password contains fewer than ten characters

 The password is a word found in a dictionary (English or foreign)

 The password is a common usage word such as:

- Names of family, pets, friends, coworkers, fantasy characters, etc.
- Computer terms and names, commands, sites, companies, hardware, software
- Acronyms for the agency or city.
- Birthdays and other personal information such as addresses and phone numbers
- Word or number patterns like aaabbb, qwerty, zyxwvuts, 123321, etc.
- Any of the above spelled backwards
- Any of the above preceded or followed by a digit (e.g., secret1, 1secret)

2. Strong (acceptable) passwords have the following characteristics:

 Contain both upper and lowercase characters (e.g., a-z, AZ)

- ✓ Have digits and punctuation characters as well as letters (e.g., 0-9, !@#\$%^&*()_+|~-=\`{}[]:”;í<>?,./)
- ✓ Are at least ten alphanumeric characters long
- ✓ Are not based on personal information, names of family, etc.
- ✓ Try to create passwords that can be easily remembered. One way to do this is create a password based on a song title, affirmation, or other phrase. For example, the phrase might be: ?This May Be One Way To Remember? and the password could be: ?TmB1w2R!? or ?Tmb1W> r~? or some other variation.

NOTE: Do not use either of these examples as passwords!

B. Password Protection Standards

Do not use the same password for Inspire Charter School accounts as for other non Inspire Charter School access (e.g., personal ISP account, personal email accounts, etc.).

Here is a list of "don'ts":

- ✗ Don't reveal a password over the phone to ANYONE.
- ✗ Don't reveal a password in an email message.
- ✗ Don't talk about a password in front of others.
- ✗ Don't hint at the format of a password (e.g., "my family name").
- ✗ Don't reveal a password on questionnaires or security forms.
- ✗ Don't share a password with family members.
- ✗ Don't reveal a password to co-workers while on vacation.
- ✗ Don't write a password in an obvious place that is accessible to others.

Do not share passwords with anyone, including passwords associated to ANY student accounts. All passwords are to be treated as sensitive, confidential ICS information. If a password is requested by a parent

or student, simply forward them an associated link to reset their password. We are not responsible for creating passwords for end-users.

Disabling Login Password

Internet and Email Policy

Overview

Voice mail, email, and internet usage assigned to an employee's computer or telephone extensions are solely for the purpose of conducting Inspire Charter Schools business. Most job responsibilities at ICS require access to the internet and the use of software. Only people appropriately authorized, for ICS purposes, may use the internet to access and download additional software.

This authorization is generally exclusive to decisions that the ITD makes in conjunction with the need to perform your job duties and any request made from managers or directors.

Software Access

Software needed, in addition to the Google products, must be authorized by your manager and downloaded by the ITD staff. If you need access to software or websites, please talk with your manager and consult with the ITD to explain what you expect to receive from the product.

All reasonable requests that are not considered a security risk will be considered for you and other employees.

Internet Usage

Internet use on Inspire Charter Schools time, using ICS-owned devices that are connected to the schools network, is authorized to conduct school business only. Internet use brings the possibility of breaches of the security of confidential information. Internet use also creates the possibility of contamination to our system via viruses or spyware. Spyware allows unauthorized people, outside of ICS, potential access to ICS passwords and other confidential information.

Removing such programs from the network requires IT staff to invest time and attention that is better devoted to making technological progress. For this reason, and to assure the use of work time appropriately for work, we ask staff members to limit internet use.

Additionally, under no circumstances may ICS owned computers or other electronic equipment, including devices owned by the employee, be used on ICS time at work to obtain, view, or reach any pornographic, or otherwise immoral, unethical, or non-business-related internet sites. Doing so can lead to disciplinary action up to and including termination of employment.

Social Media

We understand that part of what you do in social media is outreach that recruits new students and or employees and enhances our school brand. Many employees have social media responsibilities in their job description including the social media marketers, tech support, and School Growth/Public Relations staff.

We strongly encourage you to limit the use of social media to work-related content and outreach during work hours. Additionally, you are prohibited from sharing any confidential or protected information that belongs to or is about ICS. You are strongly encouraged not to share disparaging information that places ICS or coworkers in an unfavorable light.

The school's reputation and brand should be protected by all employees. The lives and actions of your coworkers should never be shared online. Please note the confidentiality of all students should be kept at all times.

There are great advantages to the use of social media and disadvantages; those include but are not limited to:

- The overuse and availability of bandwidth to all employees
- Malware and network hijack
- Decrease in work productivity
-

In social media participation from work devices or during working hours, social media content that discriminates against any protected classification including age, race, color, religion, gender, national origin, disability, or genetic information is prohibited. It is ICS's policy to also recognize sexual preference as qualifying for discrimination protection. Any employee, who participates in social media, who violates this policy, will be dealt with according to the ICS harassment policy.

Email Usage at ICS

Email is to be used for ICS business only. ICS confidential information must not be shared outside of the school, without authorization, at any time. You are also not to conduct personal business using ICS computers or emails.

Please keep this in mind, also, as you consider forwarding non-business emails to associates, family or friends. Non-business related emails waste time and attention.

Viewing pornography, or sending pornographic jokes or stories via email, is considered sexual harassment and will be addressed according to our sexual harassment policy. Immediate termination is the most frequent disciplinary action. ***Please keep all email messaging appropriate and professional when communicating with co-workers and families.***

Mass Email and Effective Electronic Communication

All electronic communications are expected to comply with federal and state laws, as well as school regulations and policies.

Permission to mail to a group is not needed if you are the authorized sender for the group or are conducting normal school business. Before using a list that someone else owns, you must ask permission to use it. Access to a list does not necessarily imply permission to use.

If you wish to do a large mailing to a group you must get approval from a supervisor.

Mass Email Checklist

Before you send a large-scale mailing, you should ensure you can answer "yes" to each of the following questions:

- Is email the best or appropriate method to get information to your intended audience?
- Is the message relevant to the school's core missions?
- Have you included in the content of the message:
 - A "From:" address where replies will be received
 - The office, organization, or individual sending the message
 - Contact information if there is a question, comment, or complaint about the message
 - An explanation of why the recipient is receiving the message
 - Required information presented
 - Pointers to our website or elsewhere for additional information
- Do you have authorization to use the mailing list?
- If your mailing will go to more than 1,000 recipients, do you have approval to do a mass mailing to your intended audience?

Please note that Gmail has strict sending limits when sending bulk mail. Contact your ITD for more information about these limitations.

Employee Email

Keep in mind that ICS owns any communication sent via email or that is stored on ICS equipment. Management and other authorized staff have the right to access any material in your email or on your computer at any time. Please do not consider your electronic communication, storage or access to be private if it is created or stored on work devices.

Emails That Discriminate

Any email content that discriminates against any protected classification including age, race, color, religion, sex, national origin, disability, or genetic information is prohibited. Any employee who sends an email that violates this policy will be dealt with according to the harassment policy. Threatening or offensive emails are prohibited at Inspire Charter Schools.

Phishing Emails are SCAMS

Phishing is a type of attack carried out in order to steal usernames, passwords, credit card information, Social Security Numbers, and other sensitive data by masquerading as a trustworthy entity. Phishing is most often seen in the form of malicious emails pretending to be from credible sources. We ask that you do your due diligence to ensure the email is safe and coming from a reputable source. No institution, bank or

otherwise, will ever ask for private information via email. It may not always be easy to tell whether an email or website is legitimate, but there are many ways to help:

- In the body of an email, you might see questions asking you to “verify” or “update your account” or “failure to update your records will result in account suspension.” It is usually safe to assume that no credible organization will ever ask you to re-enter it, so do not fall for this trap.
- Any email that asks for your personal or sensitive information should be seriously scoured and not trusted. Even if the email has official logos or text or even links to a legitimate website, it could easily be fraudulent. **Never give out your personal information.**
- Do not respond to warning messages claiming you have a virus or have been hacked
- Check the email address - ask yourself: “does it come from someone you know, are you expecting an email from that source, does it match or legitimize the organization it is tied to”
- Hover over the link, don’t click it. (Look at the bottom left corner of your monitor to reveal the URL)
- Never forward emails that aren’t work related. Emails with advertisements and/or suggestions to forward to someone else are usually a trap and could introduce viruses to all users

If you suspect any malicious activity, please contact the ITD immediately.

Staff Equipment Policy

Overview

ICS attempts to provide sufficient equipment to allow employees to manage their duties efficiently. Equipment is usually assigned and issued immediately upon hire for all new employees. All new devices require a minimum of 1-3 weeks for delivery and configuration, therefore management is advised to notify the ITD immediately upon hiring a new staff member.

This document provides Inspire Charter Schools (ICS) policy requirements to assure appropriate and equitable issuance to faculty and staff of basic computer technology equipment. This policy guides faculty and staff concerning utilization and support of computer and peripheral needs and basic network access, as well as personal responsibilities of the employee and supervisor.

New Hire Details - When welcoming a new employee on board, it is required that management send the Information Technology Department (ITD) with the following details:

- The employees full name
- Supervisor or Director
- Address (only necessary for staff that work off-site)
- Title of position (please include department)
- Start Date
- Equipment needed (only if they require additional equipment)
- Email address to be assigned

Standard devices and equipment offered to all employees include, but are not limited to:

1. HP Elitebook 15.6 - a fast 15.6 laptop which usually includes touchscreen
2. Brother MFC-J985DW - wireless printer/scanner/fax machine
3. 1 or 2 displays, keyboard, mouse, and dock (offered to office staff ONLY)
4. Office phone (offered to office staff ONLY)

Please note, all request should have prior approval from a supervisor or director and be made by submitting a ticket via helpdesk: tech-stafforders@inspireschools.org. For detailed instructions on placing orders, please see the Technology Ordering Policy. **All devices are subject to change without notice.*

ICS Owned Equipment

Any device or computer including, but not limited to, desk phones, smartphones, tablets, laptops, desktop computers, and iPads that ICS provides for your use, should only be used for school business. Keep in mind that ICS owns the devices and the information in these devices. If you leave the school for any reason, ICS will require that you return the equipment on your last day of work.

Staff Use of Equipment/Materials

The equipment at ICS is for the benefit of staff and student instruction. The care of all devices is the responsibility of each staff member. If at any time there is an issue with a computing device, please contact

the ITD for more instructions. Employees may use equipment for non-instructional and not-for-profit use, subject to the following conditions:

1. If school owned equipment is to be removed from it's assigned location, prior approval must be given by management.
2. The employee is responsible for the cost of repairing any damaged and lost item while in the employees possession. Please immediately contact your manager and the ITD with any reports of loss or damage.
3. In no circumstance may equipment be used for private or personal business ventures, only school business.
4. Upon departure from ICS all staff are asked to return their items on the last day. If all attempts to collect a device is unsuccessful, the matter will be handed over to local law enforcement.

Pre-Purchase Review Requirements

To ensure sound purchasing, supportability, appropriate pricing and assure security of the school's resources, the purchase of all ICS technology equipment and software, regardless of the source of funds, shall be approved by the ITD prior to purchase. If there is an item that is "out of the ordinary," prior approval from a supervisor or director must be given.

*Please note, the school has a large list of vendors or suppliers that support our organizational needs, therefore the lead time for items purchased through these vendors may vary.

Software

The school considers software piracy a serious offense. ICS abides by legal requirements for licensing software. Only licensed software will be installed on school owned equipment. The Information Technology Department will be responsible for purchasing licenses for applications that are appropriate and included as part of the standard configuration.

We strongly discourage the purchase of licensing for individual and small groups, unless this is a part of your job duties. The Information Technology staff will not be liable for licensing issues when software is not in accordance with use for school related business and did not have prior authorization of purchase. Licensing purchases that have not been approved by management may be classified as a personal purchase and may not be reimbursed, this also applies to hardware. In order to provide a software recovery mechanism for individuals and small groups, each department is required to maintain the licensing documentation and original media of software purchases.

Software purchased through the school shall not be installed on personally owned computers without approval.

Security

Providing technology to all staff and students opens up to a certain amount of threats and malicious activity. It is the responsibility of ICS to insure that we are compliant with local, state and federal laws prohibiting the unfair use and distribution of confidential information. Every member of the ICS community is

responsible for protecting the security of school information and information systems by adhering to the objectives and requirements stated within all ICS policies. If multiple policy statements or security standards are relevant for a specific situation, the most restrictive security standards will apply.

Failure to comply with established policies and practices may result in loss of computing privileges and/or disciplinary action.

Replacement Cycle and Redeployment

Where possible every opportunity to reuse or find new uses for retired computers will be explored before equipment is retired. Redeployment and/or replacement is at the discretion of the department manager and ITD. All employees are asked to contact their manager prior to requesting a replacement device from the Information Technology Department.

Disposal of Equipment

The ICS ITD is solely responsible for the sale and disposal of all computing equipment and peripheral storage devices when they are deemed surplus. No department or individual may arrange for the sale or collect money for school owned equipment, computers, furniture, or other supplies/materials purchased with school funds, regardless of the source of funds. Departmental personnel may not gift or donate equipment, computers, cell phones, furniture, or other items without ICS approval. School owned equipment, computers, laptops, tablets, cell phones, furniture, and materials may not be removed from the school, converted to personal property, or retained for personal use when deemed excess.

Equipment Configuration Policy

Overview

This policy has been established to create a standard configuration for all technology resources at ICS. Because of the variances between the types, makes, models, configurations, builds, versions, and brands of technology resources available, it is necessary to standardize all technology resources to make service and maintenance easier and also to help keep costs down.

Policy

All employees shall order and utilize equipment that is serviceable and recommended by the ICS IT Department. Since equipment availability changes over time, especially when referring to technology, a comprehensive list indicating appropriate hardware would be almost impossible to create. Because of this, any individual or department wishing to purchase technology equipment should first consult an ICS ITD staff member for current specifications for any given piece of equipment.

This applies to any and all technology equipment including, but not limited to:

- Computers (Servers, Desktop, Laptop, Tablets, Mobile Devices, etc.)
- HDTVs, Printers, scanners, copiers, fax machines, or all-in-one devices

- Projectors, and screens
- VoIP phones
- Digital cameras and camcorders
- Software (Application, Operating System, Network-Based, etc.)

8x8 Virtual Office Phone System

What is Virtual Office?

Virtual Office is a secure, cloud-based service that integrates voice, messaging, and meetings all in one place. You can use your virtual office with a traditional desk phone or a computer based softphone application. Providing this software makes it easy and fun to receive and place calls. If you would like more instructions on how to use 8x8 Virtual Office, please contact your Information Technology Department for more details and instructions.

*Do not provide your internal phone number or extension to the public, always use your external number and/or call queue extension.

Student Equipment Policy

Overview

Use of technology is a privilege extended to students in order to enhance learning and exchange information. The use of available hardware and software (including both external and internal resources) is for the purpose of facilitating the best learning experience. All students and families are required to comply with the Information Technology Acceptable Use Policy and any accompanying protocols.

Student Use of Equipment/Materials

The care of all equipment is the responsibility of each student/parent/guardian. If at any time there is an issue with a computing device, please contact the ITD for more instructions. Access to ICS technology, resources, and support offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this AUP document. Students/parents/guardians are required to know and understand policies related to student/parent usage of ICS devices.

1. Students are never allowed to leave a device unattended
2. Never lend out or transfer devices to other ICS students unless given permission
3. Keep all items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and keep away from conditions that would promote damage beyond normal wear and tear.
4. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
5. The parent/guardian is expected to monitor and supervise device usage when their child is on the internet
6. All damages are to be immediately reported to the ITD

All parents are given a copy of the Acceptable Use Policy in addition to any support documents and policies.

Standard devices and equipment offered to all students include, but are not limited to:

1. HP 255 G6 - 15.6 inch laptop or Macbook Air 13 inch
2. Apple iMac 21 inch desktop
3. Amazon Fire Tablets and Ipads (versions may vary)
4. HP Officejet or Brother printers

**All available devices are subject to change without notice.*

Equipment Transfer

We do not allow students to transfer their devices to someone else, even those students that are currently enrolled in ICS without first contacting the Information Technology Department. There are times when exceptions can be made, depending on the circumstances. For instance, devices can be transferred within the same family from one sibling to another, however we must be informed of this transfer so all related records can be updated. If there are other circumstances, the device must be sent back to the ITD so it can properly re-assign, image, refurbish, wipe/clear all personal information and user-installed software.

Damage Caused by Carelessness

Much of the damage that occurs is the result of student carelessness. Damage caused by carelessness is not considered “Accidental Damage.” Tablet and accessory damage resulting from carelessness will be assessed. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer “I don’t know,” or “it was fine when I put it in my bag” will be considered damage caused by carelessness. *Habitual damage is considered abuse of school property.*

Individual school laptop computers and accessories must be returned to ICS at the end of each school year. Students who graduate early, are suspended or expelled, or terminate enrollment at ICS for any other reason must return their individual school technology on the date of termination or no later than 30 days after termination. Failure to return the computer will result in a theft report being filed with the local law enforcement. The student will also pay the replacement cost of the computer, or, if applicable, any insurance deductible.

Furthermore, the student will be responsible for any damage to the computer, consistent with the Acceptable Use Policy and must return the computer and accessories to the ICS Technology Department in satisfactory condition. The student may be charged a fee for any needed repairs not to exceed the replacement cost of the device.

Multiple Device Replacements

It is ICS policy to replace devices if there is a reasonable cause. Any technology purchased with the use of Instruction Funds is considered the property of Inspire Charter Schools. It is the parent/guardian's responsibility to see that reasonable care is always taken when any item is loaned to a student. Therefore ICS prohibits loaning any equipment more than 3 times during a school year per student. If a student damages an item and request for a replacement more than the allotted privileges, those consecutive occurrences will be considered abuse of school property and no device will be given out to that family/student for the remaining year. Excessive abuse of school property will lead to further investigation.

