



**BLUE RIDGE ACADEMY**

5060 California Avenue #420, Bakersfield, California 93309  
Phone (616) 525-1176 \* Fax (616) 465-4544

**Regular Scheduled Board Meeting**

**Blue Ridge Academy**

**November 18, 2019 – 6:00 pm**

**1740 Huntington Dr. #205**

**Duarte, CA 91010**

**Through Teleconference**

**Jessie Maron**

**1740 Huntington Dr. # 205**

**Duarte, CA 91010**

**Nikki Sanchez**

**5060 California Avenue #420**

**Bakersfield, CA 93309**

**Arlene Nelson**

**1740 Huntington Dr. # 205**

**Duarte, CA 91010**

**May Hampton**

**1740 Huntington Dr. # 205**

**Duarte, CA 91010**

**AGENDA**

1. Call to Order
2. Public Comments
3. Approval of the Agenda
4. Closed Session – Potential Litigation
5. Principals Report
  - a. Enrollment
  - b. NHS and NJHS Membership
  - c. SB 126
6. Discussion on the Summary of Insurance Coverage
7. Discussion and Potential Action on the Board Meeting Minutes
8. Discussion and Potential Action on the October Financials
9. Discussion and Potential Action on the First Interim Report
10. Discussion and Potential Action on the Charter Petition Material Revision
11. Discussion and Potential Action on the Conflict of Interest Code
12. Discussion and Potential Action on the Resolution of the Board of Directors of Blue Ridge Academy Joining the California Charter Schools Joint Powers Authority
13. Discussion and Potential Action on the Healthy Youth Act Curriculum
14. Discussion and Potential Action on the Non-Compliance Policy
15. Discussion and Potential Action on the Residency Policy



***BLUE RIDGE ACADEMY***

5060 California Avenue #420, Bakersfield, California 93309

Phone (616) 525-1176 \* Fax (616) 465-4544

16. Discussion and Potential Action on the Investigation Process Regarding Residency
17. Discussion and Potential Action on the Withdrawal Policy and Disenrollment Letter
18. Discussion and Potential Action on the Vendor Agreements
19. Discussion and Potential Action on the Promotion, Acceleration and Retention Policy
18. Discussion and Potential Action on the Appointment of Board Members
20. Discussion and Potential Action on the Principal Evaluation Document
21. Discussion and Potential Action on the SELPA Agreement
22. Board of Director's Requests
23. 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: Blue Ridge Academy 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)).

# NATIONAL HONOR SOCIETY

&

# NATIONAL JUNIOR HONOR SOCIETY



NJHS is for students in grades 7th - 9th grade. To be eligible students must have and maintain a GPA of a 3.0 or higher.



The purpose of NJHS is to encourage students to have a heart for service by providing an organization where students complete two community service projects a year: one individual and one chapter wide project.



Blue Ridge Charter School had 46 new students inducted this year into NJHS



Blue Ridge Charter School has 65 students in the program.

NHS is for students in grades 10th - 12th grade. To be eligible students must have and maintain a GPA of a 3.5 or higher.

The purpose of NHS is to encourage students to have a heart for service by providing an organization where students complete two community service projects a year: one individual and one chapter wide project.

Blue Ridge Charter School had 25 new students inducted this year into NHS

Blue Ridge Charter School has 37 students in the program.

[Home](#)[Bill Information](#)[California Law](#)[Publications](#)[Other Resources](#)[My Subscriptions](#)[My Favorites](#)**SB-126 Charter schools.** (2019-2020)

SHARE THIS:



Date Published: 03/05/2019 09:00 PM

**Senate Bill No. 126****CHAPTER 3**

An act to add Section 47604.1 to the Education Code, relating to charter schools.

[ Approved by Governor March 05, 2019. Filed with Secretary of State March 05, 2019. ]

**LEGISLATIVE COUNSEL'S DIGEST**

SB 126, Leyva. Charter schools.

(1) The Ralph M. Brown Act requires that all meetings of the legislative body, as defined, of a local agency be open and public and all persons be permitted to attend unless a closed session is authorized. The Bagley-Keene Open Meeting Act requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act, unless the charter school is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act, except as specified.

This bill would require specified charter schools or entities managing charter schools to hold meetings in specified locations. The bill would prohibit a meeting of the governing body of a charter school to discuss items related to the operation of the charter school from including the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

(2) The California Public Records Act requires state and local agencies to make their records available for public inspection and to make copies available upon request and payment of a fee unless the records are exempt from disclosure.

This bill would expressly state that charter schools and entities managing charter schools are subject to the California Public Records Act, except as specified.

(3) Existing law prohibits certain public officials, including, but not limited to, state, county, or district officers or employees, from being financially interested in any contract made by them in their official capacity or by any body or board of which they are members, except as provided.

This bill would expressly state that charter schools and entities managing charter schools are subject to these provisions, except that the bill would provide that an employee of a charter school is not disqualified from serving as a member of the governing body of the charter school because of that employment status. The bill would require a member of the governing body of a charter school who is also an employee of the charter school to abstain from voting on, or influencing or attempting to influence another member of that body regarding, any matter uniquely affecting that member's own employment.

(4) The Political Reform Act of 1974 requires every state agency and local governmental agency to adopt a conflict-of-interest code, formulated at the most decentralized level possible, that requires designated employees of the agency to file statements of economic interest disclosing any investments, business positions, interests in real property, or sources of income that may foreseeably be affected materially by any governmental decision made or participated in by the designated employee by virtue of that employee's position.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Political Reform Act of 1974, except as specified.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 47604.1 is added to the Education Code, to read:

**47604.1.** (a) For purposes of this section, an "entity managing a charter school" means a nonprofit public benefit corporation that operates a charter school consistent with Section 47604. An entity that is not authorized to operate a charter school pursuant to Section 47604 is not an "entity managing a charter school" solely because it contracts with a charter school to provide to that charter school goods or task-related services that are performed at the direction of the governing body of the charter school and for which the governing body retains ultimate decisionmaking authority.

(b) A charter school and an entity managing a charter school shall be subject to all of the following:

(1) The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), except that a charter school operated by an entity pursuant to Chapter 5 (commencing with Section 47620) shall be subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) regardless of the authorizing entity.

(2) (A) The California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(B) (i) The chartering authority of a charter school shall be the custodian of records with regard to any request for information submitted to the charter school if either of the following apply:

(I) The charter school is located on a federally recognized California Indian reservation or rancheria.

(II) The charter school is operated by a nonprofit public benefit corporation that was formed on or before May 31, 2002, and is currently operated by a federally recognized California Indian tribe.

(ii) This subparagraph does not allow a chartering authority to delay or obstruct access to records otherwise required under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(3) Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code.

(4) (A) The Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code).

(B) For purposes of Section 87300 of the Government Code, a charter school and an entity managing a charter school shall be considered an agency and is the most decentralized level for purposes of adopting a conflict-of-interest code.

(c) (1) (A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located.

(B) A two-way teleconference location shall be established at each schoolsite.

(2) (A) The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

(B) A two-way teleconference location shall be established at each resource center.

(3) (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(4) (A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

(5) This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described in this subdivision if authorized by Section 54954 of the Government Code, and the meeting place complies with Section 54961 of the Government Code.

(d) Notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

(e) To the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code), and the Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code) shall not apply with regard to those unrelated activities unless otherwise required by law.

(f) A meeting of the governing body of a charter school to discuss items related to the operation of the charter school shall not include the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

# CharterSAFE

## EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE NAMED MEMBER LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM, OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE AND/OR APPLICABLE POLICIES. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

**Effective Date:** July 1, 2019 12:01 AM - July 1, 2020 12:01 AM

**Named Member:**

Inspire Charter Schools, DBA Hope Charter Academy  
1740 Huntington Drive, Suite 205  
Duarte, CA 91010

**Coverage Provided by (CP):**

Coverage Provider Addendum is available upon request. Please reach out to your CharterSAFE primary representative.

**Core Liability Program**

**Coverage Limits: \$30,000,000 Per Member Aggregate**

**The Core Liability Program breaks down as follows:**

| CP        | COVERAGES   | SCHEDULE OF LIMITS   |
|-----------|---|--|
| A,V,<br>L | <p><b><u>Directors &amp; Officers, Employment Practices, and Fiduciary Liability *</u></b></p> <p>Directors &amp; Officers Liability (D&amp;O)      <b>Deductible:</b> \$100,000 per claim<br/> <b>Continuity Date:</b> 03/06/2015</p> <p>Employment Practices Liability (EPL)      <b>Deductible:</b> \$100,000 per claim<br/> <b>Continuity Date:</b> 03/06/2015</p> <p>Fiduciary Liability      <b>Deductible:</b> \$0<br/> <b>Continuity Date:</b> 03/06/2015</p>   | <p>\$2,000,000 per claim/aggregate</p> <p>\$2,000,000 per claim/aggregate</p> <p>\$1,000,000 per claim/aggregate</p>   |
| A,H       | <p><b><u>General Liability</u></b></p> <p><b>Deductible:</b> \$500 per occurrence for losses arising out of participation in <i>High Risk Activities</i>**</p> <p>General Liability includes Damage to Premises Rented, Products-Completed Operations, and Personal and Advertising Injury</p> <p>Premises Medical Payment Sublimit</p> <p><b><u>Employee Benefits Liability</u></b></p> <p><b><u>Educator's Legal Liability</u></b></p> <p><b>Deductible:</b> \$2,500 per occurrence</p> <p>IEP (Individualized Educational Program) Defense Sublimit<br/> <b>Deductible:</b> \$7,500 per occurrence</p> <p><b><u>Sexual Abuse Liability</u></b></p> <p><b><u>Law Enforcement Activities Liability</u></b></p> | <p><b>\$2,000,000 per occurrence</b></p> <p>\$10,000 per person sublimit<br/> \$50,000 per occurrence sublimit</p> <p><b>\$2,000,000 per occurrence</b></p> <p><b>\$2,000,000 per occurrence</b></p> <p>\$50,000 per occurrence/aggregate sublimit</p> <p><b>\$2,000,000 per occurrence</b></p> <p><b>\$2,000,000 per occurrence</b></p> |

# CharterSAFE

|                   |  |   |
|-------------------|--|---|
|                   | <p><b><u>Automobile</u></b><br/>Includes Autos scheduled with CharterSAFE, non-owned autos and hired autos</p> <p><b>Auto Liability</b><br/><br/>Uninsured/Underinsured Sublimit<br/><br/>Automobile Medical Payment Sublimit</p> <p><b>Auto Physical Damage</b><br/><b>Deductible:</b> \$500 per occurrence for Hired auto Physical Damage</p>  | <p><b>\$2,000,000 per occurrence</b></p> <p>\$1,000,000 per occurrence sublimit</p> <p>\$10,000 per person sublimit<br/>\$50,000 per occurrence sublimit</p> <p><b>\$1,000,000 per occurrence</b></p> |
| B,C,<br>H,R,<br>W | <p><b><u>Excess Reinsurance</u></b><br/>Applies to the following coverage areas:</p> <ul style="list-style-type: none"> <li>General Liability, <u>excluding</u> Damage to Premises Rented</li> <li>Employee Benefits Liability</li> <li>Educator's Legal Liability, <u>excluding</u> IEP Defense sublimit</li> <li>Sexual Abuse Liability***</li> <li>Law Enforcement Activities Liability</li> <li>Automobile Liability, <u>excluding</u> Auto Physical Damage</li> <li>D&amp;O and EPL <u>excluding</u> Fiduciary Liability</li> </ul> | <p>\$28,000,000 per occurrence/claim based on underlying coverage</p> <p>\$28,000,000 aggregate</p> <p>Note: Coverage over the underlying \$2,000,000 to make a total of \$30,000,000</p>             |

\*\*\***New Requirement:** Sexual Abuse Prevention Training by CharterSAFE & Child Abuse Mandated Report Training for all employees is **REQUIRED** to be completed within 90 days of CCS JPA implementation of the training to maintain the full \$30,000,000 limit for sexual abuse liability. If training is not completed within the 90 days, the maximum sexual abuse liability limit is \$10,000,000 per occurrence and aggregate.

| Crime   |  |   |
|---|--|---|
| A   | <p><b><u>Crime</u></b><br/>Monies and Securities<br/><b>Deductible:</b> \$500 per occurrence</p> <p>Computer &amp; Funds Transfer Fraud<br/><b>Deductible:</b> \$500 per occurrence</p> <p>Forgery or Alteration<br/><b>Deductible:</b> \$500 per occurrence</p> <p>Employee Dishonesty<br/><b>Deductible:</b> Varies*</p> | <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> |
| <p>*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.</p> |  |   |



# CharterSAFE

| Property   |   |   |
|--|---|---|
| A,F,<br>G,I,<br>K,O,<br>V,X,<br>Y  | <p><b><u>Property</u></b></p> <p><b>Valuation:</b> Replacement Cost</p> <p>Total Insured Value: (Building Value + Content Value + EDP)</p> <p><b>Deductible:</b> \$1,000 per occurrence*</p> <p>Building (including tenant improvements and betterments)</p> <p>Personal Property - Contents &amp; Electronic Data Processing</p> <p>Builder's Risk - As scheduled with CharterSAFE for projects over \$200,000</p> <p>Boiler and Machinery / Equipment Breakdown</p> <p>Business Interruption - \$10,000,000</p> <p>Extra Expense - \$10,000,000</p> | <p>As scheduled with CharterSAFE subject to the maximum limit of \$150,000,000 per occurrence.</p> <p>See "Exposures &amp; Locations" section</p> |
| <p>*WATER DAMAGE Deductible is subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims at the location of loss on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.</p> |   |   |

| Student & Volunteer Accident |  |   |
|------------------------------|--|---|
| A,S                          | <p><b><u>Student Accident and Volunteer Accident</u></b></p> <p><b>Deductible:</b> \$500 per incident for losses arising out of participation in <i>High Risk Activities</i>**</p> <p>Student Accident</p> <p>Volunteer Accident</p> | <p>\$50,000 per incident</p> <p>\$25,000 per incident</p> |

| Additional Program Coverages |  |  |
|------------------------------|--|--|
| A,M                          | <p><b><u>Pollution Liability and First Party Remediation</u></b></p> <p><b>Deductible:</b> \$10,000 per occurrence</p>                                     | <p>\$1,000,000 per pollution condition</p> <p>\$5,000,000 aggregate for all CharterSAFE members combined</p>                                     |
| A,Q,<br>P                    | <p><b><u>Terrorism Liability*</u></b></p>  | <p>\$5,000,000 per occurrence/aggregate for all CharterSAFE members combined</p>   |
| A,Q,<br>P                    | <p><b><u>Terrorism Property</u></b></p> <p><b>Deductible:</b> \$1,000 per occurrence</p> <p>Total insured Value (Building Value + Content Value + EDP)</p> | <p>As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence.</p> <p>See "Exposures &amp; Locations" section</p> |
| A,N                          | <p><b><u>Cyber Liability*</u></b></p> <p><b>Deductible:</b> \$2,500 per claim</p>  | <p>\$1,000,000 per claim</p> <p>\$5,000,000 aggregate for all CharterSAFE members combined</p>   |

# CharterSAFE

## Workers' Compensation

|     |   |   |
|-----|---|---|
| A,U | <b><u>Workers' Compensation</u></b><br>Workers' Compensation<br><b>Workers' Compensation rate:</b> \$0.908 per \$100 of payroll<br><br>Employer's Liability | Statutory<br><br>\$5,000,000 per accident<br>\$5,000,000 per disease per employee<br>\$5,000,000 per disease policy limit |
|-----|---|---|

\* Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

\*\* A list of High Risk Activities is available at [www.chartersafe.org](http://www.chartersafe.org) or you may contact Carly Weston ([cweston@chartersafe.org](mailto:cweston@chartersafe.org) / 818-394-6547) from CharterSAFE's Risk Management Team.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.



**BLUE RIDGE ACADEMY**

5060 California Avenue #420, Bakersfield, California 93309

Phone (616) 525-1176 \* Fax (616) 465-4544

Regular Scheduled Board Meeting - Blue Ridge Academy

October 21, 2019 – 6:00 pm

1740 Huntington Dr. #205, Duarte, CA 91010

Attendance: May Hampton, Nikki Sanchez, Arlene Nelson, Jessie Maron – Teleconference

Absent: None

Also Present:

**Call to Order:**

Arlene Nelson called the meeting to order at 6:07 pm.

**Public Comments:**

None.

**Approval of the Agenda:**

Jessie Maron motioned to approve the Agenda. Nikki Sanchez seconded.

-Unanimous.

**Closed Session:**

Jessie Maron motioned to enter into closed session at 6:15 pm. Arlene Nelson seconded.

-Unanimous.

Jessie Maron motioned to exit closed session at 7:08pm. Arlene Nelson seconded.

-Unanimous.

No action was taken in closed session.

**Principals Report:**

The board received an update from the Principal on the following:

- Enrollment – Blue Ridge is very close to closing enrollment for the year and will start a building a waitlist.
- CAASPP Scores – Blue Ridge Academy scored better in both Mathematics and English Language Arts than the authorizing district.
- Roles of Co-Principals – The Co-Principals shared that they are working on defining the two roles of the Co-Principals as the year unfolds.

**Discussion and Potential Action on the Board Meeting Minutes:**

Jessie Maron motioned to approve the Board Meeting Minutes. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the Acceptance of Resignation:**

Arlene Nelson motioned to approve the accept the resignation of Michelle Hunter. Jessie Maron seconded.



**BLUE RIDGE ACADEMY**

5060 California Avenue #420, Bakersfield, California 93309

Phone (616) 525-1176 \* Fax (616) 465-4544

-Unanimous.

**Discussion and Potential Action on the ad hoc Committee for the Nomination and Appointment of Board Member Vacancy:**

Jessie Maron motioned to approve Jessie Maron and Arlene Nelson to serve as the ad hoc Committee for the Nomination and Appointment of Board Member Vacancy, and that the ad hoc committee would have an end date of December 31, 2019. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on Election of Officers:**

Arlene Nelson motioned to appoint Jessie Maron as the Board President. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the September Financials:**

Jessie Maron motioned to approve the September Financials. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on Bank Account Check Signers:**

May Hampton motioned to approve the Bank Account Check Signers. Jessie Maron seconded.

-Unanimous.

**Discussion and Potential Action on the Staff Handbook:**

Arlene Nelson motioned to approve the Staff Handbook. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the MOU with outside Charter Schools:**

May Hampton motioned to approve the MOU with outside Charter Schools with the provision that the MOU will reviewed on a regular basis to ensure that any updates that need to be made can be made and brought back to the board for an update and approval. Arlene Nelson seconded.

-Unanimous.

**Discussion and Potential Action on the Residency Policy:**

Arlene Nelson motioned to approve the Residency Policy. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the Math Policy:**

May Hampton motioned to approve the Math Policy. Arlene Nelson seconded.

-Unanimous.



***BLUE RIDGE ACADEMY***

5060 California Avenue #420, Bakersfield, California 93309

Phone (616) 525-1176 \* Fax (616) 465-4544

**Discussion and Potential Action on the Title IX Policy:**

Arlene Nelson motioned to approve the Title IX Policy. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the Extended School Year Dates:**

Arlene Nelson motioned to approve the Extended School Year Dates. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the Local Dashboard Indicators:**

May Hampton motioned to approve the Local Dashboard Indicators. Arlene Nelson seconded.

-Unanimous.

**Discussion and Potential Action on the Independent Study Policy:**

Arlene Nelson motioned to approve the Independent Study Policy. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the Conflict of Interest Code:**

Arlene Nelson motioned to approve the Conflict of Interest Code. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the Testing LEA Representative:**

May Hampton motioned to approve the Testing Representative. Jessie Maron seconded.

-Unanimous.

**Discussion and Potential Action on the Vendor Agreement:**

Arlene Nelson motioned to approve the Vendor Agreement. Nikki Sanchez seconded.

-Unanimous.

**Discussion and Potential Action on the Comprehensive School Safety Plan:**

May Hampton motioned to approve the Comprehensive School Safety Plan. Arlene Nelson seconded.

-Unanimous.

**Discussion and Potential Action on the EL Plan:**

Arlene Nelson motioned to approve the EL Plan. May Hampton seconded.

-Unanimous.

**Discussion and Potential Action on the Board Resolution to Approve the Principal's Salary:**

Arlene Nelson motioned to approve the Board Resolution to Approve the Principal's Salary.

Jessie Maron seconded.



***BLUE RIDGE ACADEMY***

5060 California Avenue #420, Bakersfield, California 93309

Phone (616) 525-1176 \* Fax (616) 465-4544

-Unanimous.

**Adjournment:**

Arlene Nelson motioned to adjourn the meeting at 9:17 pm. Jessie Maron seconded.

-Unanimous.

Prepared by:

Bryanna Brossman

Noted by:

Jessie Maron

Board Secretary



# **Blue Ridge Academy**

Monthly Financial Presentation – October 2019

**1<sup>st</sup> Interim Report**

# BLUE RIDGE ACADEMY - Highlights



- Annual projected revenue decreased from September to October by \$3.9 MM due to ADA and UPP% update.

- Current Pupil:Teacher Ratio is within the 25:1 requirement but could be increased to assist ending surplus.

| Pupil:Teacher Ratio |
|---------------------|
| 22.28 :1            |

- Spending is trending within the SB740 requirements (40/80 rule)

| Cert.     | Class.    |
|-----------|-----------|
| 48.6%     | 87.6%     |
| 5,894,490 | 5,216,277 |

- Cash needs are met through projected collection of intercompany accounts





# BLUE RIDGE ACADEMY - Revenue

- Original budgeted total revenue was based on 6843 ADA.
- Current forecasted to revenue is based on 7017 ADA.
- Main YTD variance due to timing of Special Ed.

## Revenue

| <i>Year-to-Date</i> |                     |                     |
|---------------------|---------------------|---------------------|
| Actual              | Budget              | Fav/(Unf)           |
| \$ 6,463,910        | \$ 6,565,165        | \$ (101,255)        |
| -                   | -                   | -                   |
| 306,658             | 535,445             | (228,787)           |
| 30                  | -                   | 30                  |
| <b>\$ 6,770,598</b> | <b>\$ 7,100,610</b> | <b>\$ (330,012)</b> |

| <i>Annual/Full Year</i> |                      |                   |
|-------------------------|----------------------|-------------------|
| Forecast                | Budget               | Fav/(Unf)         |
| \$ 62,669,653           | \$ 62,077,262        | \$ 592,391        |
| 438,602                 | 438,602              | -                 |
| 5,276,919               | 5,016,904            | 260,015           |
| 30                      | -                    | 30                |
| <b>\$ 68,385,204</b>    | <b>\$ 67,532,768</b> | <b>\$ 852,436</b> |

# BLUE RIDGE ACADEMY - Expenses



- Overall expenses are favorable year-to-date
- Salary forecasted based on payroll through 10/31 and staff location correction.
- Additional staffing (PTR lower than 25:1) is still the main driver for expenses to be unfavorable by end of year.

|                       | Year-to-Date         |                      |                     | Annual/Full Year     |                      |                   |
|-----------------------|----------------------|----------------------|---------------------|----------------------|----------------------|-------------------|
|                       | Actual               | Budget               | Fav/(Unf)           | Forecast             | Budget               | Fav/(Unf)         |
| <b>Expenses</b>       |                      |                      |                     |                      |                      |                   |
| Certificated Salaries | \$ 7,129,424         | \$ 7,480,425         | \$ 351,001          | \$ 23,482,670        | \$ 22,441,274        | \$ (1,041,396)    |
| Classified Salaries   | 240,237              | 61,500               | (178,737)           | 704,853              | 184,500              | (520,353)         |
| Benefits              | 1,870,595            | 2,030,752            | 160,157             | 6,749,639            | 6,153,409            | (596,231)         |
| Books and Supplies    | 1,462,795            | 3,085,355            | 1,622,559           | 7,389,825            | 8,098,128            | 708,304           |
| Subagreement Services | 5,295,192            | 5,081,547            | (213,645)           | 19,753,061           | 19,839,418           | 86,356            |
| Operations            | 37,073               | 151,541              | 114,468             | 226,473              | 454,624              | 228,151           |
| Facilities            | 1,335                | 254,530              | 253,195             | 1,335                | 763,591              | 762,256           |
| Professional Services | 1,468,710            | 1,715,246            | 246,536             | 7,023,983            | 7,836,110            | 812,127           |
| Depreciation          | 3,658                | 5,083                | 1,425               | 10,974               | 15,248               | 4,274             |
| Interest              | 670,265              | 712,950              | 42,685              | 1,026,690            | 1,424,850            | 398,160           |
| <b>Total Expenses</b> | <b>\$ 18,179,284</b> | <b>\$ 20,578,929</b> | <b>\$ 2,399,644</b> | <b>\$ 66,369,504</b> | <b>\$ 67,211,152</b> | <b>\$ 841,648</b> |

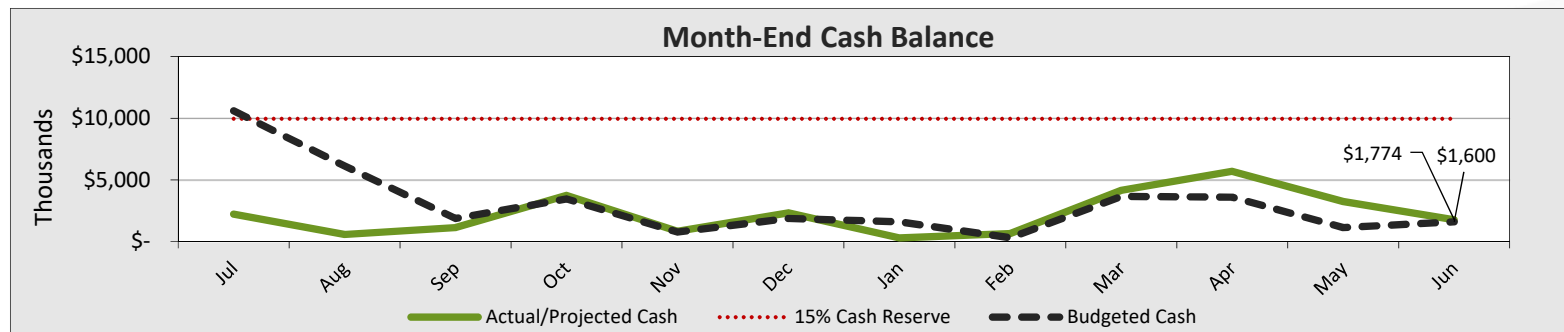
# BLUE RIDGE ACADEMY - Fund Balance

- From September to October forecasted surplus increased by \$1.5M due to re-forecasting of non-personnel operating expenses based on year-to-date spending.

|                                  | Year-to-Date                  |                               |                     | Annual/Full Year           |                          |                     |
|----------------------------------|-------------------------------|-------------------------------|---------------------|----------------------------|--------------------------|---------------------|
|                                  | Actual                        | Budget                        | Fav/(Unf)           | Forecast                   | Budget                   | Fav/(Unf)           |
| <b>Total Surplus(Deficit)</b>    | <b>\$ (11,408,686)</b>        | <b>\$ (13,478,319)</b>        | <b>\$ 2,069,632</b> | <b>\$ 2,015,700</b>        | <b>\$ 321,616</b>        | <b>\$ 1,694,084</b> |
| Beginning Fund Balance           | <u>78,901</u>                 | <u>78,901</u>                 |                     | <u>78,901</u>              | <u>78,901</u>            |                     |
| <b>Ending Fund Balance</b>       | <b><u>\$ (11,329,784)</u></b> | <b><u>\$ (13,399,417)</u></b> |                     | <b><u>\$ 2,094,601</u></b> | <b><u>\$ 400,518</u></b> |                     |
| <i>As a % of Annual Expenses</i> | <i>-17.1%</i>                 | <i>-19.9%</i>                 |                     | <i>3.2%</i>                | <i>0.6%</i>              |                     |

# BLUE RIDGE ACADEMY - Cash Balance

- Cash Balance is currently balanced through collection of intercompany accounts.
- Cash decreases at year end as RAN is paid down.
- Reducing costs would allow for continued growth of cash reserves this year and next.



# BLUE RIDGE ACADEMY - Compliance Reporting



| Area      | Due Date | Description  | Completed By  | Board Must Approve | Signature Required |
|-----------|----------|--|---|--------------------|--------------------|
| FINANCE   | Nov-01   | <b>Mental Health Plans Due to SELPA</b> - Schools requesting Level 2 and Level 3 mental health funding must file their annual plan with their SELPA by this date. Specific due dates may vary by SELPA.  | Blue Ridge  | No                 | Yes                |
| DATA TEAM | Nov-01   | <b>Local Indicators</b> - Schools must submit results regarding their Local Indicators to the California School Dashboard. For each applicable local indicator, LEAs assign one of three performance levels: Met, Not Met, Not Met for Two or More Years. LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. "   | Blue Ridge  | No                 | No                 |
| DATA TEAM | Nov-01   | <b>Kindergarten Immunization Assessment</b> - To review and submit required vaccine doses and report on permanent medical exemptions.  | Blue Ridge  | No                 | No                 |
| FINANCE   | Nov-15   | <b>Review and/or Update Non-Profit IRS Form 990 Policies</b> - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. Most schools extend this deadline to the following May 15th. | Blue Ridge  | Yes                | No                 |
| FINANCE   | Nov-25   | <b>1st Interim Financial Report</b> - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).   | Charter Impact  | Yes                | Yes                |
| FINANCE   | Dec-16   | <b>Annual Audit Review and Board Approval</b> - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year.  | Blue Ridge with Charter Impact support                  | Yes                | No                 |
| DATA TEAM | Dec-20   | <b>CALPADS - Fall 1 Certification deadline</b> - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A-G graduate counts.  | Charter Impact submits with data provided by Blue Ridge | No                 | No                 |

# BLUE RIDGE ACADEMY - Appendix



- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging

Blue Ridge Academy  
Monthly Cash Flow/Forecast FY19-20

Revised 11/15/19

ADA = 7016.80



|                           |                                 | Jul-19    | Aug-19    | Sep-19    | Oct-19    | Nov-19    | Dec-19    | Jan-20    | Feb-20    | Mar-20    | Apr-20     | May-20    | Jun-20    | Year-End<br>Accruals | Annual<br>Forecast | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---------------------------|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|----------------------|--------------------|--------------------------|-------------------------|
| Revenues                  |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    | ADA = 6842.85            |                         |
| State Aid - Revenue Limit |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 8011                      | LCFF State Aid                  | -         | 1,588,495 | 1,588,435 | 2,859,184 | 2,859,184 | 2,859,184 | 2,859,184 | 2,859,184 | 8,403,568 | 8,403,568  | 8,403,568 | 8,403,568 | 8,403,568            | 59,490,692         | 59,003,796               | 486,895                 |
| 8012                      | Education Protection Account    | -         | -         | 184,725   | -         | -         | -         | 184,675   | -         | -         | 683,121    | -         | -         | 350,840              | 1,403,360          | 1,368,570                | 34,790                  |
| 8096                      | In Lieu of Property Taxes       | -         | 56,094    | 112,186   | 74,791    | 74,771    | 74,771    | 74,771    | 436,072   | 218,036   | 218,036    | 218,036   | 218,036   | -                    | 1,775,601          | 1,704,896                | 70,705                  |
|                           |                                 | -         | 1,644,589 | 1,885,346 | 2,933,975 | 2,933,955 | 2,933,955 | 3,118,630 | 3,295,256 | 8,621,605 | 9,304,725  | 8,621,605 | 8,621,605 | 8,754,408            | 62,669,653         | 62,077,262               | 592,391                 |
| Federal Revenue           |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 8181                      | Special Education - Entitlement | -         | -         | -         | -         | -         | -         | -         | -         | 219,301   | -          | -         | 109,650   | 109,650              | 438,602            | 438,602                  | -                       |
|                           |                                 | -         | -         | -         | -         | -         | -         | -         | -         | 219,301   | -          | -         | 109,650   | 109,650              | 438,602            | 438,602                  | -                       |
| Other State Revenue       |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 8311                      | State Special Education         | 96,621    | 96,621    | -         | -         | -         | 695,676   | 173,919   | 514,022   | 514,022   | 514,022    | 514,022   | 514,022   | -                    | 3,632,948          | 3,542,886                | 90,063                  |
| 8550                      | Mandated Cost                   | -         | -         | -         | -         | -         | 78,077    | -         | -         | -         | -          | -         | -         | -                    | 78,077             | 78,077                   | -                       |
| 8560                      | State Lottery                   | -         | -         | -         | -         | -         | -         | 191,138   | -         | -         | 191,138    | -         | -         | 1,070,201            | 1,452,478          | 1,395,941                | 56,536                  |
|                           |                                 | 96,621    | 210,037   | -         | -         | -         | 773,753   | 365,057   | 514,022   | 514,022   | 705,160    | 514,022   | 514,022   | 1,070,201            | 5,276,919          | 5,016,904                | 260,015                 |
| Other Local Revenue       |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 8699                      | School Fundraising              | -         | 30        | -         | -         | -         | -         | -         | -         | -         | -          | -         | -         | -                    | 30                 | -                        | 30                      |
|                           |                                 | -         | 30        | -         | -         | -         | -         | -         | -         | -         | -          | -         | -         | -                    | 30                 | -                        | 30                      |
| Total Revenue             |                                 | 96,621    | 1,854,656 | 1,885,346 | 2,933,975 | 2,933,955 | 3,707,708 | 3,483,687 | 3,809,279 | 9,354,928 | 10,009,885 | 9,135,627 | 9,245,277 | 9,934,260            | 68,385,204         | 67,532,768               | 852,436                 |
| Expenses                  |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| Certificated Salaries     |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 1100                      | Teachers' Salaries              | 1,318,515 | 1,504,669 | 1,530,041 | 1,567,500 | 1,731,847 | 1,593,928 | 1,593,928 | 1,593,928 | 1,593,928 | 1,593,928  | 1,593,928 | 1,593,928 | -                    | 18,810,065         | 17,820,000               | (990,065)               |
| 1175                      | Teachers' Extra Duty/Stipends   | 44,950    | 114,187   | 215,452   | 224,772   | 286,187   | 239,089   | 239,089   | 239,089   | 239,089   | 239,089    | 239,089   | 239,089   | -                    | 2,559,171          | 3,564,000                | 1,004,829               |
| 1200                      | Pupil Support Salaries          | 17,049    | 44,884    | 53,902    | 61,217    | 56,713    | 56,713    | 56,713    | 56,713    | 56,713    | 56,713     | 56,713    | 56,713    | -                    | 630,757            | 126,274                  | (504,483)               |
| 1300                      | Administrators' Salaries        | 75,250    | 79,554    | 83,350    | 87,183    | 126,346   | 93,710    | 93,710    | 93,710    | 93,710    | 93,710     | 93,710    | 93,710    | -                    | 1,107,656          | 931,000                  | (176,656)               |
| 1900                      | Other Certificated Salaries     | 13,538    | 27,053    | 32,848    | 33,509    | 33,509    | 33,509    | 33,509    | 33,509    | 33,509    | 33,509     | 33,509    | 33,509    | -                    | 375,021            | -                        | (375,021)               |
|                           |                                 | 1,469,302 | 1,770,346 | 1,915,595 | 1,974,181 | 2,234,602 | 2,016,949 | 2,016,949 | 2,016,949 | 2,016,949 | 2,016,949  | 2,016,949 | 2,016,949 | -                    | 23,482,670         | 22,441,274               | (1,041,396)             |
| Classified Salaries       |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 2100                      | Instructional Salaries          | 44,423    | 25,086    | 32,575    | 16,380    | 16,740    | 16,440    | 16,440    | 16,440    | 16,440    | 16,440     | 16,440    | 16,440    | -                    | 250,282            | 184,500                  | (65,782)                |
| 2200                      | Support Salaries                | 9,013     | 20,579    | 23,835    | 17,652    | 88        | 15,494    | 15,494    | 15,494    | 15,494    | 15,494     | 15,494    | 15,494    | -                    | 179,623            | -                        | (179,623)               |
| 2900                      | Other Classified Salaries       | -         | 9,574     | 13,088    | 28,032    | 28,032    | 28,032    | 28,032    | 28,032    | 28,032    | 28,032     | 28,032    | 28,032    | -                    | 274,948            | -                        | (274,948)               |
|                           |                                 | 53,436    | 55,239    | 69,499    | 62,063    | 44,859    | 59,965    | 59,965    | 59,965    | 59,965    | 59,965     | 59,965    | 59,965    | -                    | 704,853            | 184,500                  | (520,353)               |
| Benefits                  |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 3101                      | STRS                            | 247,496   | 296,668   | 320,321   | 118,452   | 439,860   | 355,484   | 355,484   | 355,484   | 355,484   | 355,484    | 355,484   | 355,484   | -                    | 3,911,185          | 3,747,693                | (163,492)               |
| 3301                      | OASDI                           | 3,592     | 3,680     | 4,526     | 3,759     | 1,945     | 3,796     | 3,796     | 3,796     | 3,796     | 3,796      | 3,796     | 3,796     | -                    | 44,070             | 11,439                   | (32,631)                |
| 3311                      | Medicare                        | 21,519    | 25,920    | 27,951    | 28,637    | 37,163    | 31,031    | 31,031    | 31,031    | 31,031    | 31,031     | 31,031    | 31,031    | -                    | 358,406            | 328,074                  | (30,332)                |
| 3401                      | Health and Welfare              | (41,289)  | 257,791   | 195,021   | 213,478   | 139,945   | 160,875   | 160,875   | 160,875   | 160,875   | 160,875    | 160,875   | 160,875   | -                    | 1,891,071          | 1,560,000                | (331,071)               |
| 3501                      | State Unemployment              | 40,024    | 20,357    | 7,438     | 5,602     | 9,959     | 8,578     | 42,888    | 34,310    | 17,155    | 8,578      | 8,578     | 8,578     | -                    | 212,043            | 152,880                  | (59,163)                |
| 3601                      | Workers' Compensation           | -         | 33,834    | 16,917    | 16,948    | 32,883    | 29,961    | 29,961    | 29,961    | 29,961    | 29,961     | 29,961    | 29,961    | -                    | 310,308            | 316,761                  | 6,452                   |
| 3901                      | Other Benefits                  | -         | -         | 1,954     | -         | 2,575     | 2,575     | 2,575     | 2,575     | 2,575     | 2,575      | 2,575     | 2,575     | -                    | 22,557             | 36,563                   | 14,006                  |
|                           |                                 | 271,342   | 638,249   | 574,127   | 386,876   | 664,330   | 592,299   | 626,609   | 618,032   | 600,877   | 592,299    | 592,299   | 592,299   | -                    | 6,749,639          | 6,153,409                | (596,231)               |
| Books and Supplies        |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 4302                      | School Supplies                 | 138,897   | 329,733   | 434,260   | 491,154   | 593,829   | 595,176   | 701,148   | 492,733   | 622,474   | 506,804    | 564,478   | 292,678   | 433,192              | 6,196,557          | 4,801,525                | (1,395,033)             |
| 4305                      | Software                        | 11,587    | 10,363    | 33,035    | 1,949     | 28,881    | 28,881    | 28,881    | 28,881    | 28,881    | 28,881     | 28,881    | 28,881    | -                    | 287,983            | 1,439,748                | 1,151,765               |
| 4310                      | Office Expense                  | 719       | 2,772     | 3,087     | 4,577     | 9,227     | 9,227     | 9,227     | 9,227     | 9,227     | 9,227      | 9,227     | 9,227     | -                    | 84,970             | 118,497                  | 33,526                  |
| 4311                      | Business Meals                  | -         | 11        | -         | 62        | 220       | 220       | 220       | 220       | 220       | 220        | 220       | 220       | -                    | 1,832              | 3,541                    | 1,709                   |
| 4400                      | Noncapitalized Equipment        | 240       | 66        | -         | 284       | 135,193   | 96,545    | 113,735   | 79,927    | 100,973   | 82,210     | 91,565    | 47,476    | 70,269               | 818,482            | 1,246,660                | 428,178                 |
|                           |                                 | 151,443   | 342,945   | 470,382   | 498,026   | 767,351   | 730,049   | 853,211   | 610,988   | 761,775   | 627,341    | 694,372   | 378,482   | 503,461              | 7,389,825          | 8,098,128                | 708,304                 |
| Subagreement Services     |                                 |           |           |           |           |           |           |           |           |           |            |           |           |                      |                    |                          |                         |
| 5102                      | Special Education               | 30,122    | 164,646   | 105,602   | 216,722   | 312,395   | 312,395   | 312,395   | 312,395   | 312,395   | 312,395    | 312,395   | 312,395   | -                    | 3,016,249          | 2,873,282                | (142,968)               |
| 5106                      | Other Educational Consultants   | 142,868   | 235,082   | 519,639   | 1,220,558 | 1,225,093 | 874,868   | 1,030,641 | 724,284   | 914,995   | 744,967    | 829,745   | 430,218   | 636,763              | 9,529,722          | 9,199,868                | (329,854)               |
| 5107                      | Instructional Services          | 11,111    | 213,285   | 1,770,568 | 664,988   | 568,382   | 568,382   | 568,382   | 568,382   | 568,382   | 568,382    | 568,382   | 568,382   | -                    | 7,207,010          | 7,766,268                | 559,258                 |
|                           |                                 | 184,101   | 613,013   | 2,395,809 | 2,102,268 | 2,105,880 | 1,755,655 | 1,911,427 | 1,605,071 | 1,795,782 | 1,625,754  | 1,710,532 | 1,311,004 | 636,763              | 19,753,061         | 19,839,418               | 86,356                  |