Technology Orders

Overview

Technology is an important part of our student's learning environment. Making sure these resources are accessible is extremely important to the mission of Inspire Charter Schools. A reasonable attempt shall be made at all times to address the needs of our students and employees, particularly when those needs are due to an accessibility issue presented by a physical impairment or learning disability of some kind. The ICS IT Department shall make every effort to ensure that each and every student and or staff is presented with an equal or comparable environment technology resources.

Policy

This policy establishes the ordering guidelines for all ICS-owned technology resources. The purpose of this policy is to ensure that every ICS student is presented with an equal opportunity to learn and that all employees can adequately use the required technology equipment for the purpose of their required occupation. There are state regulated requirements that must be met where any physical and/or learning impairment exists for any student or work limitation exists for any employee. Please refer to Work Limitations guideline to determine if there are any reasonable accommodations that must be met. Please note that, the ITD is prohibited from making orders for "out of the ordinary" items for Special Education (SPED) students. If you require assistance with a SPED order, please contact your local Director.

Types of accessibility requirements include, but are not limited to, the following applications or devices.

- Screen reading software
- Stereo headsets or other sound devices
- Touchscreen laptops

Work Limitations/Reasonable Accommodations

The California Fair Employment and Housing Act requires that employers of five or more employees to provide reasonable accommodations for individuals with a physical or mental disability to apply for jobs

and perform their essential job duties, unless it would cause an undue hardship. Reasonable accommodations include, but not limited to:

1. Changing job duties
2. Providing leave for medical care
3. Changing work schedules
4. Relocating the work area
5. Providing mechanical and electrical aids

Employers must initiate an “interactive process” when an applicant or employee requests reasonable accommodations. The ITD attempts to provide the most useful resources available to employees and students with a disability in a timely manner. If you want more information please contact the HR Director.

Student Orders - Tech Store

The Tech Centre is an integral solution for students to purchase items relevant to their specific needs. All student purchases should be made through the website. Employees that assist families with making technology purchases are expected to familiarize themselves with the use and function of the Tech Centre. To learn more about this great and easy way to place orders, please visit: **techstore.inspireschools.org**.

Transferring Devices

Swapping or transferring devices amongst enrolled family members is allowed. However there are some restrictions and standards that must be followed. In order to better track and update our student data, all technology transfers must first qualify before any transfer is approved.

1. The student/family requesting to transfer their device must inform and update their assigned teacher
2. The student/family or teacher must report the student as “Withdrawn” before a device can be transferred
3. Transfers can ONLY exist amongst enrolled siblings. You can not transfer or loan a device to any other person(s) that is not a sibling currently enrolled with Inspire Charter Schools
4. Any and all damages to the device will be the responsibility of the transferee
5. No reimbursements will be made to the previous student’s account
6. A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student’s name, exit date, assigned teacher, technology serial and asset number and name of the related sibling

The ICS tech department has a responsibility to update and track the inventory systems and data regularly. For safety regulations, it is important to always stay informed about the usage of each device. Properly updating information is apart of ensuring all safety precautions are taken at all times.

Special Education Orders (SPED)
(pending information)

Returns

All items purchased using Instructional Funds must be returned and is the property of ICS. The return requirements are as followed:

Full Refund/Credit

- Returns qualifying for Full Refund or Credit
 - Items eligible for a full refund/credit:
 - Must be undamaged and same condition as received
 - Must be complete with all accessories
 - Working (i.e. non-defective) items may be returned within 30 days of receipt of item for full refund/credit.
 - Defective items may be returned within 90 days of receipt. “Defects” are determined by manufacturer. Must not show signs of physical abuse, misuse or abnormal treatment for full refund/credit.

Partial Refund/Credit

Partial refunds / partial credit are given at the discretion of Inspire Charter Schools and may (or may not) be given for any reason. Worn, abused, misused or damaged items may or may not qualify for refund/credit.

- Returns qualifying for Partial Refund or Credit
 - Items eligible for partial refund/credit:
 - Working items beyond 30 days
 - Defective items beyond the 90 days

Return Process for students

Upon withdrawal, please check if the student has technology loaned/purchased through ICS and immediately initiate the return process. It is the policy of ICS that all students, once withdrawn from the school, must return any item within 30 days from their exit date. Please instruct students/parents to follow the return process below. You are also welcomed to return items on behave of a student, however, you will therefore be liable if an item is not returned. Students returning product due to damages must provide the damaged item before a replacement can be given. The IT Department will evaluate the severity of the damages and determine the best course of action thereafter. If damages are beyond normal wear and tear, applicable charges may be applied.

To return an item for any reason, please:

1. Contact our helpdesk:
 - a. Email: tech-help@inspireschools.org
 - b. Call: (626) 433-8094
2. Please include and have ready:

- a. Your reason for the return
 - b. ICS Asset Tag number or Tech Centre order number
 - c. Your mailing address
 - d. Current phone number
 - i. Please include the student name and associated email
3. Return authorization will be given by a tech support agent
4. A shipping label will be provided at no cost. Home pick-up services may also be available at no additional cost
5. Item(s) will be returned to the Inspire Charter Schools Technology Department in Duarte, CA.
 - a. Do not give your devices to anyone other than as instructed
6. Once returned, the item will be evaluated
7. A refund, credit, or replacement will be issued, if eligible
8. If an item is not returned within the allotted time, local law enforcement will pursue the device on behave of ICS. Any missing technology will be noted in the student's record by the Records Department.

Note: If you support a student or family that requires a specialty device not provided by the Tech Centre, please contact the Enrichment Department in your location for more instructions.

Stolen Technology

ICS is proud to work with Absolute Software - a solution that allows for effective security technology and student safety programs that track, locate and recover your endpoints in the event of a theft, while ensuring safety for students. Absolute provides:

- o Remote security to monitor and protect each device
- o Reporting tools that give hardware and software information
- o Remote device freeze with user verification messaging
- o Track assets on Google Maps, including recent and historical locations
- o Web filtering to protect students on and off school networks
- o Adherence to CIPA regulations around internet security policies
- o Thief investigation services, remediation and more

The Recovery Investigation team will work with local law enforcement to recover any stolen device that is tracked through Absolute. They will attempt to collect the device up to 60 days. If they're unsuccessful, ICS may be compensated up to \$500 for that device. *Pricing may vary and is subject to change without notice and is not guaranteed.

The ICS ITD always tries to take the most cautious and diplomatic approach when attempting to recover any stolen items. If the student has withdrawn from the School and the return process has been initiated but failed, three attempts will be made to contact the family using all forms of communication. Once our attempts have been unsuccessful, a police report is established and all information is handed over to the Absolute Recovery Team for further investigation. Absolute will then continue their process by tracking the device, contact the person in question, communicate with local law enforcement and if found provide a warrant to search for the device.

If a student has a lost or stolen device while still enrolled with the School, please report the device to local law enforcement and contact the ICS Technology Department to begin the investigation process. We will do our best to recovery and replace any device that has been reported as lost, stolen or missing. A police report must be provided prior to starting the investigation. ***Please note that this does not apply to all devices. Exclusions include purchases made through a third party vendor, Amazon Tablets or any related Amazon purchase, Apple devices, and older computers without Absolute Software. For Apple device's please contact the IT Department for more details.***

For more details, please visit: www.absolute.com/en/about/legal/agreements/absolute

Personal Technology Policy

Overview

This policy will set forth the rules and regulations which will determine how the ICS faculty, staff and customer are to perform work on personally-owned employee products. The ITD does not service technology equipment for personal devices. **It is strongly advised that no employee use their personal devices** to access confidential school information unless otherwise given permission from a Director or the Information Technology staff.

Policy

The IT Department always strives to ensure that ICS employees, students, and affiliates receive the best possible technology assistance available. However, this can leave something to be desired for non-ICS, personally-owned technology equipment owned by employees, students, and affiliates.

This policy will set forth the rules, regulations, and guidelines for which the Information Technology Department staff may provide services for personally-owned technology equipment.

All personal technology work will be performed within the following restrictions:

For Faculty and Staff

- Personal technology work may be performed during regular business hours, only if such work does not directly interfere or delay the normal operations or job duties of the ICS employee.
- No parts purchases for personal devices.

- ICS is not responsible for damages, repairs, placements or upgrades to any personally owned hardware or software
- Access to confidential school information is prohibited on personally owned devices, and is only allowed on a case by case basis. Your Director must grant approval.

For Students and Affiliates

- The ITD is prohibited from installing software on personal devices unless it is strictly for school purposes.
- Staff are prohibited from assisting with repairs or work on personal devices for customers (students and or/parents)
 - This includes installing or assisting with software not purchased through Instructional Funds
 - Guiding and directing the customer on how to fix or repair an issue
- If a personally owned device doesn't meet the needs necessary to complete an assignment, the ITD will offer to place a tech order for a new device that may fit their needs. Instructional Funds will be used for all technology purchases.

***ICS ITD is prohibited from placing orders for students and/or staff with the use of personal funds.*

Parent-Student Information Technology Acceptable Use Policy

Inspire Charter School – Kern is committed to providing our students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments. The Charter School is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of the Charter School's devices, networks, accounts, and other resources must adhere to the Charter School's policies. Users are also expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the Charter School. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

The purpose of the Inspire Charter School – Kern Governing Board approving this Parent-Student Information Technology Acceptable Use Policy is to accomplish the following:

1. Define Technology Use Terms and Phrases
2. Identify the User Responsibility
3. Outline Acceptable Use of Resources
4. Outline Unacceptable Use of Resources
5. Outline the Expectation of Privacy
6. Define Cyberbullying
7. Outline Stolen Technology Procedures
8. Outline the Student Departure Procedures
9. Identify the Disclaimers and Acknowledgements
10. Establish the User Agreement

1. Definitions:

- **School or Organization or We** – the Charter School and its subsidiaries, programs, and divisions
- **ITD** - Inspire Charter Schools Information Technology Department
- **You or Your or I** - the parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- **Resources** - devices, systems, services or networks owned, operated or issued by the Charter School.

- **User** - any person(s) accessing or utilizing the Charter School's resources that is not a resource operator
- **AUP** – Parent-Student Information Technology Acceptable Use Policy

2. User Responsibilities: Access to the Charter School's technology, resources, and support is a privilege which offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this AUP document.

- You agree to, learn about and comply with all information outlined in this AUP document
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an employee of the ITD or Charter School
 - Never removing protective accessories or features (e.g. cases, bumpers)
 - Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
- You must immediately report damaged, lost, or stolen items/resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You are obligated to notify the ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event the ITD has not contacted you to do so.
- **Items, devices and resources issued by the Charter School are School property and must be returned or relinquished to the Charter School upon request.**

3. Acceptable Use of Resources:

- All of the Charter School-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.

- Any information or communication accessible via any of the Charter School networks should be assumed private property.
- The Charter Schools reserves the right to verify whether specific uses of the Charter School technology or networks are consistent with this acceptable use policy.
- The Charter School is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the Charter School only

4. Unacceptable Use of Resources:

- All commercial or personal for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state, or federal laws as well as School, board or administrative policies are prohibited. (e.g. Federal copyright laws - [Title 17](#), USC)
- Any attempt to circumvent of the Charter School's security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
- The intentional collection, mining, or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useable to identify an individual without written consent is prohibited.

- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. The Charter School's owned or operated resources must be maintained by the ITD or authorized third parties.

5. Expectation of Privacy: For email, networks, systems, and other resources owned or operated by the Charter School, users should have no expectation of privacy. The Charter School reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the Charter School:

- Obtain emails, messages, and their attachments transmitted to or through the Charter School's owned or operated email systems
- Monitor an individual's use of the Charter School's owned resources
- Locate or track the location of the Charter School's owned resource
- Confiscate, search, disable, or wipe any of the Charter School's owned device, item or their contents/data

Personal devices are private. The Charter School must obtain permission to access personal devices.

6. Cyberbullying: Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, social media). Examples of this behavior include, but are not limited to:

- Transmitting false, cruel, hateful, or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures or jokes ridiculing others
- Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information, and transmitting that information or media to others
- Posting of a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health.

7. Stolen Technology: The Charter School is proud to work with Absolute Software - a solution that allows for effective security technology and student safety programs that track, locate and recover your endpoints in the event of a theft, while ensuring safety for students. Absolute provides:

- Remote security to monitor and protect each device
- Reporting tools that give hardware and software information
- Remote device freeze with user verification messaging
- Track assets on Google Maps, including recent and historical locations
- Web filtering to protect students on and off school networks
- Adherence to CIPA regulations around internet security policies
- Thief investigation services, remediation and more

The Recovery Investigation team will work with local law enforcement to recover any stolen device that is tracked through Absolute. They will attempt to collect the device up to 60 days. If they are unsuccessful, the Charter School may be compensated up to \$500 for that device. Pricing may vary and is subject to change without notice and is not guaranteed.

The Charter School's ITD always tries to take the most cautious and diplomatic approach when attempting to recover any stolen items. Three attempts will be made to contact the employee using all forms of communication. Once our attempts have been unsuccessful, a police report is established and all information is handed over to the Absolute Recovery Team for further investigation. Absolute will then continue their process by tracking the device, contact the person in question, communicate with local law enforcement and if found provide a warrant to search for the device.

If a student has a lost or stolen device while still enrolled with the School, please report the device to local law enforcement and contact the Technology Department to begin the investigation process. ITD will do their best to recovery and replace any device that has been reported as lost, stolen, or missing. A police report must be provided prior to starting the investigation.

For more details, please visit: www.absolute.com/en/about/legal/agreements/absolute

8. Student Departure: Upon student departure (e.g. withdrawal, graduation, or expulsion) from the Charter School, all issued items must be returned within 30 days. Prepaid return labels and pick up services may be provided at no cost. Please review the Charter School's *Tech Centre and Issued Technology Agreement* for complete details regarding returns.

If all attempts to collect a device are unsuccessful, the matter will be handed over to local law enforcement and pursued on behalf of the Charter School. Any missing technology will also be added to the student's records.

For information regarding technology returns, please review the Charter School's *Tech Centre and Issued Technology Agreement* or contact ITD.

9. Disclaimer & Acknowledgements:

- The Charter School reserves the right to modify its policies and rules at any time.
- **ALL DEVICES, ITEMS AND SOFTWARE ISSUED BY THE CHARTER SCHOOL ARE SCHOOL PROPERTY. YOU ARE REQUIRED TO RETURN ALL ITEMS ISSUED TO YOU UPON REQUEST BY OR DEPARTURE FROM THE CHARTER SCHOOL.** We reserve the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
- Access to the Charter School's technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the Charter School.
- The Charter School will not be held liable for the information or data retrieved, stored, or transmitted by means of the Charter School owned or operated resources, devices, networks, or systems
- Users should not have an expectation of privacy in the use of the Charter School's resources, email, systems, networks
- Illegal activities performed using the Charter School's devices, networks, and systems will be reported to the proper authorities when discovered
- The Charter School will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries
- The Charter School's issued property reported as lost, missing, or stolen may be remotely tracked, located and/or disabled at the discretion of the Charter School.
- The Charter School may confiscate and search any of the Charter School's resource for any reason deemed reasonable by the Charter School including in response to violation of school policies or government regulations
- The Charter School is not in any way an Internet Service Provider

10. User Agreement Statement: I have read, understand, and will abide by the PARENT-STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY when using any of the Charter School's technology and other electronic resources issued, owned or

operated by the Charter School. I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any of the Charter School's technology resource may be limited, revoked or returned and disciplinary and or legal action may be taken.

STUDENT NAME (please print)

PARENT/GUARDIAN SIGNATURE

Date

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Staff Information Technology Acceptable Use Policy

Inspire Charter School – Kern is committed to empowering our staff with access to technology, information, and digital resources while fostering safe, responsible, and ethical working and learning environments. The Charter School is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of the Charter School's devices, networks, accounts, and other resources must adhere to the Charter School's policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the Charter School. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

The purpose of the Inspire Charter School – Kern Governing Board approving this Staff Information Technology Acceptable Use Policy is to accomplish the following:

1. Define Technology Use Terms and Phrases
2. Identify the User Responsibility
3. Outline Acceptable Use of Resources
4. Outline Unacceptable Use of Resources
5. Outline the Expectation of Privacy
6. Define Cyberbullying
7. Outline Stolen Technology Procedures
8. Outline the Staff/Employee Departure Procedures
9. Identify the Disclaimers and Acknowledgements
10. Establish the User Agreement

1. Definitions:

- **School or Organization or We** – the Charter School and its subsidiaries, programs, and divisions
- **ITD** - Inspire Charter Schools Information Technology Department
- **You or Your or I** - employee of the Charter School and or signer of this Acceptable Use of Technology Policy
- **Resources** - devices, systems, services or networks owned, operated or issued by the Charter School.
- **User** - any person(s) accessing or utilizing the Charter School's resources that is not a

resource operator

- **AUP-** Staff Information Technology Acceptable Use Policy

2. User Responsibilities: Access to the Charter School's technology, resources, and support offers a wealth of educational benefits and work efficiencies. To maintain access to these tools and resources, all users must agree to, learn about, and comply with all information within this AUP document.