## Revised 11/15/19

## Operations and Housekeeping

|      |                      |
|------|----------------------|
| 5201 | Auto and Travel      |
| 5300 | Dues & Memberships   |
| 5400 | Insurance            |
| 5501 | Utilities            |
| 5502 | Janitorial Services  |
| 5900 | Communications       |
| 5901 | Postage and Shipping |

|      |                         |
|------|-------------------------|
| 5601 | Rent                    |
| 5602 | Additional Rent         |
| 5604 | Other Leases            |
| 5610 | Repairs and Maintenance |

|      |                                |
|------|--------------------------------|
| 5801 | IT                             |
| 5802 | Audit & Taxes                  |
| 5803 | Legal                          |
| 5804 | Professional Development       |
| 5805 | General Consulting             |
| 5806 | Special Activities/Field Trips |
| 5807 | Bank Charges                   |
| 5808 | Printing                       |
| 5809 | Other taxes and fees           |
| 5811 | Management Fee                 |
| 5812 | District Oversight Fee         |
| 5815 | Public Relations/Recruitment   |

6900 Depreciation Expense

## 7438 Interest Expense

**Monthly Surplus (Deficit)**

[illegible]



Blue Ridge Academy
Monthly Cash Flow/Forecast FY19-20

Revised 11/15/19

ADA = 7016.80



Cash Flow Adjustments

|                                      |             |             |             |             |             |             |             |             |           |             |             |             |             |             |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|-------------|
| Monthly Surplus (Deficit)            | (2,998,193) | (1,772,673) | (4,272,269) | (2,365,551) | (3,326,751) | (1,858,238) | (2,431,963) | (1,638,483) | 3,512,750 | 4,543,219   | 3,486,003   | 4,457,868   | 6,679,982   | 2,015,700   |
| Cash flows from operating activities |             |             |             |             |             |             |             |             |           |             |             |             |             |             |
| Depreciation/Amortization            | 915         | 915         | 915         | 915         | 915         | 915         | 915         | 915         | 915       | 915         | 915         | 915         | -           | 10,974      |
| Public Funding Receivables           | 3,574,279   | 235,147     | -           | 224,667     | 233,575     | -           | -           | -           | -         | -           | -           | -           | (9,934,260) | (5,666,592) |
| Grants and Contributions Rec.        | -           | -           | -           | -           | -           | -           | -           | -           | -         | -           | -           | -           | -           | -           |
| Due To/From Related Parties          | #####       | 1,900,961   | 6,340,900   | 5,297,524   | 2,782,044   | 5,936,232   | 3,000,000   | 2,000,000   | -         | (3,000,000) | -           | -           | -           | 4,885,577   |
| Prepaid Expenses                     | 20,478      | (45,545)    | (1,629)     | (107,068)   | -           | -           | -           | -           | -         | -           | -           | -           | -           | (133,764)   |
| Other Assets                         | -           | 1,150       | -           | -           | -           | -           | -           | -           | -         | -           | -           | -           | -           | 1,150       |
| Accounts Payable                     | (972,382)   | 157,719     | 54,678      | 117,533     | -           | -           | -           | -           | -         | -           | -           | -           | 3,254,278   | 2,611,827   |
| Accrued Expenses                     | (340,431)   | (794,476)   | (162,010)   | 39,526      | -           | -           | -           | -           | -         | -           | -           | -           | -           | (1,257,391) |
| Other Liabilities                    | 6,617       | -           | -           | 5,421       | -           | -           | -           | -           | -         | -           | -           | -           | -           | 12,038      |
| Cash flows from financing activities |             |             |             |             |             |             |             |             |           |             |             |             |             |             |
| Proceeds from Factoring              | 7,719,600   | -           | -           | -           | -           | -           | -           | -           | -         | -           | -           | -           | -           | 7,719,600   |
| Payments on Factoring                | (1,868,400) | (1,373,200) | (1,429,800) | (2,573,700) | (2,573,200) | (2,573,200) | (2,573,200) | -           | -         | -           | -           | -           | -           | #####       |
| Proceeds from Debt                   | 15,898,227  | 44,109      | 44,109      | 1,989,109   | -           | -           | -           | -           | -         | -           | -           | -           | -           | 17,975,554  |
| Payments on Debt                     | -           | -           | (20,833)    | (20,833)    | (20,833)    | (20,833)    | (20,833)    | -           | (20,833)  | -           | (5,934,241) | (5,934,241) | -           | #####       |
| Total Change in Cash                 | 1,668,626   | (1,645,894) | 554,061     | 2,607,542   | (2,904,251) | 1,484,875   | (2,025,081) | 362,431     | 3,492,831 | 1,544,134   | (2,447,323) | (1,475,458) |             |             |
| Cash, Beginning of Month             | 557,662     | 2,226,288   | 580,394     | 1,134,455   | 3,741,997   | 837,745     | 2,322,621   | 297,539     | 659,970   | 4,152,801   | 5,696,935   | 3,249,612   |             |             |
| Cash, End of Month                   | 2,226,288   | 580,394     | 1,134,455   | 3,741,997   | 837,745     | 2,322,621   | 297,539     | 659,970     | 4,152,801 | 5,696,935   | 3,249,612   | 1,774,154   |             |             |

|           |           |
|-----------|-----------|
| Cert.     | Class.    |
| 48.6%     | 87.6%     |
| 5,894,490 | 5,216,277 |

|                     |
|---------------------|
| Pupil:Teacher Ratio |
| 22.28 :1            |

Blue Ridge Academy

Budget vs Actual

For the period ended October 31, 2019

|  | Current Period<br>Actual | Current Period<br>Budget | Current Period<br>Variance | Current Year<br>Actual | YTD Budget   | YTD Budget<br>Variance | Total Budget  |
|--|--------------------------|--------------------------|----------------------------|------------------------|--------------|------------------------|---------------|
| Revenue                                      |                          |                          |                            |                        |              |                        |               |
| State Aid-Revenue Limit                      |                          |                          |                            |                        |              |                        |               |
| LCFF Revenue                                 | 2,859,184                | 2,874,132                | (14,948)                   | 6,036,114              | 6,067,612    | (31,498)               | 59,003,794    |
| Education Protection Account                 | -                        | -                        | -                          | 184,725                | 184,675      | 51                     | 1,368,570     |
| In Lieu of Property Taxes                    | 74,791                   | 73,619                   | 1,172                      | 243,071                | 312,879      | (69,808)               | 1,704,896     |
| Total State Aid-Revenue Limit                | 2,933,975                | 2,947,750                | (13,775)                   | 6,463,910              | 6,565,165    | (101,255)              | 62,077,260    |
| Federal Revenue                              |                          |                          |                            |                        |              |                        |               |
| Federal Special Education - IDEA             | -                        | -                        | -                          | -                      | -            | -                      | 438,602       |
| Total Federal Revenue                        | -                        | -                        | -                          | -                      | -            | -                      | 438,602       |
| Other State Revenue                          |                          |                          |                            |                        |              |                        |               |
| State Special Education - AB602              | -                        | 172,107                  | (172,107)                  | 193,242                | 535,445      | (342,203)              | 3,542,886     |
| Mandate Block Grant                          | -                        | -                        | -                          | -                      | -            | -                      | 78,077        |
| State - State Lottery                        | -                        | -                        | -                          | -                      | -            | -                      | 1,395,941     |
| Prior Year Revenue                           | -                        | -                        | -                          | 113,416                | -            | 113,416                | -             |
| Total Other State Revenue                    | -                        | 172,107                  | (172,107)                  | 306,658                | 535,445      | (228,787)              | 5,016,904     |
| Local Revenue                                |                          |                          |                            |                        |              |                        |               |
| School Fundraising                           | -                        | -                        | -                          | 30                     | -            | 30                     | -             |
| Total Local Revenue                          | -                        | -                        | -                          | 30                     | -            | 30                     | -             |
| Total Revenue                                | \$ 2,933,975             | \$ 3,119,858             | \$ (185,883)               | \$ 6,770,598           | \$ 7,100,610 | \$ (330,012)           | \$ 67,532,766 |
| Expenses                                     |                          |                          |                            |                        |              |                        |               |
| Certificated Salaries                        |                          |                          |                            |                        |              |                        |               |
| Certificated Teachers' Salaries              | 1,567,500                | 1,485,000                | (82,500)                   | 5,920,725              | 5,940,000    | 19,275                 | 17,820,000    |
| Certificated Teachers' Extra Duties/Stipends | 224,772                  | 297,000                  | 72,228                     | 599,361                | 1,188,000    | 588,639                | 3,564,000     |
| Certificated Pupil Support Salaries          | 61,217                   | 10,523                   | (50,694)                   | 177,053                | 42,091       | (134,961)              | 126,274       |
| Certificated Supervisors' and Administrators | 87,183                   | 77,583                   | (9,600)                    | 325,337                | 310,333      | (15,004)               | 931,000       |
| Other Certificated Salaries                  | 33,509                   | -                        | (33,509)                   | 106,948                | -            | (106,948)              | -             |
| Total Certificated Salaries                  | 1,974,181                | 1,870,106                | (104,075)                  | 7,129,424              | 7,480,425    | 351,001                | 22,441,274    |
| Classified Salaries                          |                          |                          |                            |                        |              |                        |               |
| Classified Instructional Salaries            | 16,380                   | 15,375                   | (1,005)                    | 118,463                | 61,500       | (56,963)               | 184,500       |
| Classified Support Salaries                  | 17,652                   | -                        | (17,652)                   | 71,079                 | -            | (71,079)               | -             |
| Other Classified Salaries                    | 28,032                   | -                        | (28,032)                   | 50,694                 | -            | (50,694)               | -             |
| Total Classified Salaries                    | 62,063                   | 15,375                   | (46,688)                   | 240,237                | 61,500       | (178,737)              | 184,500       |
| Benefits                                     |                          |                          |                            |                        |              |                        |               |
| State Teachers' Retirement System, certifica | 118,452                  | 312,308                  | 193,856                    | 982,938                | 1,249,231    | 266,293                | 3,747,693     |
| OASDI/Medicare/Alternative, certificated pc  | 3,759                    | 953                      | (2,806)                    | 15,557                 | 3,813        | (11,744)               | 11,439        |
| Medicare certificated positions              | 28,637                   | 27,339                   | (1,297)                    | 104,026                | 109,358      | 5,332                  | 328,074       |
| Health and Welfare Benefits, certificated po | 213,478                  | 130,000                  | (83,478)                   | 625,001                | 520,000      | (105,001)              | 1,560,000     |
| State Unemployment Insurance, certificated   | 5,602                    | 7,644                    | 2,042                      | 73,421                 | 30,576       | (42,845)               | 152,880       |
| Workers' Compensation Insurance, certifica   | 16,948                   | 26,397                   | 9,449                      | 67,699                 | 105,587      | 37,888                 | 316,761       |
| Other Benefits, certificated positions       | -                        | 3,047                    | 3,047                      | 1,954                  | 12,188       | 10,234                 | 36,563        |
| Total Benefits                               | 386,876                  | 507,688                  | 120,812                    | 1,870,595              | 2,030,752    | 160,158                | 6,153,409     |
| Books & Supplies                             |                          |                          |                            |                        |              |                        |               |
| Books and Other Reference Materials          | -                        | 97,632                   | 97,632                     | -                      | 390,526      | 390,526                | 488,158       |
| School Supplies                              | 491,154                  | 644,876                  | 153,722                    | 1,394,044              | 1,726,077    | 332,033                | 4,801,525     |
| Software                                     | 1,949                    | 119,979                  | 118,030                    | 56,934                 | 479,916      | 422,982                | 1,439,748     |
| Office Expense                               | 4,577                    | 9,875                    | 5,297                      | 11,155                 | 39,499       | 28,344                 | 118,497       |
| Business Meals                               | 62                       | 295                      | 233                        | 73                     | 1,180        | 1,107                  | 3,541         |
| Noncapitalized Equipment                     | 284                      | 167,435                  | 167,151                    | 590                    | 448,156      | 447,566                | 1,246,660     |
| Total Books & Supplies                       | 498,026                  | 1,040,092                | 542,065                    | 1,462,795              | 3,085,355    | 1,622,559              | 8,098,128     |
| Subagreement Services                        |                          |                          |                            |                        |              |                        |               |
| Special Education                            | 216,722                  | 239,440                  | 22,718                     | 517,942                | 957,761      | 439,818                | 2,873,282     |
| Other Educational Consultants                | 1,220,558                | 1,235,603                | 15,045                     | 2,117,297              | 3,307,216    | 1,189,920              | 9,199,868     |
| Instructional Services                       | 664,988                  | 358,784                  | (306,205)                  | 2,659,953              | 816,570      | (1,843,383)            | 7,766,268     |

# Blue Ridge Academy

## Budget vs Actual

For the period ended October 31, 2019

|   | Current Period<br>Actual      | Current Period<br>Budget | Current Period<br>Variance | Current Year<br>Actual        | YTD Budget           | YTD Budget<br>Variance | Total Budget         |
|---|-------------------------------|--------------------------|----------------------------|-------------------------------|----------------------|------------------------|----------------------|
| Total Subagreement Services               | 2,102,268                     | 1,833,827                | (268,442)                  | 5,295,192                     | 5,081,547            | (213,645)              | 19,839,417           |
| Professional & Consulting Services        |                               |                          |                            |                               |                      |                        |                      |
| IT  | -                             | 517                      | 517                        | -                             | 2,068                | 2,068                  | 6,203                |
| Audit and Tax                             | -                             | 6,824                    | 6,824                      | -                             | 6,824                | 6,824                  | 20,472               |
| Legal                                     | 14,235                        | 1,145                    | (13,090)                   | 235,583                       | 4,581                | (231,002)              | 13,743               |
| Professional Development                  | 8,544                         | 5,969                    | (2,575)                    | 10,401                        | 20,893               | 10,492                 | 68,648               |
| General Consulting                        | 2,987                         | 22,347                   | 19,360                     | 156,729                       | 78,215               | (78,513)               | 256,993              |
| Special Activities                        | 36,592                        | 413,749                  | 377,157                    | 243,789                       | 1,107,441            | 863,652                | 3,080,630            |
| Bank Charges                              | 869                           | 3                        | (866)                      | 1,868                         | 10                   | (1,858)                | 33                   |
| Printing                                  | -                             | 940                      | 940                        | 510                           | 3,289                | 2,779                  | 10,807               |
| Other Taxes and Fees                      | 10,228                        | 11,346                   | 1,117                      | 10,278                        | 39,710               | 29,431                 | 130,475              |
| Management Fee                            | 202,388                       | 109,195                  | (93,193)                   | 809,551                       | 248,521              | (561,030)              | 2,363,647            |
| District Oversight Fee                    | -                             | 88,433                   | 88,433                     | -                             | 196,955              | 196,955                | 1,862,318            |
| Public Relations                          | -                             | 1,925                    | 1,925                      | -                             | 6,739                | 6,739                  | 22,142               |
| Total Professional & Consulting Services  | 275,842                       | 662,393                  | 386,550                    | 1,468,710                     | 1,715,246            | 246,536                | 7,836,110            |
| Facilities, Repairs, & Other Leases       |                               |                          |                            |                               |                      |                        |                      |
| Rent                                      | (55,361)                      | 63,274                   | 118,635                    | 400                           | 253,097              | 252,697                | 759,291              |
| Additional Rent                           | -                             | 358                      | 358                        | -                             | 1,433                | 1,433                  | 4,300                |
| Other Leases                              | -                             | -                        | -                          | 803                           | -                    | (803)                  | -                    |
| Repairs and Maintenance                   | -                             | -                        | -                          | 132                           | -                    | (132)                  | -                    |
| Total Facilities, Repairs, & Other Leases | (55,361)                      | 63,633                   | 118,994                    | 1,335                         | 254,530              | 253,195                | 763,591              |
| Operations & Housekeeping                 |                               |                          |                            |                               |                      |                        |                      |
| Auto and Travel Expense                   | 2,180                         | 8,934                    | 6,753                      | 4,896                         | 35,735               | 30,840                 | 107,206              |
| Dues & Memberships                        | (60)                          | 5,059                    | 5,119                      | 7,400                         | 20,234               | 12,834                 | 60,702               |
| Insurance                                 | 4,734                         | 18,700                   | 13,965                     | 17,380                        | 74,798               | 57,418                 | 224,394              |
| Utilities                                 | 3,307                         | 1,838                    | (1,470)                    | 6,155                         | 7,351                | 1,196                  | 22,052               |
| Janitorial/Trash Removal                  | -                             | 647                      | 647                        | 630                           | 2,589                | 1,959                  | 7,768                |
| Communications                            | -                             | 34                       | 34                         | 570                           | 135                  | (435)                  | 404                  |
| Postage and Shipping                      | -                             | 2,675                    | 2,675                      | 42                            | 10,699               | 10,657                 | 32,097               |
| Total Operations & Housekeeping           | 10,162                        | 37,885                   | 27,723                     | 37,073                        | 151,541              | 114,468                | 454,624              |
| Depreciation                              |                               |                          |                            |                               |                      |                        |                      |
| Depreciation Expense                      | 915                           | 1,271                    | 356                        | 3,658                         | 5,083                | 1,425                  | 15,249               |
| Total Depreciation                        | 915                           | 1,271                    | 356                        | 3,658                         | 5,083                | 1,425                  | 15,249               |
| Interest                                  |                               |                          |                            |                               |                      |                        |                      |
| Interest Expense                          | 44,553                        | 88,988                   | 44,434                     | 670,265                       | 712,950              | 42,685                 | 1,424,850            |
| Total Interest                            | 44,553                        | 88,988                   | 44,434                     | 670,265                       | 712,950              | 42,685                 | 1,424,850            |
| <b>Total Expenses</b>                     | <b>\$ 5,299,526</b>           | <b>\$ 6,121,256</b>      | <b>\$ 821,730</b>          | <b>\$ 18,179,284</b>          | <b>\$ 20,578,929</b> | <b>\$ 2,399,645</b>    | <b>\$ 67,211,151</b> |
| <b>Change in Net Assets</b>               | <b>(2,365,551)</b>            | <b>(3,001,399)</b>       | <b>635,847</b>             | <b>(11,408,686)</b>           | <b>(13,478,318)</b>  | <b>2,069,633</b>       |                      |
| Net Assets, Beginning of Period           | (8,964,233)                   |                          |                            | 78,901                        |                      |                        |                      |
| <b>Net Assets, End of Period</b>          | <b><u>\$ (11,329,784)</u></b> |                          |                            | <b><u>\$ (11,329,784)</u></b> |                      |                        |                      |