- You agree to, learn about and comply with all information outlined in this AUP document
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an employee of the ITD or school administration
 - Never removing protective accessories or features (e.g. cases, bumpers)
 - Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
- You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- The Charter School employees may be held liable, financially, punitively or otherwise, for lost, stolen, missing, damaged equipment.
- You are obligated to notify the ITD of continued access to technology resources beyond departure from the Charter School (e.g. resignation, termination, administrative leave) in the event the ITD has not contacted you.
- **Items, devices and resources issued by the Charter School are School property and must be returned or relinquished to the Charter School upon request or departure**

3. Acceptable Use of Resources:

- All of the Charter School-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should

be exercised.

- Any information or communication accessible via any of the Charter School networks should be assumed private property.
- The Charter Schools reserves the right to verify whether specific uses of the Charter School technology or networks are consistent with this acceptable use policy.
- The Charter School is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the Charter School only

4. Unacceptable Use of Resources:

- All commercial or personal for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. (e.g. Federal copyright laws - [Title 17](#), USC)
- Any attempt to circumvent of the Charter School's security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useable to identify an individual without written consent is prohibited.

- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs or upgrades are prohibited. ICS owned or operated resources must be maintained by the ITD or authorized third parties.

5. Expectation of Privacy: For email, networks, systems and other resources owned or operated by the Charter Schools, users should have no expectation of privacy. The Charter School reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the Charter School:

- Obtain emails, messages and their attachments transmitted to or through the Charter School's owned or operated email systems
- Monitor an individual's use of the Charter School's owned resources
- Locate or track the location of the Charter School's owned resource
- Confiscate, search, disable or wipe any of the Charter School's owned device, item or their contents/data

Personal devices are private. The Charter School must obtain permission to access personal devices. However, when the Charter School resources are accessed with a personal device, data, information and transmissions which come into contact with those resources cannot be guaranteed.

6. Cyberbullying: Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, social media). Examples of this behavior include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures or jokes ridiculing others
- Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting of a student or staff member picture without their permission
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health

7. **Stolen Technology:** The Charter School is proud to work with Absolute Software - a solution that allows for effective security technology and student safety programs that track, locate and recover your endpoints in the event of a theft, while ensuring safety for students and staff. Absolute provides:

- Remote security to monitor and protect each device
- Reporting tools that give hardware and software information
- Remote device freeze with user verification messaging
- Track assets on Google Maps, including recent and historical locations
- Web filtering to protect students on and off school networks
- Adherence to CIPA regulations around internet security policies
- Thief investigation services, remediation and more

The Recovery Investigation team will work with local law enforcement to recover any stolen device that is tracked through Absolute. They will attempt to collect the device up to 60 days. If they are unsuccessful, the Charter School may be compensated up to \$500 for that device. Pricing may vary and is subject to change without notice and is not guaranteed.

The Charter School's ITD always tries to take the most cautious and diplomatic approach when attempting to recover any stolen items. Three attempts will be made to contact the employee using all forms of communication. Once our attempts have been unsuccessful, a police report is established and all information is handed over to the Absolute Recovery Team for further investigation. Absolute will then continue their process by tracking the device, contact the person in question, communicate with local law enforcement and if found provide a warrant to search for the device.

If a staff member has a lost or stolen device while still employed with the Charter School, please report the device to local law enforcement and contact the ITD to begin the investigation process. ITD will do their best to recovery and replace any device that has been reported as lost, stolen or missing. A police report must be provided prior to starting the investigation.

For more details, please visit: www.absolute.com/en/about/legal/agreements/absolute

8. **Staff / Employee Departure:** Upon employee departure (e.g. resignation, termination, layoff, non-renewal, administrative leave) from the Charter School, all issued items must be returned immediately. Prepaid return labels and pick up services may be provided at no cost.

9. **Disclaimer & Acknowledgements:**

- The Charter School reserves the right to modify its policies and rules at any time.
- **ALL DEVICES, ITEMS AND SOFTWARE ISSUED BY THE CHARTER SCHOOL ARE SCHOOL PROPERTY. YOU ARE REQUIRED TO RETURN ALL ITEMS ISSUED TO YOU UPON REQUEST BY OR DEPARTURE FROM THE CHARTER SCHOOL.**
- We reserve the right to seek reimbursement, docked pay or legal remedies in response to non-compliance
- Access to the Charter School's technology, resources and support are offered at the discretion of the Charter School.
- The Charter School will not be held liable for the information or data retrieved, stored, or transmitted by means of the Charter School owned or operated resources, devices, networks, or systems
- Users should not have an expectation of privacy in the use of the Charter School's resources, email, systems, networks
- Illegal activities performed using the Charter School's devices, networks, and systems will be reported to the proper authorities when discovered
- The Charter School will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays or non-deliveries
- The Charter School's issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the Charter School.
- The Charter School may confiscate and search any of the Charter School's resource for any reason deemed reasonable by the Charter School including in response to violation of school policies or government regulations
- The Charter School is not in any way an Internet Service Provider

10. User Agreement Statement: I have read, understand, and will abide by the STAFF INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY when using any of the Charter School's technology and other electronic resources issued, owned or operated by the Charter School. I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any of the Charter School's resource may be limited, revoked or returned and disciplinary and or legal action may be taken.

EMPLOYEE NAME (please print)

EMPLOYEE SIGNATURE

Date

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Identification of Individuals for 504 Policy

Inspire Charter School – Kern recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

The purpose of the Inspire Charter School - Kern Governing Board approving this Identification of Individuals for 504 Policy is to accomplish the following:

1. Explain the Identification and Education Under Section 504
2. Define the Terms and Phrases of the Identification and Education Under Section 504
3. Identify the Referral, Identification, and Evaluation Process
4. Establish Section 504 Services Plan and Placement
5. Establish the Review and Reevaluation Process
6. Identify the Procedural Safeguards
7. Establish the Notification Process

- 1. Identification and Education Under Section 504:** The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Executive Director or designee shall work to identify children with disabilities who reside within the jurisdiction of the Charter School in order to ensure that they receive educational and related services required by law.

The Executive Director or designee shall provide qualified students with disabilities with a free and appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designated to meet their individual educational needs as adequately as the needs of students without disabilities are met.

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the Charter School's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other non-academic activities.

The Charter School's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Executive Director or designee shall assess the Charter School's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Executive Director or designee shall ensure the Charter School complies with the law, including providing the students and their parents/guardians with applicable procedural safeguards and required notification. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specific in the “Procedural Safeguards” section of the accompanying administrative regulation.

2. Definition of Terms and Phrases: The Student Support Team implements the requirements of Section 504 of the federal Rehabilitation Act of 1973: For the purposes of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

- ***Free appropriate public education (FAPE)*** means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian except when a fee is specifically authorized by law for all students.
- ***Student with a disability*** means a student who has a physical or mental impairment which substantially limits one or more major life activities.
- ***Physical impairment*** means any physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)
- ***Mental impairment*** means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)
- ***Substantially limits major life activities*** means limiting a person’s ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student’s major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108).

3. Referral, Identification, and Evaluation: Any action or decision to be taken by the Charter School involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

- i. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to a 504 Coordinator for identification of a student with a disability under Section 504.
- ii. Upon receipt of any such referral, the 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. If it is determined that an evaluation is unnecessary, the 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.
- iii. If the student needs or is believed to need special education or related services under Section 504, the Charter School shall conduct an evaluation of the student prior to his/her initial placement.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the Charter School shall obtain written parent/guardian consent.

The Charter School's evaluation procedures shall ensure that the tests and other evaluation materials:

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure.

4. Section 504 Services Plan and Placement: Services and placement decisions for students with disabilities shall be determined as follows:

- i. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered.

- ii. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

- iii. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
- iv. The student shall be placed in the regular educational environment, unless the Charter School can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
- v. The Charter School shall complete the identification, evaluation, and placement process within a reasonable time frame. The Charter School shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.
- vi. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school, the charter school shall ensure that the new school receives a copy of the plan.

- 5. Review and Reevaluation:** The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs will be conducted before any subsequent significant change in placement.

- 6. Procedural Safeguards:** The administrator or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the Charter School regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the Charter School's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent/guardian disagrees with any Charter School action or decision regarding the identification, evaluation or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the Charter School's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

- i. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the Charter School's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees.
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement.
- ii. Within 30 days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
- iii. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
- iv. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - b. Present written and oral evidence
 - c. Question and cross-examine witnesses
 - d. Receive written findings by the hearing officer stating the decision by a federal court of competent jurisdiction.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

7. Notifications: The Executive Director or designee shall ensure that the Charter School has taken appropriate steps to notify students and parents/guardians of the Charter School's duty under Section 504.

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Identification and Evaluation for Special Education Policy

Inspire Charter School – Kern is committed to actively seeking out and evaluating the Charter School’s residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The purpose of the Inspire Charter School – Kern Governing Board approving this Identification and Evaluation for Special Education Policy is to accomplish the following:

1. Establish the Procedures for Identifying and Evaluating Individuals Eligible for Special Education.
 2. Establish the Procedures for Notifying Parents of Individuals Eligible for Special Education.
- 1. Identification and Evaluation:** The Executive Director or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The charter's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with procedures for the referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

- 2. Notification:** The Executive Director or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Executive Director or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

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Procedural Safeguards and Complaints for Special Education Students Administrative Regulation

Inspire Charter School – Kern is committed to protecting the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

The purpose of the Inspire Charter School – Kern Governing Board approving this Procedural Safeguards and Complaints for Special Education Students Administrative Regulation is to accomplish the following:

1. Define Reasonable Time for Written Notice
2. Identify What is Included in Written Notice
3. Outline the Procedures for Procedural Safeguard Notice
4. Outline the Format for Parent/Guardian Notice
5. Outline the Procedures for a Due Process Complaint
6. Outline the Charter School's Response to Due Process Complaints
7. Outline the Informal Process/Pre-Hearing Mediation Conference

1. Reasonable Time for Written Notice: The Executive Director or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time: (20 USC 1415(c); 34 CFR 300.102, 300.300, 300.503; Education Code 56500.4, 56500.5)

- Before the charter initially refers the student for assessment
- Before the charter proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
- Before the charter refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
- Before the student graduates from high school with a regular diploma thus resulting in a change in placement
- Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

2. Written Notice: This notice shall include: (20 USC 1415(c); 34 CFR 300.503; Education Code 56500.4)

- A description of the action proposed or refused by the charter
- An explanation as to why the charter proposes or refuses to take the action
- A description of each assessment procedure, test, record, or report the charter used as a basis for the proposed or refused action
- A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
- Sources for parents/guardians to obtain assistance in understanding these provisions
- A description of any other options that the individualized education program (IEP) team considered and why those options were rejected
- A description of any other factors relevant to the charter's proposal or refusal

3. Procedural Safeguards Notice: A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

- Upon initial referral or parent/guardian request for assessment
- Upon receipt of the first state compliance complaint in a school year
- Upon receipt of the first due process hearing request in a school year
- In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement
- Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

- Independent educational evaluation
- Prior written notice
- Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
- Access to educational records

- Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the charter to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
- The availability of mediation
- The student's placement during the pendency of any due process complaint
- Procedures for students who are subject to placement in an interim alternative educational setting
- Requirements for unilateral placement by parents/guardians of students in private schools at public expense
- Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
- State-level appeals
- Civil actions, including the time period in which to file those actions
- Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or the Charter School to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. (Education Code 56321, 56321.5, 56321.6)

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

The charter may place a copy of the procedural safeguards notice on the charter's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

- 4. Format of Parent/Guardian Notices:** The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general

public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (34 CFR 300.503; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the charter shall take steps to ensure that: (34 CFR 300.503)

- The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
- The parent/guardian understands the contents of the notice.
- There is written evidence that items #1 and #2 have been satisfied.

5. Due Process Complaints: A parent/guardian and/or the Charter School may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

- There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
- There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
- The parent/guardian refuses to consent to an assessment of his/her child.
- There is a disagreement between a parent/guardian and the charter regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

- The student's name
- The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
- The name of the school the student attends
- A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
- A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the Executive Director of Public Instruction or designated contracted agency. (Education Code 56502)

- 6. The Charter School's Response to Due Process Complaints:** If the Charter School has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter School shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

If the charter has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the Charter School shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(c)(1); 34 CFR 300.508):

- An explanation of why the Charter School's proposed or refused to take the action raised in the complaint
- A description of other options that the IEP team considered and the reasons that those options were rejected
- A description of each evaluation procedure, assessment, record, or report the charters used as the basis for the proposed or refused action
- A description of the factors that are relevant to the Charter School's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the Charter School shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

- 7. Informal Process/Pre-Hearing Mediation Conference:** Prior to or upon initiating a due process hearing, the Executive Director or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Executive Director or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Procedural Safeguards and Complaints for Special Education Policy

Inspire Charter School – Kern is committed to protecting the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

The purpose of the Inspire Charter School – Kern Governing Board approving this Procedural Safeguards for Special Education Policy is to accomplish the following:

1. Establish the Charter School’s Representation in a Due Process Hearing
 2. Establish the Complaint Procedures for Special Education
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1. **Charter School’s Representation in a Due Process Hearing:** The Executive Director or designee shall represent the Charter School in any due process hearing conducted with regard to the Charter School’s students and shall inform the Board about the result of the hearing.
 2. **Complaint Procedures for Special Education:** The Executive Director or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the Charter School’s uniform complaint procedures.

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Individual Education Program Administrative Policy

Inspire Charter School – Kern is committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

The purpose of the Inspire Charter School – Kern Governing Board approving this Individual Education Program Administrative Policy is to accomplish the following:

1. Define an Individualized Education Program.
2. Identify the Members of an IEP Team
3. Outline the Circumstances When an Individual Can be Invited to the IEP Meeting
4. Outline the Contents of the IEP
5. Outline the Procedures for the Development of the IEP
6. Outline the Provision of Special Education and Related Services
7. Outline the Process to Review and Revise the IEP
8. Outline the Use of Audio Recordings at an IEP Team Meeting
9. Identify Parent/Guardian Participation and Other Rights
10. Identify Parent/Guardian Consent for Provision of Special Education and Services
11. Outline the Procedures for Transfer Students

1. Individual Education Program: At the beginning of each school year, the charter shall have an individualized education program (IEP) in effect for each student with a disability within Charter School jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

2. Members of the IEP Team: The IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them
2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Executive Director or designee to represent the student's teachers.

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the Charter School who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of Charter School and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results. This individual may already be a member of the team as described in items #2-4 above or in item #6 below.
6. At the discretion of the parent/guardian or the Executive Director or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.
7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

3. Invitation of Specified Individuals: In the following circumstances, the Executive Director or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in

Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)

a. The student, regardless of his/her age.

If the student does not attend the IEP team meeting, the Executive Director or designee shall take other steps to ensure that the student's preferences and interests are considered.

b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Executive Director or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)
4. A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the Charter School agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the Charter School consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

4. The Contents of the IEP: The IEP shall include, but not be limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
2. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
3. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
4. A statement of measurable annual goals, including academic and functional goals, designed to:

- a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from his/her disability
- 5. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the Charter School will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
- 6. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP
- 7. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
- 8. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and school assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or Charter Schoolwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

- 9. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
- 10. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
- 11. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5
- 12. Where appropriate, the IEP shall also include: (Education Code 56345)
 - a. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the Charter School's prescribed course of study and to meet or exceed proficiency standards required for graduation
 - b. Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English
 - c. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
 - d. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:
 - i. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
 - ii. Support the transition of the student from the special education program into the regular education program
 - iii. Specialized services, materials, and equipment for a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136
- 5. Development of the IEP: Within 30 days of a determination that a student needs special education and related services, the Executive Director or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of

school vacations, the 60-day time limit shall commence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille. However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.
8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode
9. The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.
 - a. Whether the student requires assistive technology devices and services
10. If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

- 6. Provision of Special Education and Related Services:** The Charter School shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

The Executive Director or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Executive Director or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

- 7. Review and Revision of the IEP:** The Executive Director or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the Charter School shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Executive Director or designee. The Executive Director or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Executive Director or designee shall convene an IEP team meeting, which shall be held within 30 days of the Executive Director or designee review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the Charter School fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the Charter School in a nonpublic, nonsectarian school, the Executive Director or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

To the extent possible, the Executive Director or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Executive Director or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Executive Director or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

- 8. Audio Recording of IEP Team Meetings:** Parents/guardians and the Executive Director or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Executive Director or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

- 9. Parent/Guardian Participation and Other Rights:** The Executive Director or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Executive Director or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
 - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
 - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)
4. In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Executive Director or designee notice to the student's parents/guardians shall include the following: (Education Code 56341.5)
 - a. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
 - b. An indication that the student is invited to the IEP team meeting
 - c. Identification of any other agency that will be invited to send a representative

At each IEP team meeting convened by the charter, the school administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request,

the Executive Director or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Executive Director or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

At each IEP team meeting convened by the charter, the school administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Executive Director or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Executive Director or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Executive Director or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Executive Director or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Executive Director or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Executive Director or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

10. Parent/Guardian Consent for Provision of Special Education and Services: Before providing special education and related services to any student, the Executive Director or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). The Charter shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the Executive Director or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Executive Director or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Executive Director or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Executive Director or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

When the Charter School ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

11. Transfer Students: To facilitate the transition of a student with a disability who is transferring into the Charter School, the Executive Director or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the charter from another school Charter School within the same SELPA during the school year, the Charter School shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the charter from a school district outside of the Charter School's SELPA during the school year, the Charter School shall provide the student with FAPE,

including services comparable to those described in the previous district's IEP. Within 30 days, the Executive Director or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the Charter School from an out-of-state district during the school year, the Charter School shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Executive Director or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Individual Education Program Policy

Inspire Charter School – Kern is committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

The purpose of the Inspire Charter School – Kern Governing Board approving this Individual Education Program Policy is to accomplish the following:

1. Establish the Administrative Regulations Regarding for an Individualized Education Program
 2. Identify A Foster Parent's Rights
-
1. **Administrative Regulation:** The Executive Director or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.
 2. **Rights of a Foster Parent:** To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

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Transportation for Students with Disabilities Policy

Inspire Charter School – Kern is committed to meeting the transportation needs of students with disabilities to enable them to benefit from special education and related services. The Charter School shall provide appropriate transportation services for a student with disabilities when transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan, as determined by the team.

The purpose of the Inspire Charter School – Kern Governing Board approving this Transportation for Students with Disabilities Policy is to accomplish the following:

1. Establish the Procedures for Determining the Students Transportation Needs.
2. Establish the Charter School's Provision of Transportation Services Specified in an IEP
3. Identify the Procedures for Alternative Transportation
4. Establish the Financial Agreement for Contracting with a Nonpublic, Nonsectarian School or Agency
5. Establish the Procedures for Transportation Schedules for Students with Disabilities
6. Establish the Compatibility of Mobile Seating Devices
7. Identify the Procedures for a Service Animal and Transportation

- 1. Determination of Transportation Needs:** The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Executive Director or designee shall provide IEP teams with information about the Charter School's transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities.

- 2. Providing Transportation Services:** Transportation services specified in a student's IEP or Section 504 plan shall be provided.

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the Charter School.

- 3. Alternative Transportation:** If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the Charter School shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

- 4. Financial Agreement for Contracting:** When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)
- 5. Transportation Schedules:** The Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students.
- 6. Mobile Seating Devices:** The Executive Director or designee shall ensure that any mobile seating devices used on the Charter School's buses are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)
- 7. Service Animal:** As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

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Suicide Prevention Policy

Inspire Charter School – Kern is committed protecting the health and well-being of all Inspire Charter Schools students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The purpose of the Inspire Charter School- Kern Governing Board approving this Suicide Prevention Policy is to accomplish the following:

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Outline Key Terms and Definitions of Suicide Prevention
4. Identify Risk Factors and Protective Factors
5. Outline the Warning Signs of Suicide
6. Outline How to Respond to the Warning Signs of Suicide
7. Explain Suicide Discussion/Communication for Parents and Children.
8. Outline the Process for Assessment and Referral
9. Outline the Process for Implementing the Policy
10. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

1. Purpose: Inspire Charter School recognizes that:

- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,
- b) further recognizes that suicide is a leading cause of death among young people,
- c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and

d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Inspire Charter School -Kern hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students. Our policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

- 2. Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations. As educators, Inspire Charter School - Kern faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

3. Key Terms and Definitions:

- **At Risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- **Crisis Team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- **Mental Health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- **Risk Assessment** An evaluation of a student^{[1][2][3]} who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- **Risk Factors for Suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- **Self-Harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- **Suicide Attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a

common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

- ***Suicidal Behavior*** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

4. Risk Factors and Protective Factors:

Risk Factors are characteristics or conditions that increase the chance that a person may try to take her or his life or participate in self-harming behaviors. These risks tend to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality
4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and /or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors are characteristics or conditions that may help to decrease a person's risk of suicide or self-harming behaviors. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

The most frequently cited protective factors of suicide include:

1. Receiving effective mental health care
2. Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
3. The skills and ability to solve problems

It is important for school districts to be aware of student populations that are at elevated risk of suicidal or self-harming behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among your people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors of suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one research found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder.
5. American Indian/Alaska Native youth. In 2009, the rate of suicide among American Indian / Alaska Native youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.
6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGBTQ youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejections, harassment, bullying, violence and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ that will elevate the risk of suicidal behavior for LGBTQ youth.
7. Youth bereaved by suicide. Studies show that those who have experience suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of the conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma

are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

5. Warning Signs of Suicide: It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking about wanting to die or to kill one's self
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again
- Sudden efforts to get one's affairs in order, e.g., making a will out of the blue or giving away prized possessions
- A sudden sense of calm and happiness; though this might sound contradictory, if an extremely depressed person suddenly seems calm or happy, this can mean the person has made a decision to commit suicide. *Do not assume a person expressing a desire to die is joking.* Ask if they are serious. And make sure to follow up. Someone might say they are only joking when in fact the "joke" is motivated by a sincere desire to die. Suicide is not a joking matter; do not treat it as such. Less immediate, but still concerning, warning signs of suicidal ideation include:
 - Feeling anxious or agitated
 - Sudden reckless behavior
 - Significant changes in sleep behavior (hardly sleeping, sleeping too much)
 - Withdrawing or isolating from others
 - Talking about feeling trapped
 - Talking about pain feeling unbearable
 - Talking about being a burden to others
 - Increased use/abuse of alcohol or drugs

- Extreme mood swings

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

6. Responding to the Warning Signs: The most important thing you can do is ***take the person seriously***. Do not judge them; do not make them feel bad; do not make a joke about it even if it makes you feel uncomfortable. Above all, do not assume the person is only seeking attention. That is not your judgment to make and you making it could be a life-threatening mistake. Be there, support them, and take immediate action. That immediate action should include, at the very minimum, the following:

- Talk to the person. Let them know you care about them.
- Listen without judging. This means you need to set aside whatever religious or theological beliefs you have about suicide in the abstract. This moment is about helping the human being in front of you who needs support.
- Try not to act/appear shocked. The person is already in distress; an overwhelming display of emotions on your part could only further distress them and make them feel they should not talk to you.
- Ask the person directly, “Are you thinking of ending your life?” or “Are you considering killing yourself?” Though it might make *you* uncomfortable, remember these four concrete questions: Suicidal? Method? Have what you need to follow through with plan? When?

The more information you know, the better you can help the suicidal person as well as the professionals that need to get involved. Also, asking these questions can help you determine how significant the risk. The more developed the person’s suicidal plan, the higher the risk. For example, if the person has a method and a time in mind, the risk is extremely high.

- If the person says, “No,” continue to be with the person and give support and stay in touch for the next few days, repeating the above process.
- If the person says, “Yes,” and has a plan and access to lethal means, do not leave the person alone. Get a professional involved. ***Immediately contact a local mental health professional, law enforcement, a local hospital emergency department, and/or the National Suicide Prevention Lifeline (1-800-273-8255).***
- Provide any relevant information you may have about the person to those who are managing the crisis.
- Keep in contact with the person after the crisis and provide ongoing care and support.
- Draw on other leaders and volunteers in your home and school community to provide support

- If a person ever asks you to keep their suicidal feelings or thoughts secret, refuse. The most loving response to someone feeling suicidal is getting them the help they need. A life is at risk. *If the risk of chronic/not immediate:* ^[L]_[SEP] Sometimes people may display warning signs of suicide or *feel* suicidal but not have any plans to actually commit suicide. Their risk may be low, but their suicidal feelings or thoughts are still causing significant distress in their lives. Even though their risk of actually attempting suicide is low, you should still reach out and do your best to support them. Here are some ways you can do so:
- Ask them directly about their feelings and thoughts. You'd be surprised how willing some people are to talk about their suicidal urges. It might even be a relief for them to have someone to talk to about those urges. The Help Guide gives the following suggestions for starting such a conversation:
 - Help Guide, "Suicide Prevention: How to Help Someone who is Suicidal," <http://www.helpguide.org/articles/suicide-prevention/suicide-prevention-helping-someone-who-is-suicidal>
 - *Ways to start a conversation about suicide:* I have been feeling concerned about you lately. Recently, I have noticed some differences in you and wondered how you are doing. I wanted to check in with you because you haven't seemed yourself lately.
 - *Questions you can ask:* When did you begin feeling like this? Did something happen that made you start feeling this way? How can I best support you right now? Have you thought about getting help?
 - *What you can say that helps:* You are not alone in this. I'm here for you. You may not believe it now, but the way you're feeling will change. I may not be able to understand exactly how you feel, but I care about you and want to help. When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

Educate yourself about suicide. Study more about suicide, its causes, and how to show love to someone who struggles with it.

Do not talk about suicidal people as if they are "crazy" or "insane." Use words that will not make them feel like isolating themselves even more. Most suicidal people are not clinically psychotic. They might be grief-stricken or depressed, but do not make them feel like they should be locked up in an asylum.

Help the person find professional assistance. Offer to help them find a counselor or therapist; offer to help fill out forms for applying to your county or state's mental health care system.

Encourage positive lifestyle changes, such as exercising more. Start small: for example, invite the person to going for a walk or hiking with you on the weekend.

Help the person make a safety plan. Help the person develop a set of concrete and specific steps they promise to follow if they feel particularly suicidal. The plan should include things they promise to avoid (alcohol, drugs, etc.) and things they promise to do instead (call you, call another friend or therapist, etc.).

If necessary, have the person temporarily give you anything that they could use to commit suicide, such as unneeded, extra medications, razors, knives, etc.

Continue to stay in touch and support the person over the long-term. Repeat the above steps as needed.

7. For Parents- Suicide Discussion/Communication: Talking to your Children: *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they don't feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.
- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child's age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child's developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don't know the answer to a question, don't be afraid to say that. You can make it into a learning experience and research the answer with your child together. That's much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it's ok to tell you if they do feel this way. Make sure they feel safe in your

home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.

- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., “Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you’re feeling these feelings?”
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child’s distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child’s distress must immediately seek assistance. In seeking assistance, your child’s safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

For the Child/ Student: School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual’s ability to function, enjoy life, and feel like themselves.

A number of factors may contribute to a person becoming depressed; genetic predisposition and stressful life events can certainly play a role, but sometimes depression can occur without an obvious cause. This means that **anyone can become depressed**, even those who seemingly have every reason to be happy.

Depression commonly affects your thoughts, your emotions, your behaviors, and your overall physical health. Experiencing any one of these symptoms on its own does not constitute depression; a diagnosis of depression requires several of these symptoms to occur for at least two weeks. Here are some of the most common symptoms that point to the presence of depression:

- **Feelings:**
 - Sadness
 - Hopelessness
 - Guilt
 - Moodiness
 - Angry outbursts
 - Loss of interest in friends, family, and favorite activities
- **Thoughts:**
 - Trouble concentrating
 - Difficulty making decisions
 - Trouble remembering
 - Thoughts of harming oneself
 - Delusions and/or hallucinations can also occur in cases of severe depression
- **Behaviors:**
 - Withdrawing from people
 - Substance abuse
 - Missing work, school, or other commitments
 - Attempts to harm oneself (e.g., cutting)
- **Physical/Somatic Problems:**
 - Tiredness or lack of energy

- Unexplained aches and pains
- Changes in appetite
- Weight loss or gain
- Changes in sleep – sleeping too little or too much

If you are experiencing symptoms of depression, it is important to **talk to a trusted adult** (parent, teacher, counselor, coach, or clergy) or doctor so that you can get the help you need. **Depression does not go away on its own, but with the appropriate help it can be treated.** Studies show that more than 80% of people with depression can feel better with talk therapy (counseling) and/or medication. Maybe you have noticed that your friend has not been acting like themselves lately and you are worried about whether or not they are really “fine” after all. If you think a friend may be depressed, show them you care by reaching out. Give yourself time to talk in a private, comfortable place. Honestly share what you have noticed (changes in behavior, things they have said or done) and ask them how they are feeling. Let them know that you are asking them because you care, because you want them to feel better, and because there is help. Let them know that there is hope and help available, and support them to get the help they need. If you don’t feel comfortable asking your friend, share your concerns with a trusted adult who can. Talking about mental health can be difficult, but reaching out and getting help for depression is one of the most courageous, important things you can do for yourself or for a friend. **It might even save a life.**

- Resources at home or outside school:
 - Talk to a parent or older relative
 - Call your pediatrician or physician
 - Talk to a trusted adult, teacher, or guidance counselor
 - National Suicide Prevention Lifeline: 800-273-8255
 - If someone is in immediate danger, **call 911. *Getting help does not mean that you have failed, it demonstrates courage, hope, and means you’ve allowed others to show they care.***

8. Assessment and Referral: When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator (s) will be made aware of the situation as soon as reasonably possible.

- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Inspire Charter School – Kern will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g. teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical

and/or emotional state of being. Places may include: *my being with my friends, youth group at church, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); clergy (e.g. youth pastor); or neighbor.*

9. **Prevention: School Policy Implementation:** A suicide prevention coordinator shall be designated by the Inspire Administration. This may be an existing staff person, such as a School Counselor or School Psychologist. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for suicidal thoughts and behavior. Bully-victims (those who report both bullying others and being bullied) are at the highest risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other contributing factors, including underlying mental illness.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is typically not associated with suicidal thinking, it is a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, post-vention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with

medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Identification and Intervention: Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

Designated members of the school crisis team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24 hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Help the parent/caregiver and/or school staff to develop with the student a safety plan. Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 800-273-TALK) and the app MY3 (my3app.org) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process. A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. School staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media). If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

Please Remember:

If it seems that an individual is in immediate danger of hurting himself or herself: Take the person to a hospital Emergency Room to be evaluated by a health professional.

If the person refuses help: Call 9-1-1 for police evaluation of the individual. If the person is a danger to self or others, the officer can transport the person to a hospital where he or she may be held.

Postvention. Following a suicide, school communities must strike a delicate balance. Students should have an opportunity to grieve, but in a way that does not glorifying, romanticizing or sensationalizing suicide, which may increase suicide risk for other students.

Confirm facts. Confirm the facts related to the death with the family and/or police. Inform other schools in the district with students related or close to the deceased. Contact the family to offer condolences, ask what the school can do to help, offer resources, and to discuss communication with the school community. Protect and gather the personal effects of the deceased for the family and/or the police. Pay close attention to other students (and staff) who may also be at risk of suicidal behavior.

Resources needed. In some situations, schools may have adequate resources to handle the aftermath of a suicide. However, it is critical that schools assess the impact of the suicide on the school community to determine the level of postvention support needed. Factors to consider include how well known the student was, if the suicide was public (e.g., occurred at a school event), and/or if the deceased had shared his/her suicidal intentions with others (particularly to large numbers of other students via social media). These factors generally increase the impact and thus the potential postvention needs of members of the school community.

Contagion. Suicide contagion occurs when suicidal behavior is imitated. The effect is strongest among adolescents: they appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. Guilt, identification, and modeling are each thought to play a role in contagion. Sometimes suicide contagion can result in a cluster of suicides. Studies indicate that 1-5% of all suicides within this age group are due to contagion (100-200 teenage cluster suicides per year).

Suicide postvention strategies designed to minimize contagion include avoiding sensationalism or giving unnecessary attention to the suicide, avoiding glorifying or vilifying of suicide victims, and minimizing the amount of detail about the suicide shared with students.

If there appears to be contagion, school administrators should consider taking additional steps beyond the basic crisis response, including stepping up efforts to identify other students who may be at heightened risk of suicide, collaborating with community partners in a coordinated suicide prevention effort, and possibly bringing in outside experts.

Memorials. Memorials in particular run the risk of glamorizing suicide and should thus be implemented with great care. Living memorials are recommended such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing opportunities for service activities in the school that emphasize the importance of student's taking care of each other.

Care for the caregiver. It is important that administrators and crisis team members not underestimate the potential impact that a suicide can have on school staff members. School leaders should promote a culture in which both the students and the adults in the building feel comfortable asking for help and/or to take a break. Providing contact information and encouraging staff to meet their own mental health needs is an important first step in ensuring that staff are adequately supported.

Grief. Understanding the nature of grief can help us better cope with loss. Grief is a natural, healthy process that enables us to recover from terrible emotional wounds. Grief can affect our thinking, behavior, emotions, relationships, and health. People may experience sleeplessness, exhaustion, indigestion, lack of appetite, or memory lapses. Recognizing that these are common reactions to grief can help us minimize them by reaching out to friends, or joining a community support group.

The journey through grief has four phases:

- **Shock – In the days and weeks immediately following a devastating loss, common feelings include numbness and unreality, like being trapped in a bad dream.**
- **Reality – As the fact of the loss takes hold, deep sorrow sets in, accompanied by weeping and other forms of emotional release. Loneliness and depression may also occur.**
- **Reaction – Anger, brought on by feelings of abandonment and helplessness, may be directed toward family, friends, doctors, and the one who died or deserted us. Other typical feelings include listlessness, apathy, and guilt over perceived failures or unresolved personal issues.**
- **Recovery – Finally, there is a gradual, almost imperceptible return to normalcy. This is a time of adjustment to the new circumstances in life.**

These phases vary in duration for each person, so the school should not impose a timetable upon anyone. Some people need a year or two, while others may take less time. Holidays, anniversaries, and birthdays can trigger intense grief, especially the first year. Everyone grieves differently – depending on personality, religious beliefs, maturity, emotional stability, and cultural traditions.

10. Resources for Parents, Students and Staff Members on Suicide Prevention:

- **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices

of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- **Sources of Strength:** <https://sourcesofstrength.org>
- **Know the Signs:** <http://www.suicideispreventable.org>
- **National Mental Health and Suicide Support Services:** The following are just a few places you can access listings for local mental health services in your area. Please call or visit their websites for details.
- **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
- **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642
- **Mental Health Services Locator:** www.mentalhealth.samhsa.gov/databases
- **American Foundation for Suicide Prevention** www.afsp.org
- **American Association for Suicide Prevention** www.suicidology.org
- **Center for Disease Control & Prevention** www.cdc.gov/ViolencePrevention/suicide
- **Healthy Place -** www.healthyplace.com
- **Jed Foundation -** www.jedfoundation.org
- **National Federation of Families for Children's Mental Health** www.ffcmh.org
- **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
- **The Trevor Lifeline -** www.thetrevorproject.org 1-866-488-7386
- **National Institute of Mental Health (NIMH) -** www.nimh.nih.gov
- **Strength of US-** www.strengthofus.org
- **Substance Abuse and Mental Health Services Administration (SAMHSA)** www.samhsa.gov/prevention/suicide.aspx
- **Suicide Awareness Voices of Education (SAVE)** www.save.org
- **Suicide Prevention Action Network USA -** www.spanusa.org
- **Suicide Prevention Resource Center (SPRC) -** www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.

- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds.1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.
- Apter,Terri. The Confident Child: Raising Children to Believe in Themselves. 1997.
- **Book Resources for Teens: Mental Health and Resilience**
- Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide for Teens. 2008.
- Fox, Annie. Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy. 2005
- Seaward, Brian. Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger. 2002.
- Espeland, Pamela. Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun. 2003.
- Covey, Sean. The 7 Habits of Highly Effective Teens. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn , *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*

- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame.*
- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Suspension and Expulsion Policy

Inspire Charter School – Kern is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of the Inspire Charter School – Kern Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
12. Identify a Student's Right to Appeal
13. Outline Expelled Students/Alternative Education
14. Outline Rehabilitation Plans
15. Outline the Readmission Process

- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee,

students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

- 2. Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

3. Enumerated Offenses:

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.

- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property.
 - Stole or attempted to steal school property or private property.
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;

(B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

4. Suspension Procedure: Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

- Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or

Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

5. **Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
6. **Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
 2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
 3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
 5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 6. The right to inspect and obtain copies of all documents to be used at the hearing;
 7. The opportunity to confront and question all witnesses who testify at the hearing;
 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
7. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:** The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination,

the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

- 8. Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- 9. Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

10. Written Notice to Expel: The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

11. Disciplinary Records: The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

12. Right to Appeal: Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

13. Expelled Students/Alternative Education: Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

14. Rehabilitation Plans: Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

15. Readmission: The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also

contingent upon the Charter School's capacity at the time the student seeks readmission.

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Teacher Certification Policy

Inspire Charter School – Kern is committed to providing a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Executive Director designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or the Charter School requirements for the position.

The purpose of the Inspire Charter School – Kern Governing Board approving this Teacher Certification Policy is to accomplish the following:

1. Establish the Support to Teachers Holding Preliminary Credentials
 2. Identify the Procedures for Hiring Based on Unavailability of Credentialed Teacher
 3. Outline the Declaration of Need Requirements
 4. Establish the Procedures for Employing Non-Credentialed Teachers
- 1. Support for Teachers Holding Preliminary Credentials:** The Executive Director or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.
- 2. Hiring Based on Unavailability of Credentialed Teacher:** The Executive Director or designee shall make reasonable efforts to recruit a fully prepared teacher for each assignment. Whenever a teacher with a clear or preliminary credential is not available, the Executive Director or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)
1. A candidate who enrolls in an approved intern program in the region of the Charter School and possesses an intern credential
 2. A candidate who is scheduled to complete preliminary credential requirements within six months and who holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC
 3. The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)
 4. An individual who holds an emergency permit or for whom a credential waiver has been granted by the CTC

Prior to requesting that the CTC issue an emergency permit pursuant to item #3 above or a limited assignment permit which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled public Board

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meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

- 3. The Declaration of Need:** The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the Charter School's specified employment criteria for the position(s) and that the Charter School has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the Charter School estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)
- 4. Non-Credentialed Teachers:** Whenever it is necessary to employ non-credentialed teachers to fill a position requiring certification qualifications, the Executive Director or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional programs.

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SERVICES AGREEMENT
By and Between
FOUNTAINHEAD, a California not for profit corporation and
INSPIRE CHARTER SCHOOL – KERN

RECITALS

THIS SERVICES AGREEMENT (the “*Agreement*”) is made and entered into as of July 1, 2018 (the “*Effective Date*”) by and between Fountainhead (“*FH*”) doing business as Inspire District Office, and INSPIRE CHARTER SCHOOL – KERN (*ICS – K*) (*ICS – K* together with *FH* each a “*Party*” and, collectively, the “*Parties*”).

WHEREAS, *FH*, a California nonprofit corporation, with tax exempt status under section 501(c)(3) of the Internal Revenue Code is in the business of providing educational 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*”), including and such corporations are also California nonprofit corporations, pursuant to section 501(c)(3) of the Internal Revenue Code;

WHEREAS, *FH*’s mission is to assist the various *Inspire Charter Schools*, such as, in the administration of their businesses in order to create greater efficiencies in their operations and to thereby effectively serve the ever-growing population of youth seeking greater opportunities to access innovated curriculum and enrichment through a personalized learning model;

WHEREAS, *FH* and *ICS – K* share a common mission of providing educational services to students in the State of California seeking educational alternatives to the traditional public school model and to do so such that efficient administration of all the *Inspire Charter Schools* educational programs and administrations will maximize their resources by increasing operational and other efficiencies;

WHEREAS, the *ICS – K* Board of Directors (the “*Board*”) has final authority over policy and operational decisions for *ICS – K*.

WHEREAS, based on experiences of other charter schools across the country, the *Board* believes that it is in the best interest of *ICS – K* to contract with *FH* to provide administrative services that will maximize the performance and operational efficiency of *ICS – K* and serve the joint mission of each of *FH* and *ICS – K* as set forth immediately above;

WHEREAS, it is the *Parties*’ intention to build on a relationship already based on trust, common educational objectives, and to ensure *ICS – K* has resources for the *ICS – K* to achieve clear accountability, through which they will work together to bring educational excellence to the *ICS – K*, and because of the *Parties*’ shared goals; and

WHEREAS, for and during the *Term* (as hereinafter defined in Section 9.a) of this *Agreement*, the *Board* desires that *FH* provide certain services to *ICS – K* as set forth herein, and *FH* desires to provide such services to *ICS – K* in a manner that is fully consistent with the charter of *ICS – K* and applicable law.

AGREEMENT

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the ***Parties*** agree as follows:

1. DEFINITIONS

- a. “***Chartering Authority***” refers to the school district or authorizer authorizing and supervising the charter held by ***ICS – K***.
- b. “***Charter School Law***” means the laws permitting the creation of charter schools in California and governing the development and operation of charter schools in California, including the California Charter Schools Act of 1992, as amended (Education Code §§ 47600 *et seq.*).
- c. “***Marks***” means all trademarks, service marks, design marks, trade names, domain names, service names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to each ***Party***.
- d. “***Regulatory Authority***” means any United States federal, state or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body, including each ***Chartering Authority***.
- e. “***FHvices***” means all the services provided by ***FH*** to ***ICS – K*** pursuant to, and as described more fully in, this ***Agreement***.
- f. “***State***” means the State of California.

2. REPRESENTATIONS AND WARRANTIES

- a. Representations and Warranties of ***FH***. ***FH*** represents and warrants as follows:
 - i. Organization and Tax-exempt Status. ***FH*** is authorized to do business in the ***State***. ***FH*** has been granted tax exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code and, shall at all times during the ***Term***, be duly organized under the laws of the ***State*** and shall be exempt from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. Should the Internal Revenue Service require changes to this ***Agreement*** in conjunction with the continuation of the tax- exempt status of ***FH***, both ***Parties*** will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.
 - ii. Authority. Subject to the last two sentences of clause (i) above, ***FH*** has all requisite power and authority to execute and deliver this ***Agreement***, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This ***Agreement*** constitutes a valid and binding obligation of ***FH***, enforceable against ***FH*** in accordance with its terms.
 - iii. Full Disclosure. No representation or warranty of herein and no statement, information or certificate furnished or to be furnished by ***FH*** pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

iv. Conduct of *FH*. *FH* has complied, and at all times during the *Term* will comply, in all material respects, with all local, state, and federal laws and regulations that are applicable to *FH*, which include, but are not limited to, the Internal Revenue Code and the California Corporations Code, as each may be amended. *FH* has maintained and will maintain adequate records of the activities and decisions of *FH* to ensure and document compliance with all such laws and regulations. *FH* agrees to provide *ICS – K* with copies of all such records, and to allow *ICS – K*, at *ICS – K*'s reasonable discretion, to assist with the preparation and retention of such records.

v. Insurance. *FH* maintains in effect all insurance as required to perform its obligations hereunder, including the insurance. *ICS – K* is responsible for all costs associated with obtaining such insurance.

b. Representations and Warranties of *ICS – K*. *ICS – K* represents and warrants as follows:

i. Organization and Tax-Exempt Status. *ICS – K* is authorized to do business in the *State*. *ICS – K* is, and at all times during the *Term* will be, duly organized under the laws of the *State* and is exempt from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. Should the Internal Revenue Service require changes to this *Agreement* in conjunction with the continuation of tax-exempt status of *ICS – K*, both *Parties* will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

ii. Authority. Subject to the last two sentences of clause (i) above, *ICS – K* has all requisite power and authority to execute and deliver this *Agreement*, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This *Agreement* constitutes a valid and binding obligation of *ICS – K*, enforceable against *ICS – K* in accordance with its respective terms.

iii. Full Disclosure. No representation or warranty of *ICS – K* herein and no statement, information or certificate furnished or to be furnished by *ICS – K* pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

iv. Conduct of *ICS – K* and the *Board*. *ICS – K* has materially complied, and at all times during the *Term* will comply, in all material respects, with all local, *State* and federal laws and regulations that are applicable to *ICS – K*, which include, but are not limited to, the Internal Revenue Code, the California Corporations Code, the open records and meetings laws of *State*, and the *Charter School Law*, as each may be amended. *ICS – K* has maintained and will maintain adequate records of the activities and decisions of *ICS – K* to ensure and document compliance with all such laws and regulations. *ICS – K* agrees to provide *FH* with copies of all such records, and to allow *FH*, at *FH*'s reasonable discretion, to assist with the preparation and retention of such records.

v. Due Authorization. *ICS – K* is authorized to organize and operate *ICS – K*, and such charter school is vested by the *Chartering Authority* with all powers necessary to carry out the educational program outlined in its charter (the "*ICS – K Charter*"). *ICS – K* shall at all times retain all rights, responsibilities and obligations under the *ICS – K Charter* and nothing in this *Agreement* is or shall be interpreted in a manner inconsistent with the *ICS – K Charter*.

vi. Insurance. *ICS – K* maintains in effect all insurance as required by the *ICS – K Charter*. Subject to the requirements of the *ICS – K Charter*, *FH* will assist *ICS – K* in selecting and procuring the level of insurance coverage as it deems appropriate.

3. AUTHORITY

a. ICS – K’s Fully Retained Duties and Authority. *ICS – K* hereby authorizes *FH* to undertake the functions specified in this *Agreement* in regards to educational and administrative services, it being understood that, at all times, *ICS – K* remains accountable to the *Chartering Authority* and *State* authorities, as provided for in this *Agreement*, the *ICS – K Charter*, and to applicable law. For the sake of clarity, the *Parties* agree that the *Board*, and not *FH*, shall maintain the ultimate fiduciary responsibility for *ICS – K*. *FH* shall not be required to provide any services to the extent provision thereof: (a) is or becomes impracticable, in any material respect, as a result of a cause or causes outside’s reasonable control, or (b) would require to violate any law or other binding commitment of to any *Regulatory Authority* or as imposed by law.

b. Authority to Subcontract. *FH* may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge *FH* from any obligation or liability under this *Agreement* and provided that no such subcontract permitted hereunder shall constitute a majority of *FH*’s duties under this *Agreement*. Nothing in this Section 3.b authorizes *FH* to subcontract in a manner that is not permitted by applicable law or any provisions of the *ICS – K Charter*.

c. School District Authority. Nothing in this *Agreement* shall be construed in any way to limit the authority of the *Chartering Authority*, including, but not limited to, the authority to take and enforce action pursuant to the *Charter School Law*.

d. Conflict with Applicable Charter. To the extent there are any conflicts between the terms of the *ICS – K Charter* and the terms of this *Agreement*, the terms of the *ICS – K Charter* shall control.

4. RIGHTS, DUTIES AND OBLIGATIONS OF

In addition to the duties and obligations otherwise set forth in this *Agreement*, *FH* shall have the following rights, duties and obligations:

A. Administrative Services:

1. General Administrative Services. In exchange for the *FH Service Fee* described in Section 6 and paid by *ICS – K* to *FH*, *FH* will provide the services as and to the extent more specifically described in the balance of this Section 4 (the “*FH Services*”). *FH* may perform functions off-site, except as prohibited by law or otherwise restricted by the *Board*. *FH* may utilize web-based systems to provide support and services to *ICS – K*. *FH* shall provide reports indicating the services *FH* has provided to *ICS – K*, as contemplated by this *Agreement*, as and when the *Board* shall reasonably request, but no less frequently than an annual year-end report. To the extent that *ICS – K* wishes to contract with a third party unrelated to for any administrative services not then being provided by (a “*Third Party Agreement*”), such *Third Party Agreement* cannot be effective and shall be expressly conditioned upon the right of *FH*, after thirty (30) days written notice (including a description of such proposed *Third Party Agreement*) by *ICS – K* to *FH*, to agree to perform such services upon reasonably comparable terms (the reasonableness of the comparison being determined by *FH* in the exercise of its discretion) (the “*Alternative*”). If *FH* does not notify *ICS – K* of its intention to cause *ICS – K* to refuse the *Third Party Agreement* and enter into an alternative agreement with *FH* within the aforementioned notice period, then *ICS – K* may proceed with the *Third Party Agreement*. For the avoidance of doubt, *ICS – K* agrees that it will not permit and is not authorized to permit a *Third Party Agreement* to become effective unless and until *FH* has fully exercised its right of review and first refusal within the terms of this Section 4.A.1.

2. Public Relations and IP. **FH** shall provide public relations services to **ICS – K**, as determined by further mutual agreement of the **Parties**, in order to advance the shared mission of **FH** and **ICS – K** as set forth above in the recitals to this **Agreement**. **ICS – K** may provide **FH** a non-exclusive, limited license to use those Inspire **Marks** or any other Inspire intellectual property as may be owned or under license to **ICS – K**, as may be requested by **FH** from time to time, whether registered or unregistered, whether subject to application or not (the “**Inspire IP**”). Without limitation, and subject to consultation with the **ICS – K**, **FH** shall act as **ICS – K**’s representative on all matters relating to public relations and public information, including, without limitation, preparing press releases on topics relating to the shared mission of **FH** and **ICS – K** as set forth above in the recitals to this **Agreement**.

3. Financial Services (Accounting, Bookkeeping, Payroll, Procurement, and other Financial Functions). Subject to the terms of this **Agreement**, **FH** shall be responsible and accountable for all financial functions in respect of **ICS – K**, including, without limitation:

a. Preparation and submission of financial reports including all required **State** financial reporting including but not limited to annual audited financial reports, annual budgets, 1st and 2nd Interims, unaudited actual reportings, P1 and P2 reportings, non-classroom based funding determinations when applicable, annual LCAP spending reporting and monthly financial statements to **ICS – K**;

i. Coordination and processing of payments of **ICS – K**’s expenditures;

ii. Management of cash balances to cover **ICS – K**’s payroll and payments to vendors;

iii. Coordination of and payment of **ICS – K**’s **Board** stipends as described in Section 4.e below;

iv. Coordination and processing of **ICS – K**’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 **ICS – K** personnel;

v. Coordination and management the annual independent audit of **ICS – K**’s financial statements. The cost of the audit will be the sole expense of **ICS – K**.

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

vii. Coordination and management of all equipment leasing

viii. 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,

ix. Acquisition and management of external financing as needed.

x. Leases.

b. **Board Facilitation.** **FH** shall coordinate the scheduling of and documentation of meetings of the **Board**, including the preparation of agendas, preparation of minutes and payment of **Board** stipends. **FH** will coordinate the annual **Board** member training to include training in **ICS – K** protocols, best practices and legal updates. All training will be for the purpose of supporting **ICS – K**’s education mission and other related official school business.

c. Strategic Planning and Implementation. **FH** will assist **ICS – K** in the development of key long term goals for **ICS – K** in meeting its academic, funding, reporting, accountability, growth requirements and in analyzing the political and legislative educational climate. **FH** will assist in setting priorities, focusing resources, strengthening operations, insuring that employees at all levels are working toward common goals, establishing consensuses around intended results, and assessing and adjusting the organizational direction in response to its changing environment.

d. ICS – K Policies. **FH** may make reasonable recommendations to **ICS – K** concerning its calendar, policies, rules, regulations, procedures, personnel, and budget, as appropriate and consistent with the shared mission of the **Parties** as set forth in the above recitals. For the avoidance of doubt, **ICS – K** retains sole and complete control over the foregoing policies.

e. Human Capital Management.

i. **FH** shall assist in recruiting, screening and recommending certificated and non- certificated individuals for employment by **ICS – K**;

ii. **FH** shall also provide pre-employment screening services, verify, check and monitor credentials for certificated staff;

iii. **FH** shall coordinate and administer health, life and retirement benefits for **ICS – K** employees, including certificated and non-certificated staff. **ICS – K** shall be solely responsible for the costs of these benefits;

iv. **FH** will develop and provide new hire employee orientation, training; onboarding (at the time of hiring) and off-boarding (upon termination). **FH** will also provide all required **State** and federal mandated training to applicable **ICS – K** employees. **FH** and **ICS – K** shall comply with all applicable federal and **State** laws, concerning employee welfare, safety and health;

v. **FH** will administer and track leave of absence benefits and monitor employee work related injuries;

vi. **FH** will also assist **ICS – K** with its **Authorizer**'s annual oversight visit.

vii. **FH**, on behalf of **ICS – K**, shall secure and maintain the insurance policies which shall be in the amounts that are no less than the minimum levels required by **ICS – K**, applicable law or both. Liability, casualty, and property insurance for any facility leased directly and/or managed by **ICS – K** and any capital equipment or furniture leased directly and/or managed by **ICS – K**, as well as Directors and Officer's Insurance in the amount required by **ICS – K** or the **Authorizer**. All premiums and costs will be the responsibility of **ICS – K**.

f. Files and Records. **FH** shall supervise and maintain temporary custody (for the joint benefit of **ICS – K** and **FH** of all files and records relating to the Services. **FH** acknowledges that all records, data, communications, and other property of **ICS – K** entrusted or loaned to **FH** during the term of this **Agreement** are **ICS – K**'s property and **FH** agrees to return any such material to **ICS – K** immediately upon the termination of this **Agreement**.

g. Operations Management. **FH** will provide day-to-day operational oversight for **ICS – K** in all administrative operational areas including without limitation: human capital, facilities (procurement and management), financial matters, and (as appropriate) legal representation. **FH** will work cooperatively with **ICS – K** on all recommendations and actions.

h. Reporting Requirements to the **Board**. **FH** shall report to the **Board** an annual year-end report and more frequently as the **Board** shall reasonably request on all actions taken or proposed to be taken by **FH** under this **Agreement**.