# Inspire Charter Schools - Kern

## Statement of Financial Position

October 31, 2019

|   | Current Balance     | Beginning Year Balance | YTD Change            | YTD % Change   |
|---|---------------------|------------------------|-----------------------|----------------|
| <b>Assets</b>                           |                     |                        |                       |                |
| <b>Current Assets</b>                   |                     |                        |                       |                |
| Cash & Cash Equivalents                 | 3,741,997           | 557,662                | 3,184,336             | 571%           |
| Accounts Receivable                     | 40,033              | 46,650                 | (6,617)               | -14%           |
| Public Funding Receivables              | 233,575             | 4,267,668              | (4,034,093)           | -95%           |
| Factored Receivables                    | (7,719,600)         | -                      | (7,719,600)           | 0%             |
| Due To/From Related Parties             | 11,834,622          | 6,001,923              | 5,832,699             | 97%            |
| Prepaid Expenses                        | 180,800             | 55,550                 | 125,250               | 225%           |
| <b>Total Current Assets</b>             | <b>8,311,428</b>    | <b>10,929,452</b>      | <b>(2,618,025)</b>    | <b>-24%</b>    |
| <b>Long Term Assets</b>                 |                     |                        |                       |                |
| Property & Equipment, Net               | 42,982              | 46,640                 | (3,658)               | -8%            |
| Deposits                                | 214,666             | 215,816                | (1,150)               | -1%            |
| <b>Total Long Term Assets</b>           | <b>257,647</b>      | <b>262,455</b>         | <b>(4,808)</b>        | <b>-2%</b>     |
| <b>Total Assets</b>                     | <b>\$ 8,569,075</b> | <b>\$ 11,191,908</b>   | <b>\$ (2,622,833)</b> | <b>-23%</b>    |
| <b>Liabilities</b>                      |                     |                        |                       |                |
| <b>Current Liabilities</b>              |                     |                        |                       |                |
| Accounts Payable                        | \$ 371,547          | \$ 1,013,998           | \$ (642,451)          | -63%           |
| Accrued Liabilities                     | 1,283,793           | 2,549,698              | (1,265,905)           | -50%           |
| Deferred Revenue                        | 59,631              | 7,299,310              | (7,239,679)           | -99%           |
| Notes Payable, Current Portion          | 18,058,888          | 125,000                | 17,933,888            | 14347%         |
| <b>Total Current Liabilities</b>        | <b>19,773,859</b>   | <b>10,988,006</b>      | <b>8,785,853</b>      | <b>80%</b>     |
| <b>Long Term Liabilities</b>            |                     |                        |                       |                |
| Notes Payable, Net of Current Portion   | 125,000             | 125,000                | -                     | 0%             |
| <b>Total Long Term Liabilities</b>      | <b>125,000</b>      | <b>125,000</b>         | <b>-</b>              | <b>0%</b>      |
| <b>Total Liabilities</b>                | <b>19,898,859</b>   | <b>11,113,006</b>      | <b>8,785,853</b>      | <b>79%</b>     |
| <b>Total Net Assets</b>                 | <b>(11,329,784)</b> | <b>78,901</b>          | <b>(11,408,686)</b>   | <b>-14459%</b> |
| <b>Total Liabilities and Net Assets</b> | <b>\$ 8,569,075</b> | <b>\$ 11,191,908</b>   | <b>\$ (2,622,833)</b> | <b>-23%</b>    |

# Inspire Charter Schools - Kern

## Statement of Cash Flows

For the period ended November 30, 2018

|  | Month Ended<br>10/31/2019 | YTD Ended<br>10/31/2019 |
|--|---------------------------|-------------------------|
| <b>Cash Flow From Operating Activities</b>   |                           |                         |
| Changes in Net Assets:   | \$ (2,365,551)            | \$ (11,408,686)         |
| Adjustments to reconcile change in net assets to net cash flows from operating activities: |                           |                         |
| Depreciation   | 915                       | 3,658                   |
| Decrease/(Increase) in Operating Assets:   |                           |                         |
| Public Funding Receivable  | 224,667                   | 4,034,093               |
| Grants, Contributions & Pledges Receivable   | (2,573,700)               | 7,726,217               |
| Due from Related Parties   | 5,297,524                 | (5,832,699)             |
| Prepaid Expenses   | (98,554)                  | (125,250)               |
| Other Assets   | -                         | 1,150                   |
| (Decrease)/Increase in Operating Liabilities   |                           |                         |
| Accounts Payable   | 117,533                   | (642,451)               |
| Accrued Expenses   | 31,012                    | (1,265,905)             |
| Deferred Revenue   | 5,421                     | (7,239,679)             |
| <b>Total Cash Flow from Operating Activities</b>   | <b>639,266</b>            | <b>(14,749,553)</b>     |
| <b>Cash Flows from Investing Activities</b>  |                           |                         |
| Purchase of Property & Equipment   | -                         | -                       |
| <b>Total Cash Flows from Investing Activities</b>  | <b>-</b>                  | <b>-</b>                |
| <b>Cash Flows from Financing Activities</b>  |                           |                         |
| Proceeds from (payments on) Long-term Debt   | 1,968,276                 | 17,933,888              |
| <b>Total Cash Flows from Financing Activities</b>  | <b>1,968,276</b>          | <b>17,933,888</b>       |
| Change in Cash & Cash Equivalents  | 2,607,542                 | 3,184,336               |
| Cash & Cash Equivalents, Beginning of Period   | 1,134,455                 | 557,662                 |
| <b>Cash and Cash Equivalents, End of Period</b>  | <b>\$ 3,741,997</b>       | <b>\$ 3,741,997</b>     |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                     | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total  |
|---------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|--------|
| History Unboxed LLC             | wc-5420HU             | 7/2/2019     | 8/1/2019  | \$ -    | \$ -                 | \$ -                  | \$ -                  | \$ 813            | \$ 813 |
| Timberdoodle.com                | 299733                | 6/7/2019     | 8/6/2019  | -       | -                    | -                     | 329                   | -                 | 329    |
| Timberdoodle.com                | 299720                | 6/7/2019     | 8/6/2019  | -       | -                    | -                     | 469                   | -                 | 469    |
| Timberdoodle.com                | 299896                | 6/7/2019     | 8/6/2019  | -       | -                    | -                     | 166                   | -                 | 166    |
| Timberdoodle.com                | 299898                | 6/7/2019     | 8/6/2019  | -       | -                    | -                     | 78                    | -                 | 78     |
| Timberdoodle.com                | 299681                | 6/7/2019     | 8/6/2019  | -       | -                    | -                     | 877                   | -                 | 877    |
| BookShark                       | 30955396              | 7/10/2019    | 8/9/2019  | -       | -                    | -                     | 733                   | -                 | 733    |
| BookShark                       | 30956174              | 7/12/2019    | 8/11/2019 | -       | -                    | -                     | 131                   | -                 | 131    |
| BookShark                       | 30956538              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 47                    | -                 | 47     |
| BookShark                       | 30956588              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 812                   | -                 | 812    |
| BookShark                       | 30956298              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 779                   | -                 | 779    |
| BookShark                       | 30956540              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 113                   | -                 | 113    |
| BookShark                       | 30956541              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 69                    | -                 | 69     |
| BookShark                       | 30956258              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 22                    | -                 | 22     |
| BookShark                       | 30956287              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 208                   | -                 | 208    |
| BookShark                       | 30956530              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 101                   | -                 | 101    |
| BookShark                       | 30956553              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 859                   | -                 | 859    |
| BookShark                       | 30956556              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 770                   | -                 | 770    |
| BookShark                       | 30956585              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 166                   | -                 | 166    |
| BookShark                       | 30956626              | 7/15/2019    | 8/14/2019 | -       | -                    | -                     | 22                    | -                 | 22     |
| BookShark                       | 30956929              | 7/16/2019    | 8/15/2019 | -       | -                    | -                     | 208                   | -                 | 208    |
| BookShark                       | 30956695              | 7/16/2019    | 8/15/2019 | -       | -                    | -                     | 787                   | -                 | 787    |
| BookShark                       | 30959270              | 7/29/2019    | 8/28/2019 | -       | -                    | -                     | 48                    | -                 | 48     |
| BookShark                       | 30960157              | 7/31/2019    | 8/30/2019 | -       | -                    | -                     | 629                   | -                 | 629    |
| BookShark                       | 30960497              | 8/1/2019     | 8/31/2019 | -       | -                    | -                     | 128                   | -                 | 128    |
| New World Dance                 | 492                   | 9/28/2019    | 9/28/2019 | -       | -                    | 700                   | -                     | -                 | 700    |
| Interpreters Unlimited, Inc     | 206382                | 8/30/2019    | 9/29/2019 | -       | -                    | 475                   | -                     | -                 | 475    |
| Bendorf Piano Studio            | 10193743              | 10/1/2019    | 10/1/2019 | -       | 5,079                | -                     | -                     | -                 | 5,079  |
| Dance Image                     | 1019                  | 10/2/2019    | 10/2/2019 | -       | 60                   | -                     | -                     | -                 | 60     |
| Get Mathy                       | INSP 2019-10-4-BC     | 10/4/2019    | 10/4/2019 | -       | 150                  | -                     | -                     | -                 | 150    |
| Get Mathy                       | INSP 2019-10-4-SM     | 10/4/2019    | 10/4/2019 | -       | 410                  | -                     | -                     | -                 | 410    |
| Get Mathy                       | INSP 2019-10-4-TK     | 10/4/2019    | 10/4/2019 | -       | 55                   | -                     | -                     | -                 | 55     |
| Get Mathy                       | INSP 2019-10-4-TP     | 10/4/2019    | 10/4/2019 | -       | 155                  | -                     | -                     | -                 | 155    |
| Get Mathy                       | INSP 2019-10-4-KM     | 10/4/2019    | 10/4/2019 | -       | 410                  | -                     | -                     | -                 | 410    |
| Get Mathy                       | INSP 2019-10-4-IM     | 10/4/2019    | 10/4/2019 | -       | 410                  | -                     | -                     | -                 | 410    |
| Get Mathy                       | INSP 2019-10-4-NS     | 10/4/2019    | 10/4/2019 | -       | 15                   | -                     | -                     | -                 | 15     |
| Get Mathy                       | INSP 2019-10-4-SS     | 10/4/2019    | 10/4/2019 | -       | 15                   | -                     | -                     | -                 | 15     |
| Stepping Stones Riding Program  | 1123                  | 10/4/2019    | 10/4/2019 | -       | 30                   | -                     | -                     | -                 | 30     |
| Stepping Stones Riding Program  | 1122                  | 10/4/2019    | 10/4/2019 | -       | 30                   | -                     | -                     | -                 | 30     |
| Stepping Stones Riding Program  | 1125                  | 10/4/2019    | 10/4/2019 | -       | 90                   | -                     | -                     | -                 | 90     |
| Stepping Stones Riding Program  | 1119                  | 10/4/2019    | 10/4/2019 | -       | 275                  | -                     | -                     | -                 | 275    |
| Stepping Stones Riding Program  | 1120                  | 10/4/2019    | 10/4/2019 | -       | 275                  | -                     | -                     | -                 | 275    |
| Stepping Stones Riding Program  | 1126                  | 10/4/2019    | 10/4/2019 | -       | 150                  | -                     | -                     | -                 | 150    |
| Stepping Stones Riding Program  | 1121                  | 10/4/2019    | 10/4/2019 | -       | 275                  | -                     | -                     | -                 | 275    |
| Accomplish Math Learning Center | 10                    | 10/6/2019    | 10/6/2019 | -       | 260                  | -                     | -                     | -                 | 260    |



# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                               | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|---|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Cuizon Ballet Centre                      | 3                     | 10/7/2019    | 10/7/2019  | -       | 95                   | -                     | -                     | -                 | 95    |
| Hyht Athletics Center                     | 12-2019               | 10/7/2019    | 10/7/2019  | -       | 595                  | -                     | -                     | -                 | 595   |
| Cuizon Ballet Centre                      | 7                     | 10/7/2019    | 10/7/2019  | -       | 95                   | -                     | -                     | -                 | 95    |
| Cuizon Ballet Centre                      | 9                     | 10/7/2019    | 10/7/2019  | -       | 95                   | -                     | -                     | -                 | 95    |
| Cuizon Ballet Centre                      | 5                     | 10/7/2019    | 10/7/2019  | -       | 95                   | -                     | -                     | -                 | 95    |
| New World Dance                           | 502                   | 10/7/2019    | 10/7/2019  | -       | 150                  | -                     | -                     | -                 | 150   |
| New World Dance                           | 503                   | 10/7/2019    | 10/7/2019  | -       | 150                  | -                     | -                     | -                 | 150   |
| New World Dance                           | 500                   | 10/7/2019    | 10/7/2019  | -       | 310                  | -                     | -                     | -                 | 310   |
| New World Dance                           | 503A                  | 10/7/2019    | 10/7/2019  | -       | 150                  | -                     | -                     | -                 | 150   |
| San Diego Liberal Arts Academy            | 3609                  | 10/7/2019    | 10/7/2019  | -       | 100                  | -                     | -                     | -                 | 100   |
| Peninsula School of Performing Arts       | 111                   | 10/8/2019    | 10/8/2019  | -       | 700                  | -                     | -                     | -                 | 700   |
| Corona Inline                             | 2749                  | 10/8/2019    | 10/8/2019  | -       | 300                  | -                     | -                     | -                 | 300   |
| Bitsbox                                   | 2304                  | 10/9/2019    | 10/9/2019  | -       | 99                   | -                     | -                     | -                 | 99    |
| Bitsbox                                   | 2302                  | 10/8/2019    | 10/9/2019  | -       | 203                  | -                     | -                     | -                 | 203   |
| Rancho Simi Recreation and Park District  | 1696                  | 10/7/2019    | 10/11/2019 | -       | 445                  | -                     | -                     | -                 | 445   |
| The Advantage Program                     | APA091419             | 9/14/2019    | 10/14/2019 | -       | 1,745                | -                     | -                     | -                 | 1,745 |
| Little Passports                          | CM-0000000076         | 9/17/2019    | 10/17/2019 | -       | (74)                 | -                     | -                     | -                 | (74)  |
| Arts Development School of Music          | 7456                  | 10/8/2019    | 10/19/2019 | -       | 375                  | -                     | -                     | -                 | 375   |
| Kim Wineland                              | MC001-B               | 9/19/2019    | 10/19/2019 | -       | 600                  | -                     | -                     | -                 | 600   |
| Do Right Services                         | 27                    | 9/22/2019    | 10/22/2019 | -       | 360                  | -                     | -                     | -                 | 360   |
| Extensions Performing Arts Academy LLC    | 457                   | 10/7/2019    | 10/22/2019 | -       | 153                  | -                     | -                     | -                 | 153   |
| Extensions Performing Arts Academy LLC    | 456                   | 10/7/2019    | 10/22/2019 | -       | 325                  | -                     | -                     | -                 | 325   |
| Extensions Performing Arts Academy LLC    | 455                   | 10/8/2019    | 10/23/2019 | -       | 35                   | -                     | -                     | -                 | 35    |
| Extensions Performing Arts Academy LLC    | 454                   | 10/8/2019    | 10/23/2019 | -       | 217                  | -                     | -                     | -                 | 217   |
| Sylvia's Design Studio                    | 326                   | 9/23/2019    | 10/23/2019 | -       | 120                  | -                     | -                     | -                 | 120   |
| Fagen Friedman & Fulfrost LLP             | 178039-1              | 9/24/2019    | 10/24/2019 | -       | 2,392                | -                     | -                     | -                 | 2,392 |
| Fagen Friedman & Fulfrost LLP             | 178039-8              | 9/24/2019    | 10/24/2019 | -       | 156                  | -                     | -                     | -                 | 156   |
| The Advantage Program                     | APA092619             | 9/26/2019    | 10/26/2019 | -       | 300                  | -                     | -                     | -                 | 300   |
| The Advantage Program                     | TAP19111              | 9/26/2019    | 10/26/2019 | -       | 100                  | -                     | -                     | -                 | 100   |
| Little Passports                          | IN-0000967350         | 9/27/2019    | 10/27/2019 | -       | 367                  | -                     | -                     | -                 | 367   |
| Teacher Synergy, LLC                      | 100171705             | 10/7/2019    | 10/28/2019 | -       | 135                  | -                     | -                     | -                 | 135   |
| Teacher Synergy, LLC                      | 100202120             | 10/7/2019    | 10/28/2019 | -       | 27                   | -                     | -                     | -                 | 27    |
| Teacher Synergy, LLC                      | 100309167             | 10/8/2019    | 10/29/2019 | -       | 16                   | -                     | -                     | -                 | 16    |
| Teacher Synergy, LLC                      | 100305812             | 10/8/2019    | 10/29/2019 | -       | 87                   | -                     | -                     | -                 | 87    |
| Teacher Synergy, LLC                      | 100341227             | 10/8/2019    | 10/29/2019 | -       | 5                    | -                     | -                     | -                 | 5     |
| Teacher Synergy, LLC                      | 100412853             | 10/9/2019    | 10/30/2019 | -       | 16                   | -                     | -                     | -                 | 16    |
| Teacher Synergy, LLC                      | 100430210             | 10/9/2019    | 10/30/2019 | -       | 14                   | -                     | -                     | -                 | 14    |
| Teacher Synergy, LLC                      | 100418191             | 10/9/2019    | 10/30/2019 | -       | 8                    | -                     | -                     | -                 | 8     |
| Teacher Synergy, LLC                      | 100446173             | 10/9/2019    | 10/30/2019 | -       | 44                   | -                     | -                     | -                 | 44    |
| Teacher Synergy, LLC                      | 100412957             | 10/9/2019    | 10/30/2019 | -       | 6                    | -                     | -                     | -                 | 6     |
| Teacher Synergy, LLC                      | 100417751             | 10/9/2019    | 10/30/2019 | -       | 15                   | -                     | -                     | -                 | 15    |
| Effectual Educational Consulting Services | 3145                  | 9/30/2019    | 10/30/2019 | -       | 1,680                | -                     | -                     | -                 | 1,680 |
| Diane Christiansen Coaching               | 21                    | 9/30/2019    | 10/30/2019 | -       | 725                  | -                     | -                     | -                 | 725   |
| Pearson Education Inc.                    | 4025990044            | 9/30/2019    | 10/30/2019 | -       | 236                  | -                     | -                     | -                 | 236   |
| Riberio Jiu Jitsu San Pedro               | 2032-Elijah           | 10/1/2019    | 10/31/2019 | 360     | -                    | -                     | -                     | -                 | 360   |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                          | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|--------------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Efrain Cordero                       | 10-0010               | 10/1/2019    | 10/31/2019 | 112     | -                    | -                     | -                     | -                 | 112   |
| California Dance Theatre             | 2019                  | 10/1/2019    | 10/31/2019 | 1,500   | -                    | -                     | -                     | -                 | 1,500 |
| Riberio Jiu Jitsu San Pedro          | 2032                  | 10/1/2019    | 10/31/2019 | 360     | -                    | -                     | -                     | -                 | 360   |
| ATG, Inc. DBA Urban Workshop         | 7692                  | 10/9/2019    | 11/1/2019  | 267     | -                    | -                     | -                     | -                 | 267   |
| One Spark Academy                    | 1779                  | 10/2/2019    | 11/1/2019  | 160     | -                    | -                     | -                     | -                 | 160   |
| One Spark Academy                    | 1775                  | 10/2/2019    | 11/1/2019  | 260     | -                    | -                     | -                     | -                 | 260   |
| Makoto Dojo School of Aikido, Inc    | 3679                  | 10/2/2019    | 11/1/2019  | 177     | -                    | -                     | -                     | -                 | 177   |
| One Spark Academy                    | 1781                  | 10/2/2019    | 11/1/2019  | 240     | -                    | -                     | -                     | -                 | 240   |
| Jessica Brock                        | 2019-380046           | 10/3/2019    | 11/2/2019  | 450     | -                    | -                     | -                     | -                 | 450   |
| Evolution Music Conservatory         | 001                   | 10/3/2019    | 11/2/2019  | 427     | -                    | -                     | -                     | -                 | 427   |
| Jessica Brock                        | 2019-367121           | 10/3/2019    | 11/2/2019  | 440     | -                    | -                     | -                     | -                 | 440   |
| Rawhide Ranch                        | 1-KI                  | 10/3/2019    | 11/2/2019  | 229     | -                    | -                     | -                     | -                 | 229   |
| Simi Valley Jiu Jitsu                | 0088                  | 10/3/2019    | 11/2/2019  | 2,328   | -                    | -                     | -                     | -                 | 2,328 |
| Urban Homeschoolers                  | F19-IM-1067           | 10/4/2019    | 11/3/2019  | 1,120   | -                    | -                     | -                     | -                 | 1,120 |
| Studio Claremont                     | BRA100419             | 10/4/2019    | 11/3/2019  | 280     | -                    | -                     | -                     | -                 | 280   |
| Learn Beyond the Book, Inc.          | 7298                  | 10/4/2019    | 11/3/2019  | 310     | -                    | -                     | -                     | -                 | 310   |
| Iceoplex                             | 100419                | 10/4/2019    | 11/3/2019  | 1,015   | -                    | -                     | -                     | -                 | 1,015 |
| Genesis Gymnastics                   | 14-BRA-REVISED        | 10/4/2019    | 11/3/2019  | 200     | -                    | -                     | -                     | -                 | 200   |
| Chelsea McCafferty                   | AYE000023             | 10/4/2019    | 11/3/2019  | 80      | -                    | -                     | -                     | -                 | 80    |
| Learn Beyond the Book, Inc.          | 7295                  | 10/4/2019    | 11/3/2019  | 255     | -                    | -                     | -                     | -                 | 255   |
| Learn Beyond the Book, Inc.          | 7296                  | 10/4/2019    | 11/3/2019  | 325     | -                    | -                     | -                     | -                 | 325   |
| Learn Beyond the Book, Inc.          | 7302                  | 10/4/2019    | 11/3/2019  | 325     | -                    | -                     | -                     | -                 | 325   |
| Learn Beyond the Book, Inc.          | 7297                  | 10/4/2019    | 11/3/2019  | 310     | -                    | -                     | -                     | -                 | 310   |
| Learn Beyond the Book, Inc.          | 7299                  | 10/4/2019    | 11/3/2019  | 290     | -                    | -                     | -                     | -                 | 290   |
| Learn Beyond the Book, Inc.          | 7300                  | 10/4/2019    | 11/3/2019  | 290     | -                    | -                     | -                     | -                 | 290   |
| Learn Beyond the Book, Inc.          | 7303                  | 10/4/2019    | 11/3/2019  | 310     | -                    | -                     | -                     | -                 | 310   |
| Learn Beyond the Book, Inc.          | 7304                  | 10/4/2019    | 11/3/2019  | 310     | -                    | -                     | -                     | -                 | 310   |
| Chelsea McCafferty                   | AYE000024             | 10/4/2019    | 11/3/2019  | 80      | -                    | -                     | -                     | -                 | 80    |
| Chelsea McCafferty                   | AYE000026             | 10/4/2019    | 11/3/2019  | 80      | -                    | -                     | -                     | -                 | 80    |
| Learn Beyond the Book, Inc.          | 7294                  | 10/4/2019    | 11/3/2019  | 310     | -                    | -                     | -                     | -                 | 310   |
| Learn Beyond the Book, Inc.          | 7301                  | 10/4/2019    | 11/3/2019  | 290     | -                    | -                     | -                     | -                 | 290   |
| Camarillo Academy of Performing Arts | 2019-380664           | 10/4/2019    | 11/3/2019  | 68      | -                    | -                     | -                     | -                 | 68    |
| BookShark                            | 30976140              | 10/4/2019    | 11/3/2019  | 98      | -                    | -                     | -                     | -                 | 98    |
| JM Moonwalker INC                    | 16BE                  | 10/4/2019    | 11/3/2019  | 129     | -                    | -                     | -                     | -                 | 129   |
| BookShark                            | 30976145              | 10/4/2019    | 11/3/2019  | 179     | -                    | -                     | -                     | -                 | 179   |
| BookShark                            | 30976148              | 10/4/2019    | 11/3/2019  | 816     | -                    | -                     | -                     | -                 | 816   |
| Chelsea McCafferty                   | AYE000025             | 10/4/2019    | 11/3/2019  | 80      | -                    | -                     | -                     | -                 | 80    |
| Art Experience Studio                | 2019009               | 10/4/2019    | 11/3/2019  | 556     | -                    | -                     | -                     | -                 | 556   |
| Moving Beyond the Page               | 207127                | 10/4/2019    | 11/3/2019  | 746     | -                    | -                     | -                     | -                 | 746   |
| Mariko Iwasaki                       | 05                    | 10/4/2019    | 11/3/2019  | 450     | -                    | -                     | -                     | -                 | 450   |
| Moving Beyond the Page               | 207157                | 10/4/2019    | 11/3/2019  | 862     | -                    | -                     | -                     | -                 | 862   |
| Marie Gayton                         | 2041                  | 10/5/2019    | 11/4/2019  | 150     | -                    | -                     | -                     | -                 | 150   |
| Huckleberry Friend Productions       | 131                   | 10/5/2019    | 11/4/2019  | 385     | -                    | -                     | -                     | -                 | 385   |
| Carol E Johnson                      | 3005                  | 10/5/2019    | 11/4/2019  | 345     | -                    | -                     | -                     | -                 | 345   |
| Behind The Wheel Driving School      | 134                   | 10/5/2019    | 11/4/2019  | 729     | -                    | -                     | -                     | -                 | 729   |



# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                                    | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|--|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Marie Gayton                                   | 2040                  | 10/5/2019    | 11/4/2019 | 200     | -                    | -                     | -                     | -                 | 200   |
| Markley Chaffin                                | 50                    | 10/5/2019    | 11/4/2019 | 540     | -                    | -                     | -                     | -                 | 540   |
| Lauridsen Ballet Centre                        | 140                   | 10/5/2019    | 11/4/2019 | 235     | -                    | -                     | -                     | -                 | 235   |
| Donna Zitzelberger                             | 36                    | 10/5/2019    | 11/4/2019 | 1,820   | -                    | -                     | -                     | -                 | 1,820 |
| Huckleberry Friend Productions                 | 132                   | 10/5/2019    | 11/4/2019 | 385     | -                    | -                     | -                     | -                 | 385   |
| Cal Heights Music                              | 20                    | 10/5/2019    | 11/4/2019 | 280     | -                    | -                     | -                     | -                 | 280   |
| Colleen Dominis                                | 2                     | 10/5/2019    | 11/4/2019 | 315     | -                    | -                     | -                     | -                 | 315   |
| Carol E Johnson                                | 3006                  | 10/5/2019    | 11/4/2019 | 146     | -                    | -                     | -                     | -                 | 146   |
| Carol E Johnson                                | 3007                  | 10/5/2019    | 11/4/2019 | 510     | -                    | -                     | -                     | -                 | 510   |
| Ventura County Rugby Club dba Orca Youth Rugby | 2019-2                | 10/5/2019    | 11/4/2019 | 600     | -                    | -                     | -                     | -                 | 600   |
| The Arbor Learning Community                   | BRASeptOct19          | 10/4/2019    | 11/4/2019 | 7,770   | -                    | -                     | -                     | -                 | 7,770 |
| Shane Cammell                                  | 190917                | 10/5/2019    | 11/4/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| The Little Gym of Thousand Oaks                | 1                     | 10/5/2019    | 11/4/2019 | 92      | -                    | -                     | -                     | -                 | 92    |
| Ventura Makos Surf Camp, Inc.                  | 23                    | 10/5/2019    | 11/4/2019 | 1,400   | -                    | -                     | -                     | -                 | 1,400 |
| Rainbow Ridge Ranch                            | 2 836                 | 10/5/2019    | 11/4/2019 | 40      | -                    | -                     | -                     | -                 | 40    |
| Rawhide Ranch                                  | 1-BRA                 | 10/5/2019    | 11/4/2019 | 229     | -                    | -                     | -                     | -                 | 229   |
| Rebecca Scott                                  | 090120191             | 10/5/2019    | 11/4/2019 | 3,771   | -                    | -                     | -                     | -                 | 3,771 |
| Shane Cammell                                  | 190918                | 10/5/2019    | 11/4/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| Shane Cammell                                  | 190937                | 10/5/2019    | 11/4/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| Sarah Lynn Grubb                               | 5                     | 10/6/2019    | 11/5/2019 | 474     | -                    | -                     | -                     | -                 | 474   |
| Studio X Dance Complex, LLC                    | 202                   | 10/6/2019    | 11/5/2019 | 259     | -                    | -                     | -                     | -                 | 259   |
| Sunset Learning Studio                         | 1118                  | 10/6/2019    | 11/5/2019 | 185     | -                    | -                     | -                     | -                 | 185   |
| Sunset Learning Studio                         | 1119                  | 10/6/2019    | 11/5/2019 | 350     | -                    | -                     | -                     | -                 | 350   |
| Ice Station Valencia                           | 204                   | 10/6/2019    | 11/5/2019 | 200     | -                    | -                     | -                     | -                 | 200   |
| Little Surf Co                                 | 13                    | 10/6/2019    | 11/5/2019 | 454     | -                    | -                     | -                     | -                 | 454   |
| Creative Learning Place                        | 94                    | 10/6/2019    | 11/5/2019 | 4,120   | -                    | -                     | -                     | -                 | 4,120 |
| Dokko Piano Studio                             | 7                     | 10/6/2019    | 11/5/2019 | 600     | -                    | -                     | -                     | -                 | 600   |
| BookShark                                      | 30976306              | 10/7/2019    | 11/6/2019 | 456     | -                    | -                     | -                     | -                 | 456   |
| Educational Development Corporation            | DIR4913612            | 10/7/2019    | 11/6/2019 | 85      | -                    | -                     | -                     | -                 | 85    |
| BookShark                                      | 30976248              | 10/7/2019    | 11/6/2019 | 475     | -                    | -                     | -                     | -                 | 475   |
| Activities for Learning, Inc.                  | 378916                | 10/7/2019    | 11/6/2019 | 330     | -                    | -                     | -                     | -                 | 330   |
| Genesis Gymnastics                             | 15-BRA                | 10/7/2019    | 11/6/2019 | 105     | -                    | -                     | -                     | -                 | 105   |
| Coach Patty's Gymnastics Inc                   | 380                   | 10/7/2019    | 11/6/2019 | 86      | -                    | -                     | -                     | -                 | 86    |
| Coach Patty's Gymnastics Inc                   | 381                   | 10/7/2019    | 11/6/2019 | 239     | -                    | -                     | -                     | -                 | 239   |
| Amie Johnson                                   | 10072050              | 10/7/2019    | 11/6/2019 | 3,075   | -                    | -                     | -                     | -                 | 3,075 |
| Coach Patty's Gymnastics Inc                   | 384                   | 10/7/2019    | 11/6/2019 | 45      | -                    | -                     | -                     | -                 | 45    |
| Gym Ratz                                       | 0004                  | 10/7/2019    | 11/6/2019 | 70      | -                    | -                     | -                     | -                 | 70    |
| JackKris Publishing, LLC                       | 774                   | 10/7/2019    | 11/6/2019 | 91      | -                    | -                     | -                     | -                 | 91    |
| Jiu-Jitsu Defense Inc.                         | 57780-C003            | 10/7/2019    | 11/6/2019 | 65      | -                    | -                     | -                     | -                 | 65    |
| Activities for Learning, Inc.                  | 378918                | 10/7/2019    | 11/6/2019 | 98      | -                    | -                     | -                     | -                 | 98    |
| Coach Patty's Gymnastics Inc                   | 386                   | 10/7/2019    | 11/6/2019 | 45      | -                    | -                     | -                     | -                 | 45    |
| Colleen Dominis                                | 3                     | 10/7/2019    | 11/6/2019 | 275     | -                    | -                     | -                     | -                 | 275   |
| Home School Coaches                            | 1920BRA001            | 10/7/2019    | 11/6/2019 | 6,940   | -                    | -                     | -                     | -                 | 6,940 |
| Jazz Hands for Autism                          | 005                   | 10/7/2019    | 11/6/2019 | 360     | -                    | -                     | -                     | -                 | 360   |
| Little Passports                               | IN-0000967245         | 10/7/2019    | 11/6/2019 | 112     | -                    | -                     | -                     | -                 | 112   |