B. *Educational Services*

1. Educational Program: **FH** will work in collaboration with **ICS – K** on development and implementation of the educational model provided to **ICS – K**. **FH** will work with **ICS – K** to effectuate any necessary change in the educational program, recognizing that essential principle of this educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement of efficiency, provided that such changes shall be consistent with the Mission and Purpose of **ICS – K**.

2. Professional Development: **FH** will provide the resources and plans to the **ICS – K** staff to enhance their effectiveness to meet and exceed the educational standard established by the State of California or otherwise required by **ICS – K**.

3. Testing and Assessments: **FH** will assist **ICS – K** 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 standardize test or other **State** mandated testing;

4. Student Records Support: **FH** will provide maintenance of **ICS – K**'s Student Records in accordance with state, local and federal requirements.

5. Technology: **FH** will provide a comprehensive Computer Technology and IT infrastructure solution to **ICS – K** office space and 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. **ICS – K** will pay directly or reimburse **FH** for all technology costs.

6. Services to Special Needs Students: **FH** will assist **ICS – K** in the development of Special Education Protocols which Special Education Services are provided including procuring related service providers to students with special education needs **ICS – K** or any students who have, will have or require an Individualized Education Program ("IEP"). All service provider costs will be the sole responsibility of **ICS – K**; Provide consultative support and management of the **ICS – K** day-to-day operations of Special Education Services. **FH** will develop and oversee the academic counseling and other related services to the **ICS – K** students.

7. Instructional Materials: **FH** shall develop curriculum and coordinate the purchase of the curriculum and instructional materials to be used by **ICS – K** 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 an initial assessment of the student's skill levels in reading, math and other core courses. **ICS – K** will be responsible for all curriculum and instructional material costs. **FH** shall retain all ownership and copyrights to any curricular material created by **FH** for the use by **ICS – K**.

8. Marketing/Branding: **FH** will provide **ICS – K** the design of all branded materials, including promo items, website design, collateral, wearables, print assets including tri-fold brochures, rack cards, newsletters, event fliers, graduation programs, and more. **FH** will establish

brand and communication strategies across all channels and promote the brand. **FH** will maintain the **ICS – K** public website that will contain any information required by **ICS – K** and applicable state law. **FH** will review and provide a report of all social media properties, which may include Facebook, Twitter, Instagram, and LinkedIn and provide refinements to increase traffic. **FH** will coordinate and manage all third party vendors on behalf of **ICS – K**. **ICS – K** will be solely responsible for those third party vendor costs.

9. Community Relationships: **FH** shall coordinate **ICS – K**'s community relationships, including with local non-profits, governmental agencies, local businesses and higher education institutions.

10. Student Information: **FH** will serve as the liaison between **ICS – K** 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. **FH** shall prepare and submit all required State reporting regarding student enrollment, demographics, etc. **FH** will provide periodic reports on student performance, and assessments of whether educational goals and measurements are being achieved.

11. School Calendar: To the extent necessary or requested by **ICS – K**, **FH** will assist **ICS – K** with the development of calendars suitable for **ICS – K**'s purposes, including for funding qualification and maximization.

5. DUTIES AND OBLIGATIONS OF ICS – K

In addition to the duties and obligations otherwise set forth in this *Agreement*, **ICS – K** shall have the following duties and obligations:

a. General Principle: To the extent not otherwise specified either as a duty of **ICS – K** or as a duty of **FH**, all duties applicable to the proper operation of **ICS – K** and maintenance of applicable academic standards shall remain the duty of **ICS – K** and the **Board**.

b. Damage or Loss. **ICS – K** shall maintain adequate insurance, or otherwise hold **FH** harmless, for damage or loss to **ICS – K**'s property unless such damage is caused by the gross negligence or willful misconduct of **FH**.

c. ICS – K Employees. **ICS – K** shall employ all of its certificated personnel. **ICS – K** shall determine and manage compensation (social security and benefit) plans for its **ICS – K** employees, provided however that **FH** may consult with, administer and advise **ICS – K** with respect to said matters.

d. Annual Audit. **ICS – K** shall pay for an annual audit of **ICS – K** to be conducted in compliance with *State* law and regulations, and showing the manner in which funds are spent at and on behalf of **ICS – K**. The annual audit shall be performed by a certified public accountant selected by the **Board**. **FH** shall help to identify the certified public accountant.

e. Legal Services. While **FH** may make recommendations to the **Board** regarding any arrangements for legal services for **ICS – K**, **ICS – K** and the **Board** shall hire legal counsel for **ICS – K** and it, as **ICS – K** may deem appropriate and necessary, and **ICS – K** shall pay for its own legal services.

f. Control of Funds. All funds of **ICS – K** shall be maintained in **ICS – K** deposit accounts, over which the officers or employees of **ICS – K** designated by the **Board** shall have signature authority or in accounts, which are specifically restricted for the benefit of **ICS – K** (the "**ICS – K**

Accounts”). *FH* shall disburse or shall cause the disbursement of such funds out of *ICS – K Accounts* in the manner described in or consistent with this *Agreement*, except to the extent that any of such funds represent restricted gifts to *ICS – K*, in which event the funds shall be dispersed in accordance with the applicable restrictions. The *Parties* shall promulgate specific procedures and guidelines as necessary to further implement the creation, handling and investment of the funds and the *ICS – K Accounts* described in this Section 5.f, subject to approval by the *Board*.

g. Reporting. *ICS – K* shall provide *FH* with all financial and other information and reporting that *FH* reasonably requests, within such times designates in order to enable *FH* to fulfill its duties and exercise its rights under this *Agreement*, including, without limitation, to ensure *ICS – K* alignment with the mission of the *Parties* as set forth in the recitals to this *Agreement*.

h. Power and Authority. *ICS – K* shall ensure that *FH* has the requisite power and authority necessary to carry out the duties of under this *Agreement*, subject in all respects to the *ICS – K Charters*.

6. FINANCIAL ARRANGEMENTS

a. Funding Eligibility. *ICS – K* shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining *ICS – K*’s eligibility to receive from the *Chartering Authority* the per pupil allowance to which *ICS – K* is entitled under applicable law. *ICS – K* shall apply for all *State* aid or other monies it is eligible to receive from the *Chartering Authority*. *ICS – K* shall permit *FH* to review any such applications and reports prior to their submission, and *FH* may have the right to assume control of the application and report process, if and to the extent *ICS – K* and its *Board* reasonably deem appropriate.

b. Donations and Grants. *FH* may solicit and receive, on behalf of *ICS – K*, grants and donations consistent with the mission and tax-exempt purpose of *ICS – K*, provided however, that monies raised from such fund-raising activities, which are to create specific funding sources to and for *ICS – K*, shall be deposited in the *ICS – K Accounts* and used for the benefit of *ICS – K*.

c. Service Fee and Third Party Costs.

i. Service Fee: As and for the *FH Services* provided by *FH* to *ICS – K*, for each fiscal year, *ICS – K* will pay to *FH* a service fee (the “*FH Service Fee*”) in the amount of twelve percent (12%) (3.5% allocated to operational/administrative services and, 8.5% to educational services.) of the *ICS – K*’s annual *Revenues* (the “*FH Service Fee*”). Beginning July 1, 2018, the *FH Service Fee* shall be paid by *ICS – K* to *FH* 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. For purposes of this Section 6.c.i. the term *Revenues* shall include the full gross amount of *Revenues* received by or on behalf of the *ICS – K*, including, without limitation, *State* and local per pupil basic education funds and other public school *State* and local funding and federal funds specific to programs or students, but shall not include one-time federal restricted grant funds such as PCSGP grants. The amount of each monthly installment shall be based upon *ICS – K*’s current school year budget *Revenue*. At the end of each fiscal year after the P-2 ADA certification by the California Department of Education, which should occur no later than June 30th, a reconciliation of payments shall made based upon *ICS – K*’s actual *Revenues* in said year. In the event that the total amount of installment payments made by *ICS – K* for the subject year exceed the total amount due based upon *ICS – K*’s actual *Revenues*, shall refund the total amount of said overpayment to *ICS – K* within thirty (30) days of the end of the fiscal year. In the event that the total amount of installment payments made by *ICS – K* for the subject year is less than the total amount due based upon *ICS – K*’s actual *Revenues*, *ICS – K* shall pay the total amount of said underpayment to *FH* within thirty (30) days of the end of the fiscal year.

ii. Costs: In addition to the ***FH Service Fee*** provided for herein in Section 6.c.i., ***ICS – K*** shall also be responsible for all third party costs incurred by ***FH*** for the benefit of ***ICS – K***, which may include, by way of example, and without limitation, marketing expenses, legal fees, personal property purchases (such as furniture and equipment).

iii. The ***Board*** may apply to ***FH*** for financing from time to time. Any financing extended by ***FH*** to ***ICS – K*** shall be separately documented. In addition, ***FH*** may, in its sole discretion, provide funds for operating losses of ***ICS – K***, if any.

iv. ***FH*** must seek the approval of ***ICS – K*** prior to soliciting any non-governmental grants, donations or contributions on behalf of the ***ICS – K***. Any such funds so received shall be used solely in accordance with the purpose(s) for which they were solicited, applicable terms and conditions or donor restrictions, as otherwise approved by the ***Board*** of ***ICS – K***. Upon reasonable advanced request, ***FH*** shall provide evidence to the ***Board*** that ***ICS – K*** is in compliance with such requirements, and shall provide all reports, data and information reasonably necessary for ***ICS – K*** to meet any reporting requirements for such funding. Subject to applicable donor restrictions, the ***Board*** shall determine the allocation of any funds subject to this Section 6.c.iv. that remain unexpended following completion of the project or purpose for which the funds were originally received.

The ***FH Service Fee*** during any ***Renewal Term*** may be adjusted upon the mutual written agreement of the ***Parties***. In the event that the ***Parties*** are unable to mutually agree upon the ***FH Service Fee*** payable to ***FH*** during any ***Renewal Term***, then either ***Party*** shall have the ability to terminate this ***Agreement*** “for cause”.

7. USE OF MARKS

a. Each ***Party*** shall use the other ***Party***’s ***Marks*** only in the manner and for the duration expressly permitted in writing by the other ***Party***. Neither ***Party*** shall acquire any interest in the other ***Party***’s ***Marks***. Neither ***Party*** shall utilize the other ***Party***’s ***Marks*** in any manner that would diminish their value or harm the reputation of the other ***Party***.

b. Upon termination or expiration of this ***Agreement***, neither ***Party*** shall have a right to make any use whatsoever of the ***Marks*** belonging to the other ***Party***.

8. INDEMNIFICATION

a. Survival of Representations and Warranties. All representations and warranties hereunder shall be deemed to be material and relied upon by the ***Parties*** with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such ***Party*** or ***Parties***. The representations and warranties covered in this ***Agreement*** will survive the termination or expiration of this ***Agreement***.

b. Not Liable for Operation of *ICS – K*. ***FH*** agrees to indemnify ***ICS – K*** to the extent more specifically described in the balance of this Section 8, provided however, ***FH*** shall not be liable for any matter applicable to the proper operation of ***ICS – K*** and applicable academic standards, which shall be the duty of ***ICS – K*** and the ***Board***, as set forth in Section 5.

c. Indemnification of *ICS – K*. To the extent permitted by applicable law, ***FH*** shall hold ***ICS – K*** and its officers, directors, successors, assigns, and agents (the “***ICS – K Indemnified Persons***”) harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs (“***Claims***”), plus reasonable attorneys’ fees and expenses incurred

in connection with *Claims* and/or enforcement of this *Agreement*, plus interest from the date incurred through the date of payment at the prime lending rate as published in The Wall Street Journal, from time to time prevailing (collectively, the “*Indemnified Claims*”), incurred or to be incurred by any *ICS – K Indemnified Persons* resulting from or arising out of, directly or indirectly, any breach or violation of *FH*’s representations, warranties, covenants, or agreements contained in this *Agreement*, except to the extent caused by the gross negligence or willful misconduct of any *ICS – K Indemnified Persons*.

d. Indemnification of *FH*. To the extent permitted by applicable law, *ICS – K* shall hold *FH* and its officers, directors, successors, assigns, and agents of each of them (the “*Indemnified Persons*”), harmless and indemnify each of them from and against any and all *Indemnified Claims* incurred or to be incurred by any of *Indemnified Persons* resulting from or arising out of, directly or indirectly, any breach or violation of *ICS – K*’s representations, warranties, covenants or agreements contained in this *Agreement*, except to the extent caused by the gross negligence or willful misconduct of any *Indemnified Persons*.

e. Limitations on Damages and Warranties.

i. *ICS – K* EXPRESSLY UNDERSTANDS AND AGREES THAT *FH* MAKES NO WARRANTIES OF ANY KIND OR TYPE, INCLUDING WITHOUT LIMITATION ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. Notwithstanding anything in this *Agreement* to the contrary, in no event shall *FH* be liable in any way to *ICS – K* for any *Claims* related in any way to the quality or the provision of the *FH Services* provided by *FH* to *ICS – K* pursuant to this *Agreement*, except as provided in Section 8(e)(ii) below.

ii. Notwithstanding anything in this *Agreement* to the contrary and regardless of the nature of any claim or the form of any action that *ICS – K* may bring against *FH* as a result of or arising out of actions, errors or omissions of in failing to provide *FH Services* (“*Defective FH Service*”), *ICS – K*’s sole remedy shall be: (i) to demand that provide or arrange for providing the *FHvices* in accordance with this *Agreement*, or (ii) if cannot comply with (i) and the reason is not because of force majeure as described below, reimbursement of the relevant portion of the *FH Service Fee* that *ICS – K* paid to *FH* for such *Defective FH Service*; provided, that with respect to a *School Year*, in no event shall *FH* be required to reimburse *ICS – K* an amount in excess of the *FH Service Fee* for such *School Year*. For purposes of this Section 8(e)(ii) the “relevant portion of the *FH Service Fee*” shall equal the actual documented costs incurred by *ICS – K* to retain a third party to provide such *FH Service* during the applicable portion of the *School Year* for which such *FH Service* is required. Any reimbursement under this Section 8(e)(iii) must first be reduced by amounts that *ICS – K* owes to *FH* before the actions, errors or omission of *FH* giving rise to the claims. If *ICS – K* has not paid the *FH Service Fee* for the month the *Defective FH Service* occurs, *ICS – K*’s obligation to pay the relevant portion of the *FH Service Fee* for the *Defective FH Service* shall be cancelled (at which time, the obligation of to provide such *FH Services* shall be cancelled).

iii. Any other term, covenant or condition of this *Agreement* to the contrary notwithstanding, each of *ICS – K* and , and their respective officers, directors, employees and agents retain their statutory governmental, official and any other immunity provided pursuant to the laws of the *State* and do not waive the defenses of governmental and official immunity derived from such laws.

f. Indemnification of Third-Party Claims. The obligations and liabilities of any *Party* to indemnify the other under this Section 8 with respect to a *Claim* relating to or arising from third parties (a “*Third Party Claim*”) shall be subject to all applicable law and to the following terms and conditions:

i. Notice and Defense. The *Party* to be indemnified (the “*Indemnified Party*”) will give the *Party* from whom indemnification is sought (the “*Indemnifying Party*”) prompt written notice of any such *Third Party Claim*, and the *Indemnifying Party* may undertake the defense thereof by

representatives chosen by it. Failure to give notice shall not affect the **Indemnifying Party**'s duty or obligations under this Section 8, except to the extent the **Indemnifying Party** is prejudiced thereby. If the **Indemnifying Party** undertakes the defense of a **Third Party Claim**, then the **Indemnifying Party** shall be deemed to accept that it has an indemnification obligation under this Section 8.f with respect to such **Third Party Claim**, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such **Third Party Claim**. So long as the **Indemnifying Party** is defending any such **Third Party Claim** actively and in good faith, the **Indemnified Party** shall not settle such **Third Party Claim**. The **Indemnified Party** shall make available to the **Indemnifying Party** or its representatives all records and other materials required by them and in the possession or under the control of the **Indemnified Party**, for the use of the **Indemnifying Party** and its representatives in defending any such **Third Party Claim**, and shall in other respects give reasonable cooperation in such defense.

ii. Failure to Defend. If the **Indemnifying Party**, within thirty (30) days after notice of any such **Third Party Claim**, fails to dispute the obligation of the **Indemnifying Party** with respect to such **Third Party Claim** and fails to defend such **Third Party Claim** actively and in good faith, then the **Indemnified Party** will (upon written notice to the **Indemnifying Party**) have the right to undertake the defense, compromise or settlement of such **Third Party Claim** or consent to the entry of a judgment with respect to such **Third Party Claim**, on behalf of and for the account and risk of the **Indemnifying Party**, and the **Indemnifying Party** shall thereafter have no right to challenge the **Indemnified Party**'s defense, compromise, settlement or consent to judgment therein.

iii. Indemnified Party's Rights. Anything in this Section 8.f to the contrary notwithstanding, (i) if there is a reasonable probability that a **Third Party Claim** may materially and adversely affect the **Indemnified Party** other than as a result of money damages or other money payments, the **Indemnified Party** shall have the right to defend, compromise or settle such **Third Party Claim**, and (ii) the **Indemnifying Party** shall not, without the written consent of the **Indemnified Party**, settle or compromise any **Third Party Claim** or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the **Indemnified Party** of a release from all liability in respect of such **Third Party Claim**.

g. Payment.

i. With regard to **Indemnified Claims** between the **Parties**, **FH** shall promptly pay the **ICS – K Indemnified Persons** any amounts due under Section 8.c, and/or **ICS – K** shall promptly pay the **Indemnified Persons** any amounts due under Section 8.d. In the event that the **Indemnified Claims** between the **Parties** are disputed in whole or in part, then upon judgment, determination, settlement or compromise of such **Indemnified Claims**, the **Party** from whom indemnification is sought shall promptly pay the **Party** to be indemnified, the amounts so determined by judgment, determination, settlement or compromise.

ii. With regard to a **Third Party Claim**, the **Indemnifying Party** shall promptly pay the **Indemnified Party** any amount due under this Section 8. Upon judgment, determination, settlement or compromise of any **Third Party Claim**, the **Indemnifying Party** shall pay promptly on behalf of the **Indemnified Party**, and/or to the **Indemnified Party** in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other **Claims** of the **Indemnified Party** with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the **Indemnifying Party** desires to appeal from an adverse judgment, then the **Indemnifying Party** shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. In the event of any payment under this **Agreement**, the **Indemnifying Party** shall be subrogated to the extent of such payment to all of the rights of recovery of any **Indemnified Party**, who shall execute all papers required and take all action necessary to secure such rights, including execution of such documents as are necessary to

enable the **Indemnifying Party** to bring suit to enforce such rights. The **Indemnifying Party** may not waive any such subrogation rights in settlement.

h. Adjustment of Liability. In the event an **Indemnifying Party** is required to make any payment under this Section 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such **Indemnifying Party** shall pay the **Indemnified Party** an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the **Indemnified Party** actually receives with respect thereto, minus (iii) any third party payments actually received by the **Indemnified Party** with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the **Indemnifying Party** (with the consent of the **Indemnified Party** which will not be unreasonably withheld).

9. TERM AND TERMINATION

a. Term. This **Agreement** shall have an initial term commencing on the **Effective Date** and ending on June 30, 2019 (the “**Initial Term**”), and shall automatically be renewed for additional renewal terms ending on June 30 of each subsequent year (each a “**Renewal Term**” and collectively with the **Initial Term** the “**Term**”) unless written notice of intent to terminate or renegotiate is given by either **Party** not later than March 31, prior to the end of the **Initial Term** or March 31, prior to the end of any **Renewal Term**.

b. Termination by ICS – K. **ICS – K** may terminate this **Agreement** in accordance with the following provisions:

i. Termination for Cause. Subject to the provisions of Section 9.b.ii below, **ICS – K** may terminate this **Agreement** for cause at any time during the **Term**. For purposes of this Section 9.b, the term “**for cause**” shall mean:

(A) **FH** becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(B) **FH** violates any material provision of law with respect to **ICS – K** from which **ICS – K** was not specifically exempted;

(C) **FH** materially breaches any of the material terms and conditions of this Agreement;

(D) the **Parties** are unable to mutually agree upon the **FH Service Fee** payable to during any **Renewal Term**;

(E) **FH**’s corporate status is revoked by the California Secretary of State;

(F) **FH** loses its tax-exempt status; or

(G) the enactment, repeal, promulgation or withdrawal of any federal, **State** or local law, regulation, or court or administrative decision or order finding that this **Agreement**, the operation of **ICS – K** in conformity with this **Agreement** or **ICS – K**’s **Charter** with the **Chartering Authority** violates **ICS – K**’s, the **Chartering Authority**’s or the **State**’s responsibilities, duties or obligations under the federal or **State** constitutions, statutes, laws, rules or regulations, or any contract or agreement.

ii. Right to Cure. Prior to exercising its right to terminate this *Agreement* pursuant to Section 9.b.i, *ICS – K* shall give written notice of its basis for terminating this *Agreement* (a “*Termination Notice*”). If the termination is “for cause”, the *Termination Notice* shall specify the section of this *Agreement* upon which *ICS – K* is relying for the termination and the requirements for correction of the breach. Upon receipt of the *Termination Notice*, *FH* shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, *ICS – K* may immediately terminate the *Agreement*.

c. Termination by *FH*. *FH* may terminate this *Agreement* in accordance with the following provisions:

i. Termination For Cause. Subject to the provisions of Section 9.c.ii below, *FH* may terminate this *Agreement* for cause at any time during the *Term*. For purposes of this Section 9.c.i, the term “for cause” shall mean that:

(A) *ICS – K* materially breaches any of the material terms and conditions of this *Agreement*;

(B) *ICS – K* fails to comply with its Bylaws and such failure materially and adversely affects the ability of *ICS – K* to operate as contemplated by this *Agreement*;

(C) *ICS – K* violates any material provision of law with respect to *ICS – K* from which *ICS – K* was not specifically exempted;

(D) *ICS – K* takes any action which materially interferes with the ability of *FH* to perform under this *Agreement*;

(E) a *Chartering Authority* notifies either *Party* of its intention to revoke a *ICS – K*’s *Charter*, or does so;

(F) the *State* notifies either *Party* of its intention to revoke *ICS – K*’s *Charter* between the *Chartering Authority* and *ICS – K* pursuant to *State* statute, or does so;

(G) the *Parties* are unable to mutually agree upon the *FH Service Fee* payable to during any *Renewal Term*;

(H) the enactment, repeal, promulgation or withdrawal of any federal, *State* or local law, regulation, or court or administrative decision or order finding that this *Agreement*, the operation of *ICS – K* in conformity with this *Agreement* or *ICS – K*’s *Charter* with the *Chartering Authority* violates *ICS – K*’s, the *Chartering Authority*’s or the *State*’s responsibilities, duties or obligations under the federal or *State* constitutions, statutes, laws, rules or regulations, or any contract or agreement; or

ii. *ICS – K* Right to Cure. Prior to exercising its right to terminate this *Agreement* pursuant to Section 9.c.i, *FH* shall give *ICS – K* a *Termination Notice* specifying the section of this *Agreement* upon which *FH* is relying for the termination and the requirements for correction of the breach. Upon receipt of the *Termination Notice*, *ICS – K* shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, *FH* may immediately terminate this *Agreement*.

d. Termination Upon Agreement of the *Parties*. This *Agreement* may be terminated upon written agreement of the *Parties*.

e. Avoidance of Disruptions to Students. Notwithstanding the foregoing provisions of this Section 9, each **Party** shall use its good faith best efforts to avoid a termination of this **Agreement** that becomes effective during the **School Year** because of the disruption to the educational program and the students. Therefore, in the event this **Agreement** is terminated by either **Party** prior to the end of the **Term**, absent unusual and compelling circumstances, the termination will not become effective until the end of the **School Year**.

f. Payment of **FH Service Fee**. Upon termination of this **Agreement**, **ICS – K** shall pay **FH** any previously due and unpaid portion of the **FH Service Fee** for **FH Services** performed by **FH** until the time of termination.

g. Assistance Following Termination by **FH**. In the event of termination of this **Agreement** by **FH**, **FH** shall provide reasonable assistance to **ICS – K** for the shorter of the remainder of the current **School Year** or ninety (90) days after the effective date of termination of this **Agreement** (the “**Termination Assistance Period**”), to assist in the transition to another service provider. During the **Termination Assistance Period**, will be entitled to receive and **ICS – K** shall continue to pay **FH**’s **FH Service Fee** and shall reimburse for all reasonable expenses incurred by **ICS – K** in providing such transition assistance.

h. Records upon Termination. Upon termination or expiration of this **Agreement** for any reason, shall give to **ICS – K** as soon as practicably possible all student, fiscal, and other **ICS – K** records.

10. PROTECTION OF STUDENT INFORMATION

The **Parties** each acknowledge that **ICS – K** is a California public entity subject to **State** and federal laws governing education, including the California Education Code, the California Student Online Personal Information Protection Act (“**SOPIPA**”) (effective as of January 1, 2016), the federal Children’s Online Privacy and Protection Act (“**COPPA**”), and the federal Family Education Rights and Privacy Act (“**FERPA**”). The **Parties** further acknowledge that **FH** is a “third party” under California Education Code Section 49073.1(d)(6), which defines “third party” as a provider of digital educational software or services, including cloud-based services, for the digital storage, management and retrieval of pupil records. As such the **Parties** agree to the following terms in compliance with California Educational Code Section 49073.1:

a. Ownership and Control of Public Records. The pupil records shall continue to be the property of and under the control of **ICS – K**. For purposes of this Section 10:

i. “pupil records” means both any information directly related to a pupil that is maintained by **ICS – K** and information acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other **ICS – K** employee;

ii. “pupil records” does not mean de-identified information, including aggregated de-identified information, used by (i) to improve educational products for adaptive learning purposes and for customizing pupil learning, (ii) to demonstrate the effectiveness of **FH**’s products in the marketing of those products, or (iii) for the development and improvement of educational sites, services or application; and

iii. “de-identified information” means information that cannot be used to identify an individual pupil.

b. Ownership and Control of Pupil-Generated Content. To the extent **FH** provides any pupil-generated content from the pupils of **ICS – K**, the pupils may retain possession and control of their own pupil-generated content, or may transfer pupil-generated content to a personal account. In such case, **ICS – K** shall promptly notify **FH** and forward a copy of any such pupil request to **FH**, and **FH** will process the written request and work with **ICS – K** to return the pupil-generated content in a format acceptable to **ICS – K** within five (5) business days after **FH** receives **ICS – K**'s request. For purposes of this **Agreement**, "pupil generated content" includes essays, research reports, portfolios, creative writing, music or other audio files, photographs and account information that enables ongoing ownership of pupil content, but does not include pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.

c. Use of Pupil Records. **FH** shall not use any information in the pupil records for any purpose other than those required or specifically permitted by this **Agreement**.

d. Review of Pupil Records. A parent or legal guardian, or eligible pupil (meaning a pupil who has reached 18 years of age) may review personally identifiable information in the pupil's records and correct erroneous information by notifying either **ICS – K**'s or **FH**'s student services department in writing of such request. **ICS – K** will meet with the parent, legal guardian or eligible pupil to review and correct any information in the pupil's records that can be changed in accordance with **ICS – K**'s policies. **ICS – K** will notify **FH** of the need to review pupil records and/or make corrections to any pupil records in writing. Corrections or changes to pupil records must follow **ICS – K** or the **ICS – K Charter School**'s policies. **FH** shall provide records and/or correct such errors within five (5) business days of receipt of written notice. **FH** shall cooperate with **ICS – K** to review and/or correct pupil records.

e. Security and Confidentiality of Pupil Records. **FH** agrees to hold pupil records in strict confidence. **FH** shall not use or disclose pupil records received from or on behalf of **ICS – K** and except as permitted or required by this **Agreement**, as required by law, or as otherwise authorized in writing by **ICS – K**. **FH** agrees that it will protect the pupil records it receives from or on behalf of **ICS – K** according to commercially acceptable standards and no less rigorously than it protects its own confidential information. **FH** will designate and train responsible individuals to ensure the security and confidentiality of pupil records. **FH** shall develop, implement, maintain, and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted pupil records received from or on behalf of **ICS – K**. Pupil records shall not be stored or transmitted outside of the United States.

f. Unauthorized Disclosure Notification Process. **FH**, within one (1) business day of discovery, shall report to **ICS – K** any use or disclosure of pupil records not authorized by this **Agreement**. **FH**'s report shall identify (i) the nature of the unauthorized use or disclosure, (ii) the pupil records used or disclosed, (iii) who made or is believed to have made the unauthorized use or received the unauthorized disclosure, (iv) what has done or shall do mitigate any effect of the unauthorized use or disclosure, and (v) what corrective action **FH** has taken or shall take to prevent future similar unauthorized use or disclosure. **FH** shall provide to **ICS – K** such other information, including written reports as reasonably requested by **ICS – K**. If the nature of the breach reported to **ICS – K** involves an unauthorized disclosure of pupil records, the parties will work together to prepare and send, within five (5) business days, written notification to the parents, legal guardians or eligible pupils detailing the breach and the next steps to be taken to address the specific unauthorized disclosure. Compliance with these requirements shall not, in itself, absolve **FH** of liability in the event of an unauthorized disclosure of pupil records.

g. Certification of Non-Retention and Destruction of Pupil Records. **FH** certifies that pupil records shall not be retained or available to **FH** upon completion of the term of this **Agreement**. At the termination of this **Agreement**, pupil records in the possession of **FH** shall be returned

and/or destroyed. Upon termination, cancellation, expiration or other conclusion of this **Agreement**, **FH** shall return all pupil records to **ICS – K** in a format acceptable to **ICS – K**, or if return is not feasible as determined by **ICS – K** in written notice to **FH**, destroy all pupil records; provided, however, **FH** shall not destroy any pupil records without express prior written permission of **ICS – K**. **FH** shall comply with all known litigation holds or orders to preserve pupil records.

h. Compliance with FERPA and other Applicable Laws. **ICS – K** and **FH** will jointly ensure compliance with the federal FERPA (as defined in this Section 10) (20 U.S.C. §1232g) by following the confidentiality provisions and access to/release of educational records requirements as set forth in this **Agreement**, and applicable **ICS – K** policies. The parties acknowledge and agree that the **ICS – K** is subject to federal, state and local laws relating to the protection of “personally identifiable information” (“**PII**”) of students, including FERPA. For purposes of this **Agreement**, the term “personally identifiable information” 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. **FH** is obtaining such **PII** as a “school official” under 34 CFR Section 99.31 for the purpose of providing the services under this **Agreement**. In addition to FERPA, **FH** shall comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to with regard to the **FHvices** being provided by and regarding the protection of pupil records and **PII**, including but not limited to California Education Code Section 49060 *et seq.*, COPPA and SOPIPA (as such terms are defined in this Section 10). **FH** acknowledges that it is familiar with these laws, as well as any other applicable requirements for the storage and transmission of pupil records, and **FH** will comply with all such requirements.

i. Prohibition on Targeted Marketing. **FH** shall not use **PII** in pupil records to engage in targeted advertising.

j. Cyber Liability Insurance and Indemnity. **FH** 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. **FH** shall indemnify, defend and hold **ICS – K** (including its officers, directors and employees) from and against all claims, losses, liabilities, damages, expenses or judgments involving a third party, including **ICS – K**’s costs and reasonable attorney’s fees, which arise as a result of any such unauthorized disclosures or misuse of pupil records through the **FHvices** provided by **FH**, excluding those claims, liabilities, damages or judgments arising from the sole active negligence or willful misconduct of **ICS – K**.

11. MISCELLANEOUS

a. Governing Law. This **Agreement** shall be governed by, construed, interpreted and enforced in accordance with the laws of the **State**, without giving effect to the principles of conflict of laws thereof. The **Parties** hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this **Agreement** brought in the courts of the **State** and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

b. Alternative Dispute Resolution.

i. Good Faith Negotiation of Disputes. The **Parties** agree to cooperate in good faith in all actions relating to this **Agreement**, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute relating to any commercial transaction arises in

connection with this **Agreement**, either **Party** may give notice to the other **Party** of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this **Agreement** or the relationship resulting in or from this **Agreement** (a “**Dispute**”), except for any **Excluded Claims** (as defined below), is unable to be resolved by the **Parties** (or if one of the **Parties** refuses to participate in such negotiations) within twenty (20) days from the notice of intent to negotiate, either **Party** may give written notice to the other (in accordance with Section 11.i) that the **Dispute** shall be resolved in accordance with this Section 11.b alternative dispute resolution procedures.

ii. Binding Arbitration Except With Respect to Excluded Claims. Any **Dispute**, except for any **Excluded Claims**, will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of Alternative Dispute Resolution, Inc. (the “**Arbitration Rules**”), except as stated below. Within seven (7) calendar days following the giving by either **Party** of a written notice to arbitrate, the **Parties** shall jointly select a single arbitrator who shall hear the **Dispute**. The arbitrator shall convene a hearing as soon as possible thereafter. Each **Party** may present witnesses, documentary, and other evidence in its behalf, but strict rules of evidence shall not apply. The arbitrator shall permit the filing of briefs upon request of either **Party**. The arbitrator shall issue a written opinion concerning the matters in controversy together with an award. The arbitrator shall issue the award within thirty (30) days following the close of the hearing, and judgment upon the award may be entered in any court having jurisdiction thereof.

iii. Notices. All **Notices** (defined below), arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the notice provision of this **Agreement**.

iv. Award, Confirmation. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrator is not empowered to award punitive damages. Any award rendered by the arbitrator may be entered as a judgment or order and confirmed or enforced by either **Party** in any court having competent jurisdiction thereof.

v. Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for any **Excluded Claims**, which claims are not subject to arbitration, no **Party** may seek judicial relief. In the event any **Party** violates this provision and brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, such **Party** will be liable to the other **Party** for, among other things, all of the other **Party**’s costs and expenses (including, without limitation, court costs and attorneys’ fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the **Party** entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such **Party** may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrator must grant, and the **Party** may seek immediately to confirm such award of costs and expenses. In addition, if either **Party** brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the **Party** bringing or opposing such action or opposing confirmation of such award does not prevail, such **Party** will pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys’ fees) incurred by the other **Party** in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost- shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the **Party** entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

vi. Excluded Claims. “**Excluded Claims**” means (i) any claim by either **Party** relating to its intellectual property rights; (ii) any claim by either **Party** arising under or related to the **Charter School Law**, or the Internal Revenue Code of 1986, as both may be amended, and (iii) any claim arising under or related to the protection of student information as detailed in Section 10.

c. Breach and Waiver. No failure on the part of any **Party** to enforce the provisions of this **Agreement** shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this **Agreement** shall (a) be effective unless it is in writing and executed by the **Party** charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this **Agreement** shall constitute a waiver thereof. No waiver of any provision of this **Agreement** shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

d. No Third Party Beneficiary Rights. With the exception of the **Chartering Authority**, no third party, whether a constituent of **ICS – K**, a member of the community, a student or parent of a student of any **ICS – K** or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, **ICS – K** or **FH** in this **Agreement**. This **Agreement** is not intended to create any rights of a third party beneficiary.

e. Negligent, Wrongful or Unlawful Acts of a Party. Nothing in this **Agreement** shall affect or alter in any way responsibility of either **Party** of this **Agreement** for the negligent, wrongful or unlawful act of that **Party**’s employees, agents or contractors.

f. Delegation of Authority. Nothing in this **Agreement** shall be construed as delegating to **FH** any of the powers or authority of **ICS – K** or the **Board**, which are not subject to delegation by **ICS – K** or the **Board** under the **Charter School Law**, applicable **State** law or the **ICS – K Charter**.

g. Compliance with Laws. Unless specifically waived by appropriate governmental authority, **FH** shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of the **State** and any governmental authority relating to its delivery of the goods or services specified in this **Agreement**.

h. Incorporation of Recitals. The recitals to this **Agreement** are hereby incorporated herein as an integral part of this **Agreement**.

i. Inspection and Access to Records. Upon reasonable notice, the **Parties** shall make available to each other and to the **Chartering Authority** for inspection and copying, all books, records, and documents relating to the **Parties**’ obligations and performance under this **Agreement**.

j. Notices. All notices, demands, consents or other communications (“**Notices**”) which either **Party** may be required or desire to give to the other **Party** shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five (5) business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the **Parties** as follows:

i. **FH**

ii. **ICS – K:**

Any **Party** may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a **Party** shall be deemed delivered when so received.

k. The parties acknowledge that, in connection herewith, BLANK ROME, LLP, a limited liability partnership ("**BR**") has represented **FH** and **ICS – K**. Each **Party** acknowledges that (a) the foregoing has been discussed fully with that **Party**, (b) each **Party** could have been represented by independent or different counsel of that **Party's** own choosing, and (c) **BR** owes no duty to any **Party** other than **FH** and **ICS – K**. Each **Party** specifically consents to the foregoing dual representation by **BR** and waives any objection to the foregoing representation in connection with all matters relating to this **Agreement**.

l. Defined Terms and Use of Terms. All defined terms used in this **Agreement** shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this **Agreement**.

m. Section Headings. The headings in this **Agreement** are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this **Agreement** and are not part of this **Agreement**.

n. Exhibits and Schedules. Each exhibit and each schedule to this **Agreement** to which reference is made in this **Agreement** is hereby incorporated in this **Agreement** as an integral part thereof. In the event of a conflict between the terms and provisions of this **Agreement** and the terms and provisions of any exhibits or schedules, the terms and provisions of this **Agreement** shall control.

o. Entire Agreement. This **Agreement** constitutes the entire agreement between the **Parties** with respect to the subject matter herein, as of the **Effective Date**, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the **Parties**, expressed or implied, written or oral, are superseded hereby.

p. Modifications and Amendments; No Parol Evidence. This **Agreement** (including any exhibits and schedules to this **Agreement**) is the entire agreement between the **Parties**, and may be altered, changed, added to, deleted from or modified only by agreement in writing by the **Parties**.

q. Assignment. Subject to **FH's** right to subcontract for any of the **FHvices** as set forth in Section 3.b, this **Agreement**, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either **Party**, whether voluntarily or involuntarily without the prior written consent of the other **Party**; provided, however, that may assign its rights and obligations under this **Agreement** to a California nonprofit organization that is (1) related to by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the **State**. This **Agreement** shall inure to the benefit of and shall be binding upon the **Parties** and their successors and assigns, and the name of a **Party** appearing herein shall be deemed to include the name of such **Party's** successors and assigns to the extent necessary to carry out the intent of this **Agreement**.

r. Counterparts. This **Agreement** may be executed in counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same agreement.

s. No Partnership. This **Agreement** does not constitute, and shall not be construed as constituting, a partnership or joint venture between the **Parties**.

t. Further Assurances. The **Parties** agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a license in customary form, and will take such other actions as the other **Party** reasonably may require to more fully and efficiently carry out the terms of this **Agreement**.

u. Severability. In case any one or more of the provisions or parts of a provision contained in this **Agreement** shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this **Agreement** in such jurisdiction, but this **Agreement** shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

v. Force Majeure. Neither **Party** shall be liable to the other **Party** for any delay or failure of performance of this **Agreement**, other than the payment of any monies owed by one **Party** to the other (including the **FHvice Fee**), if the delay or failure is caused by weather conditions, earthquake, fire, flood, externally caused transmission interferences, satellite failure, war, riot, acts of terrorism, civil disturbance, or any cause beyond the control of the non-performing **Party**. If a delay or failure of performance by a **Party** is caused by an event of force majeure, such **Party** shall notify the other **Party** and shall be released without any liability from its performance under this **Agreement** to the extent and for the period of time that such performance is prevented by the event of force majeure.

w. Negotiated Agreement. The provisions of this **Agreement** were negotiated by the Parties and this **Agreement** shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

IN WITNESS WHEREOF, the Parties have executed and delivered this *Agreement* as of the date first written above.

FOUNTAINHEAD, California non-profit corporation

By: _____
Name:
Title:

INSPIRE CHARTER SCHOOL – KERN

By: _____



Universal Complaint Administrative Regulation

Inspire Charter School – Kern may otherwise specifically provide in other policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the Universal Complaint Board Policy.

The purpose of the Inspire Charter School – Kern Governing Board approving this Universal Complaint Administrative Regulation is to accomplish the following:

1. Identify the Compliance Officers
 2. Outline the Notification Process of the Universal Complaint Process
 3. Outline the Cost for Copies of the Charter School's UCP
 4. Outline the Charter School's Responsibilities
 5. Outline the Procedures for Filing of Complaints
 6. Outline the Procedures for Mediation
 7. Outline the Procedures for Investigating a Complaint
 8. Outline the Procedures for the Report of Findings
 9. Outline the Procedures for Notice of the Final Written Decision
 10. Outline the Corrective Actions
 11. Outline the Process for Appeals to the California Department of Education
-
1. Compliance Officers: The Charter School designates the individual(s) identified below as the employee(s) responsible for coordinating the Charter School's response to complaints and for complying with state and federal civil rights laws. The individual(s) are also listed in the Whistleblower Policy as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure compliance with law.

Director of Human Resources
1740 Huntington Dr. # 205, Duarte CA 91010
888-215-3040
hr@inspireschools.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed

with the Executive Director or designee who shall determine how the complaint will be investigated.

The Executive Director or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Executive Director or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Executive Director, the Executive Director's designee, or, if appropriate, the regional or department director to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the Charter School issues its final written decision, whichever occurs first.

- 2. Notifications:** The Charter School's UCP policy and administrative regulation shall be posted in all school offices, including staff lounges. (Education Code 234.1)

The Executive Director or designee shall annually provide written notification of the Charter School's UCP to students, employees, parents/guardians of students, advisory committee members, appropriate school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

The notice shall:

- Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
- Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
- Include statements that:

- The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
- The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
- A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.
- If a complaint is not filed in writing but the Charter School receives notice of any allegation that is subject to the UCP, the Charter School shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the Charter School will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the Charter School's educational program, including curricular and extracurricular activities.
- The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the Charter School liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the Charter School and another district.

- A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the Charter School's responsibility to:
 - Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - If the student has completed his/her second year of high school before the transfer, provide the student information about the Charter School-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- The complainant has a right to appeal the Charter School's decision to CDE by filing a written appeal within 15 calendar days of receiving the Charter School's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the Charter School's decision.

- The appeal to CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

3. Cost for Copies of the Charter School's UCP: Copies of the Charter School's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the Charter School web site and may be provided through the Charter School-supported social media, if available.

The Executive Director or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the Charter School's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in the Charter School speak a single primary language other than English, the Charter School's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the Charter School shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

- 4. The Charter School's Responsibilities:** All UCP-related complaints shall be investigated and resolved within 60 calendar days of the Charter School's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

- 5. Filing of Complaints:** The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

- A complaint alleging violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
- Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Executive Director or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
- A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint

shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

- When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the Charter School's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the Charter School shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

6. Mediation: Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the Charter School shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the Charter School shall then continue with subsequent steps specified in this administrative regulation.

7. Investigation of Complaint: Within ten business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information

contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the Charter School shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the Charter School to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

8. Report of Findings:

- **OPTION 1:** Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the Charter School's receipt of the complaint. (5 CCR 4631)
- **OPTION 2:** Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the Charter School's receipt of the complaint. Within 30 calendar days of receiving the complaint,

the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the Charter School's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

- 9. Final Written Decision:** The Charter School's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with the Charter School's legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the Charter School's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the Charter School shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

- The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - Statements made by any witnesses
 - The relative credibility of the individuals involved
 - How the complaining individual reacted to the incident
 - Any documentary or other evidence relating to the alleged conduct

- Past instances of similar conduct by any alleged offenders
- Past false allegations made by the complainant
- The conclusion(s) of law
- Disposition of the complaint
- Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- The manner in which the misconduct affected one or more students' education
- The type, frequency, and duration of the misconduct
- The relationship between the alleged victim(s) and offender(s)
- The number of persons engaged in the conduct and at whom the conduct was directed
- The size of the school, location of the incidents, and context in which they occurred
- Other incidents at the school involving different individuals

Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- The corrective actions imposed on the respondent
- Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

Notice of the complainant's and respondent's right to appeal the Charter School's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- He/she may pursue available civil law remedies outside of the Charter School's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
- The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

10. Corrective Actions: When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the Charter School's environment may include, but are not limited to, actions to reinforce the Charter School's policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

- Counseling
- Academic support
- Health services
- Assignment of an escort to allow the victim to move safely about campus
- Information regarding available resources and how to report similar incidents or retaliation
- Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
- Restorative justice
- Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

- Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

- Transfer from a class or school as permitted by law
- Parent/guardian conference
- Education regarding the impact of the conduct on others
- Positive behavior support
- Referral to a student success team
- Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
- Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The Charter School may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the Charter School does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the Charter School shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the Charter School shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

11. Appeals to the California Department of Education: Any complainant who is dissatisfied with the Charter School's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 15 calendar days of receiving the Charter School's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the Charter School's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the Charter School's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the Charter School's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to CDE: (5 CCR 4633)

- A copy of the original complaint
- A copy of the written decision
- A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision
- A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- A report of any action taken to resolve the complaint
- A copy of the Charter School's uniform complaint procedures
- Other relevant information requested by CDE

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Universal Complaint Policy

Inspire Charter School – Kern recognizes that the Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The purpose of the Inspire Charter School – Kern Governing Board approving this Universal Complaint Policy is to accomplish the following:

1. Identify the Complaints Subject to the Universal Complaint Policy
2. Establish the Alternative Dispute Resolution Process
3. Establish the Prohibition of Retaliation
4. Identify the Maintenance of Universal Complaints
5. Identify the Complaints not Subject to Universal Complaint Policy

1. Complaints Subject to the Universal Complaint Policy: The Charter School's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

- Any complaint alleging the Charter School violation of applicable state or federal law or regulations governing adult education programs, After School Education and Safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other Charter School-implemented program which is listed in Education Code 64000(a)
- Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in the Charter School programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic

identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

- Any complaint alleging the Charter School noncompliance with the requirement to provide reasonable accommodation to a lactating student at a school event or location to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)
- Any complaint alleging the Charter School noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
- Any complaint alleging the Charter School noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
- Any complaint, by or on behalf of any student who is a foster youth, alleging noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the Charter School's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the Charter School after his/her second year of high school, alleging the Charter School noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or the Charter School or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)
- Any complaint alleging the Charter School noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

2. Alternative Dispute Resolution: The Charter School recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to

participate. The Executive Director or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

3. **Retaliation:** The Charter School shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Executive Director or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.
4. **Maintenance of Universal Complaints:** The Executive Director or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and the Charter School policy.

The Executive Director or designee shall provide training to the Charter School staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

5. **Complaints not Subject to Universal Complaint Policy:** When an allegation that is not subject to the UCP is included in a UCP complaint, the Charter School shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the Charter School's UCP. Non-Universal Complaint Policy Complaints:

- Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
- Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
- Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.
- Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the Charter School in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.
- Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Anti-Harassment / Discrimination / Retaliation Policy

Inspire Charter School – Kern is committed to ensuring equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Inspire Charter School – Kern prohibits any such discrimination or harassment. It is the Charter School’s mission to provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all.

The purpose of the Inspire Charter School – Kern Governing Board approving this Anti-Harassment/Discrimination/Retaliation Policy is to accomplish the following:

1. Define Harassment
2. Identify Who the Policy Applies to
3. Identify Where the Policy Applies
4. Establish the Responsibility of Reporting
5. Identify Reporting Procedures
6. Identify Investigation/Complaint Procedures
7. Identify the Consequences of Retaliation

1. Definition of Harassment: Harassment can take many forms. The term “harassment” includes:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Threatening reprisals due to an employee’s refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - b. Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
 - c. Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.
- 2. Who the Policy Applies to:** It shall be a violation of this policy for any student, teacher, administrator or other employee of Inspire Charter School - Kern to harass another student, teacher, administrator, other employee or anyone associated with Inspire Charter Schools through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to Inspire Charter Schools (e.g. an outside vendor, consultant or customer).
- 3. Where the Policy Applies:** Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.
- 4. Responsibility:** All Inspire Charter School - Kern employees have a responsibility for keeping our work environment free of harassment and discrimination.
- 5. Reporting:** Inspire Charter School – Kern encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. In addition, Inspire Charter School – Kern encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. Inspire Charter School – Kern recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. Inspire Charter School – Kern is serious about enforcing its policy against harassment; however, Inspire Charter School - Kern cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to Inspire Charter School – Kern's attention so it can take whatever steps are necessary to correct the problems.
- 6. Investigation/Complaint Procedure:** All complaints of harassment or discrimination will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. Inspire Charter School – Kern encourages the prompt reporting of complaints or concerns so that rapid

and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Inspire Charter School - Kern believes appropriate under the circumstances. Willful false and malicious complaints of harassment, discrimination or retaliation may be subject to appropriate disciplinary action.

7. **Retaliation:** Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

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Whistleblower Policy

Inspire Charter School – Kern is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including, but not limited to, federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Inspire Charter School – Kern policy, specifically the policies contained in Inspire Charter School - Kern Employee Handbook.

The purpose of the Inspire Charter School – Kern Governing Board approving this Whistleblower Policy is to accomplish the following:

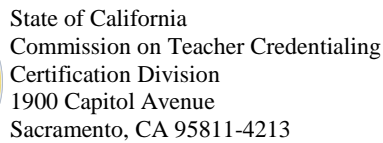
1. Identify Who to Report Suspected Violations to
2. Establish the Prohibition of Retaliation and the Consequences for Retaliation
3. Identify Who to Report Suspected Retaliation to
4. Establish Investigation Procedures

- 1. Who to Report Suspected Violations to:** An employee who wishes to report a suspected violation of law or Inspire Charter School - Kern policy may do so confidentially by contacting any of the following individuals: a supervisor, a member of the leadership team or the Director of Human Resources.
- 2. Retaliation and The Consequences for Retaliation:** Inspire Charter School - Kern expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Inspire Charter School – Kern. Any employee who engages in retaliation will be subject to discipline, up to and including termination.
- 3. Who to Report Suspected Retaliation to:** Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Inspire Executive Director, or the Inspire Deputy Executive Director. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Inspire Executive Director, or the Inspire Deputy Executive Director.
- 4. Investigation Procedures:** Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality, consistent with a full and fair investigation. The Executive Director or Deputy Executive Director and a member of ICS management will conduct or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings directly.

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DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>
_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

<i>Mailing Address</i>		

<i>E-mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

**INSPIRE CHARTER SCHOOLS – KERN
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of _____;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the _____ has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2018.

Board Member

Board Member

Board Member

Board Member

Board Member

Inspire Charter School - Kern

2018-2019 Education Protection Account (EPA) Spending Plan

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-14 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Refer to the attached list of functions for which EPA funds may be used.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Estimated 2018-19 EPA Entitlements are estimated to be \$852,228.00

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative, certificated teaching staff (SACS Object Code 1000).