## Blue Ridge Academy

### Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                         | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|-------------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Little Passports                    | IN-0000967352         | 10/7/2019    | 11/6/2019 | 367     | -                    | -                     | -                     | -                 | 367   |
| Little Composers Academy            | 019                   | 10/7/2019    | 11/6/2019 | 949     | -                    | -                     | -                     | -                 | 949   |
| Little Passports                    | IN-0000967218         | 10/7/2019    | 11/6/2019 | 125     | -                    | -                     | -                     | -                 | 125   |
| Little Passports                    | IN-0000967300         | 10/7/2019    | 11/6/2019 | 112     | -                    | -                     | -                     | -                 | 112   |
| Educational Development Corporation | DIR4900317            | 10/7/2019    | 11/6/2019 | 141     | -                    | -                     | -                     | -                 | 141   |
| Educational Development Corporation | DIR4913613            | 10/7/2019    | 11/6/2019 | 102     | -                    | -                     | -                     | -                 | 102   |
| Elemental Science                   | IN-1839               | 10/7/2019    | 11/6/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Courtney's School of Dance          | 0014                  | 10/7/2019    | 11/6/2019 | 100     | -                    | -                     | -                     | -                 | 100   |
| Little Passports                    | IN-0000967299         | 10/7/2019    | 11/6/2019 | 125     | -                    | -                     | -                     | -                 | 125   |
| Children's Therapy Network, Inc.    | 199268124JO           | 10/7/2019    | 11/6/2019 | 375     | -                    | -                     | -                     | -                 | 375   |
| eat2explore                         | 100675                | 10/7/2019    | 11/6/2019 | 110     | -                    | -                     | -                     | -                 | 110   |
| Amie Johnson                        | 10072125              | 10/7/2019    | 11/6/2019 | 5,301   | -                    | -                     | -                     | -                 | 5,301 |
| Coach Patty's Gymnastics Inc        | 382                   | 10/7/2019    | 11/6/2019 | 195     | -                    | -                     | -                     | -                 | 195   |
| Coach Patty's Gymnastics Inc        | 383                   | 10/7/2019    | 11/6/2019 | 83      | -                    | -                     | -                     | -                 | 83    |
| Coach Patty's Gymnastics Inc        | 385                   | 10/7/2019    | 11/6/2019 | 83      | -                    | -                     | -                     | -                 | 83    |
| Glory Reins Riding School, Inc      | blueridgeGRRS1        | 10/7/2019    | 11/6/2019 | 3,140   | -                    | -                     | -                     | -                 | 3,140 |
| Alison Albert                       | 130                   | 10/7/2019    | 11/6/2019 | 480     | -                    | -                     | -                     | -                 | 480   |
| Jiu-Jitsu Defense Inc.              | 76353-C004            | 10/7/2019    | 11/6/2019 | 148     | -                    | -                     | -                     | -                 | 148   |
| Kumon Math & Reading of Brea        | PINMIL40              | 10/7/2019    | 11/6/2019 | 720     | -                    | -                     | -                     | -                 | 720   |
| Honest History Co.                  | 1035                  | 10/7/2019    | 11/6/2019 | 74      | -                    | -                     | -                     | -                 | 74    |
| Monarchs Gymnastics                 | 10 Gans               | 10/7/2019    | 11/6/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Monarchs Gymnastics                 | 25 Moore              | 10/7/2019    | 11/6/2019 | 158     | -                    | -                     | -                     | -                 | 158   |
| Moving Beyond the Page              | 207193                | 10/7/2019    | 11/6/2019 | 28      | -                    | -                     | -                     | -                 | 28    |
| Pleasant Street Stable              | 01KJH                 | 10/7/2019    | 11/6/2019 | 260     | -                    | -                     | -                     | -                 | 260   |
| Nancy Sanchez                       | 2003                  | 10/7/2019    | 11/6/2019 | 775     | -                    | -                     | -                     | -                 | 775   |
| Jiu-Jitsu Defense Inc.              | 34751-C001            | 10/7/2019    | 11/6/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| Jiu-Jitsu Defense Inc.              | 34752-C001            | 10/7/2019    | 11/6/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| Jiu-Jitsu Defense Inc.              | 34753-C001            | 10/7/2019    | 11/6/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| Moving Beyond the Page              | 207203                | 10/7/2019    | 11/6/2019 | 28      | -                    | -                     | -                     | -                 | 28    |
| Monarchs Gymnastics                 | 45 Anderson           | 10/7/2019    | 11/6/2019 | 237     | -                    | -                     | -                     | -                 | 237   |
| Los Angeles School of Gymnastics    | LAG-rubensteinS5      | 10/7/2019    | 11/6/2019 | 435     | -                    | -                     | -                     | -                 | 435   |
| Lewis Music Academy                 | 1072                  | 10/7/2019    | 11/6/2019 | 1,200   | -                    | -                     | -                     | -                 | 1,200 |
| Monarchs Gymnastics                 | 2 Badurek             | 10/7/2019    | 11/6/2019 | 158     | -                    | -                     | -                     | -                 | 158   |
| Monarchs Gymnastics                 | 8 Gans                | 10/7/2019    | 11/6/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| One Spark Academy                   | 1788                  | 10/7/2019    | 11/6/2019 | 720     | -                    | -                     | -                     | -                 | 720   |
| Monarchs Gymnastics                 | 7 Gans                | 10/7/2019    | 11/6/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Monarchs Gymnastics                 | 9 Gans                | 10/7/2019    | 11/6/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Moving Beyond the Page              | 207201                | 10/7/2019    | 11/6/2019 | 28      | -                    | -                     | -                     | -                 | 28    |
| Nova 42                             | 5                     | 10/7/2019    | 11/6/2019 | 934     | -                    | -                     | -                     | -                 | 934   |
| Outschool, Inc.                     | 9336                  | 10/7/2019    | 11/6/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Outschool, Inc.                     | 9339                  | 10/7/2019    | 11/6/2019 | 26      | -                    | -                     | -                     | -                 | 26    |
| Outschool, Inc.                     | 9340                  | 10/7/2019    | 11/6/2019 | 14      | -                    | -                     | -                     | -                 | 14    |
| Outschool, Inc.                     | 9342                  | 10/7/2019    | 11/6/2019 | 180     | -                    | -                     | -                     | -                 | 180   |
| Outschool, Inc.                     | 9350                  | 10/7/2019    | 11/6/2019 | 100     | -                    | -                     | -                     | -                 | 100   |
| Outschool, Inc.                     | 9356                  | 10/7/2019    | 11/6/2019 | 32      | -                    | -                     | -                     | -                 | 32    |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name              | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|--------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Otschool, Inc.           | 9357                  | 10/7/2019    | 11/6/2019 | 46      | -                    | -                     | -                     | -                 | 46    |
| Otschool, Inc.           | 9335                  | 10/7/2019    | 11/6/2019 | 18      | -                    | -                     | -                     | -                 | 18    |
| Otschool, Inc.           | 9337                  | 10/7/2019    | 11/6/2019 | 239     | -                    | -                     | -                     | -                 | 239   |
| Otschool, Inc.           | 9341                  | 10/7/2019    | 11/6/2019 | 100     | -                    | -                     | -                     | -                 | 100   |
| Otschool, Inc.           | 9344                  | 10/7/2019    | 11/6/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Otschool, Inc.           | 9346                  | 10/7/2019    | 11/6/2019 | 180     | -                    | -                     | -                     | -                 | 180   |
| Otschool, Inc.           | 9354                  | 10/7/2019    | 11/6/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| Monarchs Gymnastics      | 4 Dado                | 10/7/2019    | 11/6/2019 | 65      | -                    | -                     | -                     | -                 | 65    |
| Monarchs Gymnastics      | 6 Gans                | 10/7/2019    | 11/6/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Otschool, Inc.           | 9338                  | 10/7/2019    | 11/6/2019 | 45      | -                    | -                     | -                     | -                 | 45    |
| Otschool, Inc.           | 9343                  | 10/7/2019    | 11/6/2019 | 48      | -                    | -                     | -                     | -                 | 48    |
| Otschool, Inc.           | 9345                  | 10/7/2019    | 11/6/2019 | 180     | -                    | -                     | -                     | -                 | 180   |
| Otschool, Inc.           | 9348                  | 10/7/2019    | 11/6/2019 | 55      | -                    | -                     | -                     | -                 | 55    |
| Otschool, Inc.           | 9351                  | 10/7/2019    | 11/6/2019 | 32      | -                    | -                     | -                     | -                 | 32    |
| Otschool, Inc.           | 9358                  | 10/7/2019    | 11/6/2019 | 239     | -                    | -                     | -                     | -                 | 239   |
| Pleasant Street Stable   | 02CF                  | 10/7/2019    | 11/6/2019 | 260     | -                    | -                     | -                     | -                 | 260   |
| Pleasant Street Stable   | 05CG                  | 10/7/2019    | 11/6/2019 | 65      | -                    | -                     | -                     | -                 | 65    |
| Otschool, Inc.           | 9347                  | 10/7/2019    | 11/6/2019 | 48      | -                    | -                     | -                     | -                 | 48    |
| Otschool, Inc.           | 9349                  | 10/7/2019    | 11/6/2019 | 100     | -                    | -                     | -                     | -                 | 100   |
| Otschool, Inc.           | 9352                  | 10/7/2019    | 11/6/2019 | 12      | -                    | -                     | -                     | -                 | 12    |
| Otschool, Inc.           | 9353                  | 10/7/2019    | 11/6/2019 | 140     | -                    | -                     | -                     | -                 | 140   |
| Otschool, Inc.           | 9355                  | 10/7/2019    | 11/6/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Watersafe Swim School    | 256                   | 10/7/2019    | 11/6/2019 | 119     | -                    | -                     | -                     | -                 | 119   |
| Watersafe Swim School    | 250                   | 10/7/2019    | 11/6/2019 | 214     | -                    | -                     | -                     | -                 | 214   |
| Watersafe Swim School    | 255                   | 10/7/2019    | 11/6/2019 | 238     | -                    | -                     | -                     | -                 | 238   |
| Seaside Learning Center  | DThomas100719         | 10/7/2019    | 11/6/2019 | 260     | -                    | -                     | -                     | -                 | 260   |
| Red Hat Cowgirl          | RHC1132               | 10/7/2019    | 11/6/2019 | 930     | -                    | -                     | -                     | -                 | 930   |
| SEWciety Studio LLC      | 2019-79               | 10/7/2019    | 11/6/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| Seaside Learning Center  | ABaril100719          | 10/7/2019    | 11/6/2019 | 585     | -                    | -                     | -                     | -                 | 585   |
| Red Hat Cowgirl          | RHC1133               | 10/7/2019    | 11/6/2019 | 1,600   | -                    | -                     | -                     | -                 | 1,600 |
| Watersafe Swim School    | 251                   | 10/7/2019    | 11/6/2019 | 298     | -                    | -                     | -                     | -                 | 298   |
| Watersafe Swim School    | 252                   | 10/7/2019    | 11/6/2019 | 238     | -                    | -                     | -                     | -                 | 238   |
| Watersafe Swim School    | 253                   | 10/7/2019    | 11/6/2019 | 234     | -                    | -                     | -                     | -                 | 234   |
| Watersafe Swim School    | 257                   | 10/7/2019    | 11/6/2019 | 184     | -                    | -                     | -                     | -                 | 184   |
| Watersafe Swim School    | 258                   | 10/7/2019    | 11/6/2019 | 100     | -                    | -                     | -                     | -                 | 100   |
| West Coast Music Academy | 22                    | 10/7/2019    | 11/6/2019 | 1,329   | -                    | -                     | -                     | -                 | 1,329 |
| Sounds Roads Music LLC   | 0004                  | 10/7/2019    | 11/6/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| The Skateside            | 157                   | 10/7/2019    | 11/6/2019 | 248     | -                    | -                     | -                     | -                 | 248   |
| The Skateside            | 158                   | 10/7/2019    | 11/6/2019 | 270     | -                    | -                     | -                     | -                 | 270   |
| Torrance-South Bay YMCA  | 1357752.003           | 10/7/2019    | 11/6/2019 | 958     | -                    | -                     | -                     | -                 | 958   |
| Valerie Marich Music     | Sep19-04              | 10/7/2019    | 11/6/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| The Skateside            | 159                   | 10/7/2019    | 11/6/2019 | 270     | -                    | -                     | -                     | -                 | 270   |
| Watersafe Swim School    | 254                   | 10/7/2019    | 11/6/2019 | 119     | -                    | -                     | -                     | -                 | 119   |
| YES Writing              | 1717                  | 10/8/2019    | 11/7/2019 | 535     | -                    | -                     | -                     | -                 | 535   |
| YES Writing              | 1721                  | 10/8/2019    | 11/7/2019 | 198     | -                    | -                     | -                     | -                 | 198   |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                 | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|-----------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| YES Writing                 | 1718                  | 10/8/2019    | 11/7/2019 | 315     | -                    | -                     | -                     | -                 | 315   |
| YES Writing                 | 1719                  | 10/8/2019    | 11/7/2019 | 120     | -                    | -                     | -                     | -                 | 120   |
| YES Writing                 | 1722                  | 10/8/2019    | 11/7/2019 | 250     | -                    | -                     | -                     | -                 | 250   |
| Teaching Textbooks          | 25090                 | 10/8/2019    | 11/7/2019 | 55      | -                    | -                     | -                     | -                 | 55    |
| Torrance-South Bay YMCA     | 1357908.003           | 10/8/2019    | 11/7/2019 | 687     | -                    | -                     | -                     | -                 | 687   |
| Teaching Textbooks          | 25075                 | 10/8/2019    | 11/7/2019 | 43      | -                    | -                     | -                     | -                 | 43    |
| Teaching Textbooks          | 25091                 | 10/8/2019    | 11/7/2019 | 67      | -                    | -                     | -                     | -                 | 67    |
| Teaching Textbooks          | 25077                 | 10/8/2019    | 11/7/2019 | 43      | -                    | -                     | -                     | -                 | 43    |
| Teaching Textbooks          | 25078                 | 10/8/2019    | 11/7/2019 | 43      | -                    | -                     | -                     | -                 | 43    |
| Sunset Learning Studio      | 1120                  | 10/8/2019    | 11/7/2019 | 184     | -                    | -                     | -                     | -                 | 184   |
| Sunset Learning Studio      | 1123                  | 10/8/2019    | 11/7/2019 | 184     | -                    | -                     | -                     | -                 | 184   |
| Sylvia's Design Studio      | 606                   | 10/8/2019    | 11/7/2019 | 240     | -                    | -                     | -                     | -                 | 240   |
| Tae Ryong Taekwondo Ventura | 101                   | 10/8/2019    | 11/7/2019 | 215     | -                    | -                     | -                     | -                 | 215   |
| Sunset Learning Studio      | 1121                  | 10/8/2019    | 11/7/2019 | 184     | -                    | -                     | -                     | -                 | 184   |
| Sunset Learning Studio      | 1124                  | 10/8/2019    | 11/7/2019 | 184     | -                    | -                     | -                     | -                 | 184   |
| Sylvia's Design Studio      | 225                   | 10/8/2019    | 11/7/2019 | 120     | -                    | -                     | -                     | -                 | 120   |
| Sylvia's Design Studio      | 327                   | 10/8/2019    | 11/7/2019 | 120     | -                    | -                     | -                     | -                 | 120   |
| Rock Tree Sky               | 1855                  | 10/8/2019    | 11/7/2019 | 900     | -                    | -                     | -                     | -                 | 900   |
| Rock Tree Sky               | 1856                  | 10/8/2019    | 11/7/2019 | 320     | -                    | -                     | -                     | -                 | 320   |
| San Pedro & Peninsula YMCA  | 2019-389490           | 10/8/2019    | 11/7/2019 | 85      | -                    | -                     | -                     | -                 | 85    |
| San Pedro & Peninsula YMCA  | 2019-389491           | 10/8/2019    | 11/7/2019 | 85      | -                    | -                     | -                     | -                 | 85    |
| Seaside Learning Center     | NNielson100819        | 10/8/2019    | 11/7/2019 | 450     | -                    | -                     | -                     | -                 | 450   |
| SoundCheck Music School     | 19-3081-3             | 10/8/2019    | 11/7/2019 | 137     | -                    | -                     | -                     | -                 | 137   |
| Rock Tree Sky               | 1852                  | 10/8/2019    | 11/7/2019 | 900     | -                    | -                     | -                     | -                 | 900   |
| Rock Tree Sky               | 1859                  | 10/8/2019    | 11/7/2019 | 900     | -                    | -                     | -                     | -                 | 900   |
| San Pedro Ballet School     | 180005                | 10/8/2019    | 11/7/2019 | 308     | -                    | -                     | -                     | -                 | 308   |
| San Pedro Ballet School     | 180007                | 10/8/2019    | 11/7/2019 | 600     | -                    | -                     | -                     | -                 | 600   |
| San Pedro Ballet School     | 180008                | 10/8/2019    | 11/7/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| Rock Tree Sky               | 1853                  | 10/8/2019    | 11/7/2019 | 900     | -                    | -                     | -                     | -                 | 900   |
| Rock Tree Sky               | 1854                  | 10/8/2019    | 11/7/2019 | 960     | -                    | -                     | -                     | -                 | 960   |
| Rock Tree Sky               | 1857                  | 10/8/2019    | 11/7/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| Rock Tree Sky               | 1861                  | 10/8/2019    | 11/7/2019 | 500     | -                    | -                     | -                     | -                 | 500   |
| Robert Melendez             | 1034                  | 10/8/2019    | 11/7/2019 | 127     | -                    | -                     | -                     | -                 | 127   |
| Rock Tree Sky               | 1858                  | 10/8/2019    | 11/7/2019 | 900     | -                    | -                     | -                     | -                 | 900   |
| Rock Tree Sky               | 1860                  | 10/8/2019    | 11/7/2019 | 320     | -                    | -                     | -                     | -                 | 320   |
| San Pedro & Peninsula YMCA  | 2019-389492           | 10/8/2019    | 11/7/2019 | 85      | -                    | -                     | -                     | -                 | 85    |
| San Pedro Ballet School     | 180006                | 10/8/2019    | 11/7/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| San Pedro Ballet School     | 180009                | 10/8/2019    | 11/7/2019 | 640     | -                    | -                     | -                     | -                 | 640   |
| Seaside Learning Center     | SCash100819           | 10/8/2019    | 11/7/2019 | 264     | -                    | -                     | -                     | -                 | 264   |
| San Pedro & Peninsula YMCA  | 2019-389485           | 10/8/2019    | 11/7/2019 | 85      | -                    | -                     | -                     | -                 | 85    |
| Urban Homeschoolers         | F19-IM-1068           | 10/8/2019    | 11/7/2019 | 1,108   | -                    | -                     | -                     | -                 | 1,108 |
| YES Writing                 | 1715                  | 10/8/2019    | 11/7/2019 | 183     | -                    | -                     | -                     | -                 | 183   |
| Sylvia's Design Studio      | 653                   | 10/8/2019    | 11/7/2019 | 240     | -                    | -                     | -                     | -                 | 240   |
| Teaching Textbooks          | 25057                 | 10/8/2019    | 11/7/2019 | 67      | -                    | -                     | -                     | -                 | 67    |
| Teaching Textbooks          | 25076                 | 10/8/2019    | 11/7/2019 | 43      | -                    | -                     | -                     | -                 | 43    |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                  | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total  |
|------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|--------|
| YES Writing                  | 1716                  | 10/8/2019    | 11/7/2019 | 500     | -                    | -                     | -                     | -                 | 500    |
| YES Writing                  | 1720                  | 10/8/2019    | 11/7/2019 | 250     | -                    | -                     | -                     | -                 | 250    |
| The Advantage Program        | APA100819             | 10/8/2019    | 11/7/2019 | 18,045  | -                    | -                     | -                     | -                 | 18,045 |
| One Spark Academy            | 1786                  | 10/8/2019    | 11/7/2019 | 380     | -                    | -                     | -                     | -                 | 380    |
| Pediatric Therapy Associates | 238                   | 10/8/2019    | 11/7/2019 | 6,575   | -                    | -                     | -                     | -                 | 6,575  |
| Precision Gymnastics, Inc.   | 100819                | 10/8/2019    | 11/7/2019 | 128     | -                    | -                     | -                     | -                 | 128    |
| One Spark Academy            | 1771                  | 10/8/2019    | 11/7/2019 | 720     | -                    | -                     | -                     | -                 | 720    |
| One Spark Academy            | 1777                  | 10/8/2019    | 11/7/2019 | 380     | -                    | -                     | -                     | -                 | 380    |
| MoxieBox Art                 | 5231                  | 10/8/2019    | 11/7/2019 | 151     | -                    | -                     | -                     | -                 | 151    |
| One Spark Academy            | 1783                  | 10/8/2019    | 11/7/2019 | 480     | -                    | -                     | -                     | -                 | 480    |
| Play-Well TEKnologies        | BRA- 79985            | 10/8/2019    | 11/7/2019 | 140     | -                    | -                     | -                     | -                 | 140    |
| One Spark Academy            | 1773                  | 10/8/2019    | 11/7/2019 | 380     | -                    | -                     | -                     | -                 | 380    |
| Moving Beyond the Page       | 207302                | 10/8/2019    | 11/7/2019 | 14      | -                    | -                     | -                     | -                 | 14     |
| Moving Beyond the Page       | 207303                | 10/8/2019    | 11/7/2019 | 14      | -                    | -                     | -                     | -                 | 14     |
| Moving Beyond the Page       | 207386                | 10/8/2019    | 11/7/2019 | 730     | -                    | -                     | -                     | -                 | 730    |
| MoxieBox Art                 | 5233                  | 10/8/2019    | 11/7/2019 | 151     | -                    | -                     | -                     | -                 | 151    |
| Maxwell David Music          | 221                   | 10/8/2019    | 11/7/2019 | 347     | -                    | -                     | -                     | -                 | 347    |
| Megan Litz Private Tutoring  | 03                    | 10/8/2019    | 11/7/2019 | 140     | -                    | -                     | -                     | -                 | 140    |
| Mad Dog Math                 | 4063                  | 10/8/2019    | 11/7/2019 | 250     | -                    | -                     | -                     | -                 | 250    |
| Nanci Gross                  | TESSLER-2019          | 10/8/2019    | 11/7/2019 | 250     | -                    | -                     | -                     | -                 | 250    |
| Moving Beyond the Page       | 207351                | 10/8/2019    | 11/7/2019 | 274     | -                    | -                     | -                     | -                 | 274    |
| MoxieBox Art                 | 5240                  | 10/8/2019    | 11/7/2019 | 151     | -                    | -                     | -                     | -                 | 151    |
| MEL Science LTD              | KW201910085           | 10/8/2019    | 11/7/2019 | 314     | -                    | -                     | -                     | -                 | 314    |
| MoxieBox Art                 | 5248                  | 10/8/2019    | 11/7/2019 | 151     | -                    | -                     | -                     | -                 | 151    |
| Joyful Music and Arts        | 2085                  | 10/8/2019    | 11/7/2019 | 270     | -                    | -                     | -                     | -                 | 270    |
| Jimmy Murn                   | JM-14                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75     |
| LA Acting Studios            | 122                   | 10/8/2019    | 11/7/2019 | 220     | -                    | -                     | -                     | -                 | 220    |
| John Henny Productions       | INS-BRA-MEDINAMAD\$   | 10/8/2019    | 11/7/2019 | 630     | -                    | -                     | -                     | -                 | 630    |
| A Brighter Child, Inc        | 51510                 | 10/8/2019    | 11/7/2019 | 44      | -                    | -                     | -                     | -                 | 44     |
| Jimmy Murn                   | JM-17                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75     |
| BookShark                    | 30976389              | 10/8/2019    | 11/7/2019 | 91      | -                    | -                     | -                     | -                 | 91     |
| BookShark                    | 30976401              | 10/8/2019    | 11/7/2019 | 119     | -                    | -                     | -                     | -                 | 119    |
| BookShark                    | 30976492              | 10/8/2019    | 11/7/2019 | 816     | -                    | -                     | -                     | -                 | 816    |
| Learn Beyond the Book, Inc.  | 7388                  | 10/8/2019    | 11/7/2019 | 295     | -                    | -                     | -                     | -                 | 295    |
| Learn Beyond the Book, Inc.  | 7392                  | 10/8/2019    | 11/7/2019 | 845     | -                    | -                     | -                     | -                 | 845    |
| Learn Beyond the Book, Inc.  | 7394                  | 10/8/2019    | 11/7/2019 | 232     | -                    | -                     | -                     | -                 | 232    |
| LA Acting Studios            | 121                   | 10/8/2019    | 11/7/2019 | 220     | -                    | -                     | -                     | -                 | 220    |
| ASTEME Learning Center       | 164                   | 10/8/2019    | 11/7/2019 | 37,484  | -                    | -                     | -                     | -                 | 37,484 |
| Barnabas Robotics            | BR190001220           | 10/8/2019    | 11/7/2019 | 63      | -                    | -                     | -                     | -                 | 63     |
| Fit Kids Gymnastics Center   | 25                    | 10/8/2019    | 11/7/2019 | 159     | -                    | -                     | -                     | -                 | 159    |
| Creative Creatures & Co.     | 1                     | 10/8/2019    | 11/7/2019 | 6,612   | -                    | -                     | -                     | -                 | 6,612  |
| Drawn2Art/KidsArt            | 52                    | 10/8/2019    | 11/7/2019 | 180     | -                    | -                     | -                     | -                 | 180    |
| Learn Beyond the Book, Inc.  | 7391                  | 10/8/2019    | 11/7/2019 | 595     | -                    | -                     | -                     | -                 | 595    |
| Limelight Acting Studio      | 0013                  | 10/8/2019    | 11/7/2019 | 1,500   | -                    | -                     | -                     | -                 | 1,500  |
| Learn Beyond the Book, Inc.  | 7389                  | 10/8/2019    | 11/7/2019 | 295     | -                    | -                     | -                     | -                 | 295    |



# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                               | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|---|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Logic of English                          | INV8117               | 10/8/2019    | 11/7/2019 | 183     | -                    | -                     | -                     | -                 | 183   |
| Jimmy Murn                                | JM-13                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Jimmy Murn                                | JM-16                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Jimmy Murn                                | JM-19                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Jimmy Murn                                | JM-20                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Jimmy Murn                                | JM-21                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Jimmy Murn                                | JM-22                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| LA Acting Studios                         | 123                   | 10/8/2019    | 11/7/2019 | 220     | -                    | -                     | -                     | -                 | 220   |
| Art To Grow On Children's Art Center, Inc | LBFall2               | 10/8/2019    | 11/7/2019 | 240     | -                    | -                     | -                     | -                 | 240   |
| Coastal Kids Enrichment Program           | 0006                  | 10/8/2019    | 11/7/2019 | 330     | -                    | -                     | -                     | -                 | 330   |
| Barnabas Robotics                         | BR190001222           | 10/8/2019    | 11/7/2019 | 138     | -                    | -                     | -                     | -                 | 138   |
| Billy Clower Dance Studio                 | 100                   | 10/8/2019    | 11/7/2019 | 1,010   | -                    | -                     | -                     | -                 | 1,010 |
| Learn Beyond the Book, Inc.               | 7380                  | 10/8/2019    | 11/7/2019 | 545     | -                    | -                     | -                     | -                 | 545   |
| Learn Beyond the Book, Inc.               | 7390                  | 10/8/2019    | 11/7/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| Learn Beyond the Book, Inc.               | 7393                  | 10/8/2019    | 11/7/2019 | 480     | -                    | -                     | -                     | -                 | 480   |
| Learn Beyond the Book, Inc.               | 7395                  | 10/8/2019    | 11/7/2019 | 232     | -                    | -                     | -                     | -                 | 232   |
| Azeroual Group LLC                        | 20                    | 10/8/2019    | 11/7/2019 | 523     | -                    | -                     | -                     | -                 | 523   |
| Barnabas Robotics                         | BR190001221           | 10/8/2019    | 11/7/2019 | 69      | -                    | -                     | -                     | -                 | 69    |
| Barnabas Robotics                         | BRI90001219           | 10/8/2019    | 11/7/2019 | 69      | -                    | -                     | -                     | -                 | 69    |
| Coach Patty's Gymnastics Inc              | 387                   | 10/8/2019    | 11/7/2019 | 216     | -                    | -                     | -                     | -                 | 216   |
| Club Champion Gymnastics                  | 220                   | 10/8/2019    | 11/7/2019 | 744     | -                    | -                     | -                     | -                 | 744   |
| Education.com Holdings, Inc.              | 8177                  | 10/8/2019    | 11/7/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Elemental Science                         | IN-1845               | 10/8/2019    | 11/7/2019 | 95      | -                    | -                     | -                     | -                 | 95    |
| John Henny Productions                    | INS-BRA-SHERMANSAR    | 10/8/2019    | 11/7/2019 | 298     | -                    | -                     | -                     | -                 | 298   |
| BookShark                                 | 30976419              | 10/8/2019    | 11/7/2019 | 272     | -                    | -                     | -                     | -                 | 272   |
| BookShark                                 | 30976476              | 10/8/2019    | 11/7/2019 | 879     | -                    | -                     | -                     | -                 | 879   |
| Jimmy Murn                                | JM-15                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Jimmy Murn                                | JM-18                 | 10/8/2019    | 11/7/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| BookShark                                 | 30976479              | 10/8/2019    | 11/7/2019 | 89      | -                    | -                     | -                     | -                 | 89    |
| Emily Coleman                             | 019                   | 10/8/2019    | 11/7/2019 | 648     | -                    | -                     | -                     | -                 | 648   |
| BookShark                                 | 30976495              | 10/8/2019    | 11/7/2019 | 836     | -                    | -                     | -                     | -                 | 836   |
| A Lotte Horses                            | 10                    | 10/8/2019    | 11/7/2019 | 1,415   | -                    | -                     | -                     | -                 | 1,415 |
| eat2explore                               | 100676                | 10/8/2019    | 11/7/2019 | 315     | -                    | -                     | -                     | -                 | 315   |
| BookShark                                 | 30976052              | 10/9/2019    | 11/8/2019 | 101     | -                    | -                     | -                     | -                 | 101   |
| BookShark                                 | 30975986              | 10/9/2019    | 11/8/2019 | 822     | -                    | -                     | -                     | -                 | 822   |
| Elemental Science                         | IN-1865               | 10/9/2019    | 11/8/2019 | 54      | -                    | -                     | -                     | -                 | 54    |
| Elemental Science                         | IN-1868               | 10/9/2019    | 11/8/2019 | 35      | -                    | -                     | -                     | -                 | 35    |
| Elemental Science                         | IN-1856               | 10/9/2019    | 11/8/2019 | 88      | -                    | -                     | -                     | -                 | 88    |
| Elemental Science                         | IN-1861               | 10/9/2019    | 11/8/2019 | 40      | -                    | -                     | -                     | -                 | 40    |
| Elemental Science                         | IN-1867               | 10/9/2019    | 11/8/2019 | 95      | -                    | -                     | -                     | -                 | 95    |
| Conejo Valley YMCA                        | 10092019a             | 10/9/2019    | 11/8/2019 | 156     | -                    | -                     | -                     | -                 | 156   |
| Institute for Excellence in Writing       | 627910                | 10/8/2019    | 11/8/2019 | 241     | -                    | -                     | -                     | -                 | 241   |
| John Henny Productions                    | INS-BRA-MEDINAKAT-1   | 10/9/2019    | 11/8/2019 | 473     | -                    | -                     | -                     | -                 | 473   |
| Code Ninjas - Palos Verdes                | 2019-374216           | 10/9/2019    | 11/8/2019 | 600     | -                    | -                     | -                     | -                 | 600   |
| Ereflect Pty Ltd                          | INV-19268             | 10/8/2019    | 11/8/2019 | 67      | -                    | -                     | -                     | -                 | 67    |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                         | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|-------------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Homeschool Buyers Co-op             | 1050425               | 10/9/2019    | 11/8/2019 | 54      | -                    | -                     | -                     | -                 | 54    |
| Logic of English                    | INV8141               | 10/9/2019    | 11/8/2019 | 184     | -                    | -                     | -                     | -                 | 184   |
| Logic of English                    | INV8148               | 10/9/2019    | 11/8/2019 | 126     | -                    | -                     | -                     | -                 | 126   |
| Marnie Cooper School of Acting      | CULLEY5               | 10/9/2019    | 11/8/2019 | 360     | -                    | -                     | -                     | -                 | 360   |
| Logic of English                    | INV8134               | 10/9/2019    | 11/8/2019 | 144     | -                    | -                     | -                     | -                 | 144   |
| Lauridsen Ballet Centre             | 141                   | 10/9/2019    | 11/8/2019 | 70      | -                    | -                     | -                     | -                 | 70    |
| Lauridsen Ballet Centre             | 141-TIBBILS           | 10/9/2019    | 11/8/2019 | 188     | -                    | -                     | -                     | -                 | 188   |
| Logic of English                    | INV8143               | 10/9/2019    | 11/8/2019 | 31      | -                    | -                     | -                     | -                 | 31    |
| Drivers Ed Direct                   | 1048                  | 10/9/2019    | 11/8/2019 | 639     | -                    | -                     | -                     | -                 | 639   |
| Elemental Science                   | IN-1866               | 10/9/2019    | 11/8/2019 | 23      | -                    | -                     | -                     | -                 | 23    |
| Logic of English                    | INV8149               | 10/9/2019    | 11/8/2019 | 21      | -                    | -                     | -                     | -                 | 21    |
| Code Ninjas - Palos Verdes          | 2019-310722           | 10/9/2019    | 11/8/2019 | 249     | -                    | -                     | -                     | -                 | 249   |
| Code Ninjas - Palos Verdes          | 2019-362326           | 10/9/2019    | 11/8/2019 | 621     | -                    | -                     | -                     | -                 | 621   |
| Conejo Valley YMCA                  | 10092019              | 10/9/2019    | 11/8/2019 | 78      | -                    | -                     | -                     | -                 | 78    |
| Copper Horse Riding Ranch           | 1017                  | 10/9/2019    | 11/8/2019 | 150     | -                    | -                     | -                     | -                 | 150   |
| Cornerstone Music Conservatory      | September 2019-B      | 10/9/2019    | 11/8/2019 | 162     | -                    | -                     | -                     | -                 | 162   |
| King Harbor Boating Foundation      | 169                   | 10/9/2019    | 11/8/2019 | 1,205   | -                    | -                     | -                     | -                 | 1,205 |
| Huckleberry Friend Productions      | 131-A                 | 10/9/2019    | 11/8/2019 | 385     | -                    | -                     | -                     | -                 | 385   |
| Conejo Valley YMCA                  | 10092019b             | 10/9/2019    | 11/8/2019 | 234     | -                    | -                     | -                     | -                 | 234   |
| Cornerstone Music Conservatory      | September 2019        | 10/9/2019    | 11/8/2019 | 162     | -                    | -                     | -                     | -                 | 162   |
| Cornerstone Music Conservatory      | September 2019 -A     | 10/9/2019    | 11/8/2019 | 162     | -                    | -                     | -                     | -                 | 162   |
| Generation Genius, Inc              | GG0012575             | 10/9/2019    | 11/8/2019 | 120     | -                    | -                     | -                     | -                 | 120   |
| Explorer Field Trips                | BRA100919             | 10/9/2019    | 11/8/2019 | 6,588   | -                    | -                     | -                     | -                 | 6,588 |
| BookShark                           | 30975800              | 10/9/2019    | 11/8/2019 | 615     | -                    | -                     | -                     | -                 | 615   |
| BookShark                           | 30975837              | 10/9/2019    | 11/8/2019 | 239     | -                    | -                     | -                     | -                 | 239   |
| Institute for Excellence in Writing | 627574                | 10/8/2019    | 11/8/2019 | 153     | -                    | -                     | -                     | -                 | 153   |
| Institute for Excellence in Writing | 627728                | 10/8/2019    | 11/8/2019 | 43      | -                    | -                     | -                     | -                 | 43    |
| MoxieBox Art                        | 5209                  | 10/9/2019    | 11/8/2019 | 151     | -                    | -                     | -                     | -                 | 151   |
| Homeschool Buyers Co-op             | 1050411               | 10/9/2019    | 11/8/2019 | 104     | -                    | -                     | -                     | -                 | 104   |
| Institute for Excellence in Writing | 627931                | 10/8/2019    | 11/8/2019 | 38      | -                    | -                     | -                     | -                 | 38    |
| Mathnasium of Cypress               | 6621                  | 10/9/2019    | 11/8/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| MEL Science LTD                     | CR201910097           | 10/9/2019    | 11/8/2019 | 314     | -                    | -                     | -                     | -                 | 314   |
| MEL Science LTD                     | IN201910093           | 10/9/2019    | 11/8/2019 | 314     | -                    | -                     | -                     | -                 | 314   |
| Mystery Science Inc.                | 63938                 | 10/9/2019    | 11/8/2019 | 69      | -                    | -                     | -                     | -                 | 69    |
| Molly Hood                          | 14                    | 10/9/2019    | 11/8/2019 | 325     | -                    | -                     | -                     | -                 | 325   |
| MEL Science LTD                     | TH201910091           | 10/9/2019    | 11/8/2019 | 314     | -                    | -                     | -                     | -                 | 314   |
| Mystery Science Inc.                | 63934                 | 10/9/2019    | 11/8/2019 | 69      | -                    | -                     | -                     | -                 | 69    |
| Oak Meadow Inc.                     | 97544                 | 10/9/2019    | 11/8/2019 | 571     | -                    | -                     | -                     | -                 | 571   |
| Pacific Coast Driving Academy       | 103BRA                | 10/9/2019    | 11/8/2019 | 1,507   | -                    | -                     | -                     | -                 | 1,507 |
| Red Hat Cowgirl                     | RHC1136               | 10/9/2019    | 11/8/2019 | 660     | -                    | -                     | -                     | -                 | 660   |
| The Daydreamer's Academy            | 1015                  | 10/9/2019    | 11/8/2019 | 500     | -                    | -                     | -                     | -                 | 500   |
| The Knowing Garden                  | 6                     | 10/9/2019    | 11/8/2019 | 350     | -                    | -                     | -                     | -                 | 350   |
| Ventura Makos Surf Camp, Inc.       | 24                    | 10/9/2019    | 11/8/2019 | 840     | -                    | -                     | -                     | -                 | 840   |
| Rock Tree Sky                       | 1862                  | 10/9/2019    | 11/8/2019 | 1,500   | -                    | -                     | -                     | -                 | 1,500 |
| Oak Meadow Inc.                     | 97545                 | 10/9/2019    | 11/8/2019 | 61      | -                    | -                     | -                     | -                 | 61    |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                              | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|--|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| The Aerial Studio, LLC                   | 28764-C002 Perez      | 10/9/2019    | 11/8/2019  | 220     | -                    | -                     | -                     | -                 | 220   |
| The Aerial Studio, LLC                   | 28766-C003 Perez      | 10/9/2019    | 11/8/2019  | 220     | -                    | -                     | -                     | -                 | 220   |
| The Animation Course, LLC                | 100919-6              | 10/9/2019    | 11/9/2019  | 2,100   | -                    | -                     | -                     | -                 | 2,100 |
| Studies Weekly                           | 285506                | 10/10/2019   | 11/9/2019  | 33      | -                    | -                     | -                     | -                 | 33    |
| The Wu Shu Studio                        | 0014                  | 10/10/2019   | 11/9/2019  | 250     | -                    | -                     | -                     | -                 | 250   |
| Safety First Driving School              | 102                   | 10/10/2019   | 11/9/2019  | 339     | -                    | -                     | -                     | -                 | 339   |
| Lotus Educational Services, Inc.         | 1339                  | 10/10/2019   | 11/9/2019  | 1,215   | -                    | -                     | -                     | -                 | 1,215 |
| Homeschool Buyers Co-op                  | 1050763               | 10/10/2019   | 11/9/2019  | 85      | -                    | -                     | -                     | -                 | 85    |
| Houghton Mifflin Harcourt Publishing Co. | 954620543             | 10/10/2019   | 11/9/2019  | 34      | -                    | -                     | -                     | -                 | 34    |
| Elemental Science                        | IN-1876               | 10/10/2019   | 11/9/2019  | 186     | -                    | -                     | -                     | -                 | 186   |
| BMI Educational Services                 | 665133                | 10/10/2019   | 11/9/2019  | 55      | -                    | -                     | -                     | -                 | 55    |
| Elemental Science                        | IN-1874               | 10/10/2019   | 11/9/2019  | 64      | -                    | -                     | -                     | -                 | 64    |
| Elemental Science                        | IN-1875               | 10/10/2019   | 11/9/2019  | 359     | -                    | -                     | -                     | -                 | 359   |
| Ereflect Pty Ltd                         | INV-19275             | 10/10/2019   | 11/10/2019 | 67      | -                    | -                     | -                     | -                 | 67    |
| Janis Vaile                              | 224                   | 10/11/2019   | 11/10/2019 | 1,105   | -                    | -                     | -                     | -                 | 1,105 |
| Miss Megan's Music Studio                | 0040BRA               | 10/11/2019   | 11/10/2019 | 1,440   | -                    | -                     | -                     | -                 | 1,440 |
| Pearson Education Inc.                   | 4025999400            | 10/11/2019   | 11/10/2019 | 103     | -                    | -                     | -                     | -                 | 103   |
| Rainbow Resource Center                  | 2760919               | 9/12/2019    | 11/11/2019 | 42      | -                    | -                     | -                     | -                 | 42    |
| Rainbow Resource Center                  | 2760943               | 9/12/2019    | 11/11/2019 | 121     | -                    | -                     | -                     | -                 | 121   |
| Rainbow Resource Center                  | 2761133               | 9/12/2019    | 11/11/2019 | 39      | -                    | -                     | -                     | -                 | 39    |
| Rainbow Resource Center                  | 2760941               | 9/12/2019    | 11/11/2019 | 124     | -                    | -                     | -                     | -                 | 124   |
| Rainbow Resource Center                  | 2760967               | 9/12/2019    | 11/11/2019 | 308     | -                    | -                     | -                     | -                 | 308   |
| Rainbow Resource Center                  | 2760974               | 9/12/2019    | 11/11/2019 | 96      | -                    | -                     | -                     | -                 | 96    |
| Rainbow Resource Center                  | 2762131               | 9/12/2019    | 11/11/2019 | 121     | -                    | -                     | -                     | -                 | 121   |
| Rainbow Resource Center                  | 2762188               | 9/12/2019    | 11/11/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Rainbow Resource Center                  | 2760905               | 9/12/2019    | 11/11/2019 | 108     | -                    | -                     | -                     | -                 | 108   |
| Rainbow Resource Center                  | 2760931               | 9/12/2019    | 11/11/2019 | 85      | -                    | -                     | -                     | -                 | 85    |
| Rainbow Resource Center                  | 2761137               | 9/12/2019    | 11/11/2019 | 153     | -                    | -                     | -                     | -                 | 153   |
| Rainbow Resource Center                  | 2762208               | 9/12/2019    | 11/11/2019 | 41      | -                    | -                     | -                     | -                 | 41    |
| Rainbow Resource Center                  | 2760913               | 9/12/2019    | 11/11/2019 | 192     | -                    | -                     | -                     | -                 | 192   |
| Rainbow Resource Center                  | 2760916               | 9/12/2019    | 11/11/2019 | 53      | -                    | -                     | -                     | -                 | 53    |
| Rainbow Resource Center                  | 2760926               | 9/12/2019    | 11/11/2019 | 148     | -                    | -                     | -                     | -                 | 148   |
| Rainbow Resource Center                  | 2760939               | 9/12/2019    | 11/11/2019 | 154     | -                    | -                     | -                     | -                 | 154   |
| Rainbow Resource Center                  | 2761408               | 9/12/2019    | 11/11/2019 | 107     | -                    | -                     | -                     | -                 | 107   |
| Rainbow Resource Center                  | 2761869               | 9/12/2019    | 11/11/2019 | 476     | -                    | -                     | -                     | -                 | 476   |
| Rainbow Resource Center                  | 2762199               | 9/12/2019    | 11/11/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Rainbow Resource Center                  | 2762203               | 9/12/2019    | 11/11/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Rainbow Resource Center                  | 2762212               | 9/12/2019    | 11/11/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Beautiful Feet Books, Inc.               | 11028                 | 9/12/2019    | 11/11/2019 | 745     | -                    | -                     | -                     | -                 | 745   |
| Beautiful Feet Books, Inc.               | 11035                 | 9/12/2019    | 11/11/2019 | 135     | -                    | -                     | -                     | -                 | 135   |
| All About Learning Press, Inc.           | 900850                | 9/12/2019    | 11/11/2019 | 69      | -                    | -                     | -                     | -                 | 69    |
| Beautiful Feet Books, Inc.               | 11032                 | 9/12/2019    | 11/11/2019 | 16      | -                    | -                     | -                     | -                 | 16    |
| Discount School Supply                   | P38924510101          | 10/12/2019   | 11/11/2019 | 16      | -                    | -                     | -                     | -                 | 16    |
| Discount School Supply                   | P38924530101          | 10/12/2019   | 11/11/2019 | 208     | -                    | -                     | -                     | -                 | 208   |
| Beautiful Feet Books, Inc.               | 11031                 | 9/12/2019    | 11/11/2019 | 17      | -                    | -                     | -                     | -                 | 17    |



# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                         | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total  |
|-------------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|--------|
| Math-U-See, Inc.                    | 0579838-IN            | 9/13/2019    | 11/12/2019 | 56      | -                    | -                     | -                     | -                 | 56     |
| Rainbow Resource Center             | 2763261               | 9/13/2019    | 11/12/2019 | 43      | -                    | -                     | -                     | -                 | 43     |
| Rainbow Resource Center             | 2762231               | 9/13/2019    | 11/12/2019 | 74      | -                    | -                     | -                     | -                 | 74     |
| Timberdoodle.com                    | 307106                | 9/13/2019    | 11/12/2019 | 620     | -                    | -                     | -                     | -                 | 620    |
| Timberdoodle.com                    | 307107                | 9/13/2019    | 11/12/2019 | 499     | -                    | -                     | -                     | -                 | 499    |
| The Writtenburg Door                | 0919BRA               | 10/14/2019   | 11/13/2019 | 11,048  | -                    | -                     | -                     | -                 | 11,048 |
| NCS Pearson Inc                     | 7393443               | 10/14/2019   | 11/13/2019 | 277     | -                    | -                     | -                     | -                 | 277    |
| HMSystems Inc                       | 919kern               | 10/14/2019   | 11/13/2019 | 3,038   | -                    | -                     | -                     | -                 | 3,038  |
| Casa Colina Hosp Rehab              | 00810850              | 10/14/2019   | 11/13/2019 | 1,192   | -                    | -                     | -                     | -                 | 1,192  |
| Institute for Excellence in Writing | 625539                | 10/14/2019   | 11/13/2019 | 54      | -                    | -                     | -                     | -                 | 54     |
| Institute for Excellence in Writing | 622462                | 10/14/2019   | 11/13/2019 | 59      | -                    | -                     | -                     | -                 | 59     |
| Institute for Excellence in Writing | 623963                | 10/14/2019   | 11/13/2019 | 76      | -                    | -                     | -                     | -                 | 76     |
| Institute for Excellence in Writing | 624631                | 10/14/2019   | 11/13/2019 | 53      | -                    | -                     | -                     | -                 | 53     |
| Chris Byers, MA, CCC-SLP            | FERGESENG919          | 10/15/2019   | 11/14/2019 | 740     | -                    | -                     | -                     | -                 | 740    |
| Chris Byers, MA, CCC-SLP            | HARTOUNIANH919        | 10/15/2019   | 11/14/2019 | 1,295   | -                    | -                     | -                     | -                 | 1,295  |
| Chris Byers, MA, CCC-SLP            | LIFSCHITZB919         | 10/15/2019   | 11/14/2019 | 1,110   | -                    | -                     | -                     | -                 | 1,110  |
| KiwiCo Inc                          | ST-ILSHE34Q           | 9/30/2019    | 11/14/2019 | 120     | -                    | -                     | -                     | -                 | 120    |
| Discount School Supply              | P38924480101          | 10/15/2019   | 11/14/2019 | 42      | -                    | -                     | -                     | -                 | 42     |
| Chris Byers, MA, CCC-SLP            | B-WBE919              | 10/15/2019   | 11/14/2019 | 555     | -                    | -                     | -                     | -                 | 555    |
| Chris Byers, MA, CCC-SLP            | BOPPL919              | 10/15/2019   | 11/14/2019 | 1,480   | -                    | -                     | -                     | -                 | 1,480  |
| Chris Byers, MA, CCC-SLP            | HAWKINSO919           | 10/15/2019   | 11/14/2019 | 1,295   | -                    | -                     | -                     | -                 | 1,295  |
| The Advantage Program               | APA101519             | 10/15/2019   | 11/14/2019 | 340     | -                    | -                     | -                     | -                 | 340    |
| Thinkwell Corporation               | 204073cr              | 10/16/2019   | 11/15/2019 | (125)   | -                    | -                     | -                     | -                 | (125)  |
| Timberdoodle.com                    | 305134                | 9/16/2019    | 11/15/2019 | 167     | -                    | -                     | -                     | -                 | 167    |
| Timberdoodle.com                    | 305669                | 9/16/2019    | 11/15/2019 | 624     | -                    | -                     | -                     | -                 | 624    |
| Timberdoodle.com                    | 305175                | 9/16/2019    | 11/15/2019 | 104     | -                    | -                     | -                     | -                 | 104    |
| Timberdoodle.com                    | 305302                | 9/16/2019    | 11/15/2019 | 248     | -                    | -                     | -                     | -                 | 248    |
| Timberdoodle.com                    | 305061                | 9/16/2019    | 11/15/2019 | 440     | -                    | -                     | -                     | -                 | 440    |
| Timberdoodle.com                    | 305180                | 9/16/2019    | 11/15/2019 | 162     | -                    | -                     | -                     | -                 | 162    |
| KiwiCo Inc                          | ST-IPBHF4WQ           | 10/1/2019    | 11/15/2019 | 120     | -                    | -                     | -                     | -                 | 120    |
| Educational Development Corporation | DIR4815642            | 9/16/2019    | 11/15/2019 | 20      | -                    | -                     | -                     | -                 | 20     |
| McClure & Co                        | 1014                  | 10/16/2019   | 11/15/2019 | 1,970   | -                    | -                     | -                     | -                 | 1,970  |
| Math-U-See, Inc.                    | 0580165-IN            | 9/16/2019    | 11/15/2019 | 161     | -                    | -                     | -                     | -                 | 161    |
| NJA Therapy Services, Inc           | 201909                | 10/16/2019   | 11/15/2019 | 1,620   | -                    | -                     | -                     | -                 | 1,620  |
| Rainbow Resource Center             | 2763639               | 9/16/2019    | 11/15/2019 | 116     | -                    | -                     | -                     | -                 | 116    |
| Rainbow Resource Center             | 2763637               | 9/16/2019    | 11/15/2019 | 187     | -                    | -                     | -                     | -                 | 187    |
| Rainbow Resource Center             | 2763643               | 9/16/2019    | 11/15/2019 | 233     | -                    | -                     | -                     | -                 | 233    |
| Rainbow Resource Center             | 2764214               | 9/16/2019    | 11/15/2019 | 57      | -                    | -                     | -                     | -                 | 57     |
| Rainbow Resource Center             | 2764588               | 9/17/2019    | 11/16/2019 | 107     | -                    | -                     | -                     | -                 | 107    |
| Rainbow Resource Center             | 2764595               | 9/17/2019    | 11/16/2019 | 49      | -                    | -                     | -                     | -                 | 49     |
| Rainbow Resource Center             | 2765598               | 9/17/2019    | 11/16/2019 | 217     | -                    | -                     | -                     | -                 | 217    |
| Rainbow Resource Center             | 2764867               | 9/17/2019    | 11/16/2019 | 108     | -                    | -                     | -                     | -                 | 108    |
| Rainbow Resource Center             | 2764870               | 9/17/2019    | 11/16/2019 | 51      | -                    | -                     | -                     | -                 | 51     |
| Rainbow Resource Center             | 2764585               | 9/17/2019    | 11/16/2019 | 161     | -                    | -                     | -                     | -                 | 161    |
| Rainbow Resource Center             | 2764891               | 9/17/2019    | 11/16/2019 | 228     | -                    | -                     | -                     | -                 | 228    |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                         | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|-------------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Rainbow Resource Center             | 2765606               | 9/17/2019    | 11/16/2019 | 227     | -                    | -                     | -                     | -                 | 227   |
| Rainbow Resource Center             | 2765923               | 9/17/2019    | 11/16/2019 | 83      | -                    | -                     | -                     | -                 | 83    |
| Rainbow Resource Center             | 2764862               | 9/17/2019    | 11/16/2019 | 162     | -                    | -                     | -                     | -                 | 162   |
| Rainbow Resource Center             | 2765600               | 9/17/2019    | 11/16/2019 | 26      | -                    | -                     | -                     | -                 | 26    |
| Rainbow Resource Center             | 2765607               | 9/17/2019    | 11/16/2019 | 647     | -                    | -                     | -                     | -                 | 647   |
| Beautiful Feet Books, Inc.          | 11077                 | 9/17/2019    | 11/16/2019 | 82      | -                    | -                     | -                     | -                 | 82    |
| Beautiful Feet Books, Inc.          | 11097                 | 9/17/2019    | 11/16/2019 | 45      | -                    | -                     | -                     | -                 | 45    |
| Home Science Tools                  | 950318A               | 9/17/2019    | 11/16/2019 | 82      | -                    | -                     | -                     | -                 | 82    |
| KiwiCo Inc                          | ST-IMQ3QLCQ           | 10/2/2019    | 11/16/2019 | 328     | -                    | -                     | -                     | -                 | 328   |
| Beautiful Feet Books, Inc.          | 11078                 | 9/17/2019    | 11/16/2019 | 62      | -                    | -                     | -                     | -                 | 62    |
| Interpreters Unlimited, Inc         | OPI-19M9-C12708       | 10/17/2019   | 11/16/2019 | 105     | -                    | -                     | -                     | -                 | 105   |
| Beautiful Feet Books, Inc.          | 11103                 | 9/18/2019    | 11/17/2019 | 111     | -                    | -                     | -                     | -                 | 111   |
| KiwiCo Inc                          | ST-ICU3A2DY           | 10/3/2019    | 11/17/2019 | 224     | -                    | -                     | -                     | -                 | 224   |
| Educational Development Corporation | DIR4846308            | 9/18/2019    | 11/17/2019 | 55      | -                    | -                     | -                     | -                 | 55    |
| All About Learning Press, Inc.      | 900893                | 9/18/2019    | 11/17/2019 | 48      | -                    | -                     | -                     | -                 | 48    |
| Rainbow Resource Center             | 2766241               | 9/18/2019    | 11/17/2019 | 73      | -                    | -                     | -                     | -                 | 73    |
| Rainbow Resource Center             | 2766246               | 9/18/2019    | 11/17/2019 | 560     | -                    | -                     | -                     | -                 | 560   |
| Rainbow Resource Center             | 2766251               | 9/18/2019    | 11/17/2019 | 187     | -                    | -                     | -                     | -                 | 187   |
| Rainbow Resource Center             | 2766258               | 9/18/2019    | 11/17/2019 | 34      | -                    | -                     | -                     | -                 | 34    |
| Rainbow Resource Center             | 2766263               | 9/18/2019    | 11/17/2019 | 236     | -                    | -                     | -                     | -                 | 236   |
| Rainbow Resource Center             | 2766275               | 9/18/2019    | 11/17/2019 | 102     | -                    | -                     | -                     | -                 | 102   |
| Rainbow Resource Center             | 2766280               | 9/18/2019    | 11/17/2019 | 107     | -                    | -                     | -                     | -                 | 107   |
| Rainbow Resource Center             | 2766786               | 9/18/2019    | 11/17/2019 | 33      | -                    | -                     | -                     | -                 | 33    |
| Rainbow Resource Center             | 2766269               | 9/18/2019    | 11/17/2019 | 320     | -                    | -                     | -                     | -                 | 320   |
| Rainbow Resource Center             | 2766312               | 9/18/2019    | 11/17/2019 | 104     | -                    | -                     | -                     | -                 | 104   |
| Rainbow Resource Center             | 2766337               | 9/18/2019    | 11/17/2019 | 220     | -                    | -                     | -                     | -                 | 220   |
| Rainbow Resource Center             | 2766988               | 9/18/2019    | 11/17/2019 | 38      | -                    | -                     | -                     | -                 | 38    |
| Rainbow Resource Center             | 2766236               | 9/18/2019    | 11/17/2019 | 325     | -                    | -                     | -                     | -                 | 325   |
| Rainbow Resource Center             | 2766239               | 9/18/2019    | 11/17/2019 | 61      | -                    | -                     | -                     | -                 | 61    |
| Rainbow Resource Center             | 2766249               | 9/18/2019    | 11/17/2019 | 63      | -                    | -                     | -                     | -                 | 63    |
| Rainbow Resource Center             | 2766265               | 9/18/2019    | 11/17/2019 | 161     | -                    | -                     | -                     | -                 | 161   |
| Rainbow Resource Center             | 2766277               | 9/18/2019    | 11/17/2019 | 367     | -                    | -                     | -                     | -                 | 367   |
| Rainbow Resource Center             | 2766302               | 9/18/2019    | 11/17/2019 | 89      | -                    | -                     | -                     | -                 | 89    |
| Rainbow Resource Center             | 2766309               | 9/18/2019    | 11/17/2019 | 70      | -                    | -                     | -                     | -                 | 70    |
| Rainbow Resource Center             | 2766232               | 9/18/2019    | 11/17/2019 | 325     | -                    | -                     | -                     | -                 | 325   |
| Rainbow Resource Center             | 2766245               | 9/18/2019    | 11/17/2019 | 300     | -                    | -                     | -                     | -                 | 300   |
| Rainbow Resource Center             | 2766281               | 9/18/2019    | 11/17/2019 | 121     | -                    | -                     | -                     | -                 | 121   |
| Rainbow Resource Center             | 2766284               | 9/18/2019    | 11/17/2019 | 76      | -                    | -                     | -                     | -                 | 76    |
| Rainbow Resource Center             | 2766296               | 9/18/2019    | 11/17/2019 | 271     | -                    | -                     | -                     | -                 | 271   |
| Rainbow Resource Center             | 2766307               | 9/18/2019    | 11/17/2019 | 63      | -                    | -                     | -                     | -                 | 63    |
| Rainbow Resource Center             | 2766314               | 9/18/2019    | 11/17/2019 | 76      | -                    | -                     | -                     | -                 | 76    |
| Rainbow Resource Center             | 2766317               | 9/18/2019    | 11/17/2019 | 139     | -                    | -                     | -                     | -                 | 139   |
| Timberdoodle.com                    | 304140                | 9/18/2019    | 11/17/2019 | 1,027   | -                    | -                     | -                     | -                 | 1,027 |
| Speech Pathology Associates, Inc.   | 9-19C                 | 10/18/2019   | 11/17/2019 | 180     | -                    | -                     | -                     | -                 | 180   |
| The Advantage Program               | TAP19112              | 10/18/2019   | 11/17/2019 | 1,020   | -                    | -                     | -                     | -                 | 1,020 |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                            | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|--|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Rainbow Resource Center                | 2767333               | 9/19/2019    | 11/18/2019 | 33      | -                    | -                     | -                     | -                 | 33    |
| Rainbow Resource Center                | 2767404               | 9/19/2019    | 11/18/2019 | 97      | -                    | -                     | -                     | -                 | 97    |
| Rainbow Resource Center                | 2767409               | 9/19/2019    | 11/18/2019 | 18      | -                    | -                     | -                     | -                 | 18    |
| Rainbow Resource Center                | 2767838               | 9/19/2019    | 11/18/2019 | 316     | -                    | -                     | -                     | -                 | 316   |
| Rainbow Resource Center                | 2766332               | 9/19/2019    | 11/18/2019 | 268     | -                    | -                     | -                     | -                 | 268   |
| Rainbow Resource Center                | 2767344               | 9/19/2019    | 11/18/2019 | 52      | -                    | -                     | -                     | -                 | 52    |
| Rainbow Resource Center                | 2768188               | 9/19/2019    | 11/18/2019 | 61      | -                    | -                     | -                     | -                 | 61    |
| Rainbow Resource Center                | 2767332               | 9/19/2019    | 11/18/2019 | 26      | -                    | -                     | -                     | -                 | 26    |
| Rainbow Resource Center                | 2767357               | 9/19/2019    | 11/18/2019 | 171     | -                    | -                     | -                     | -                 | 171   |
| Rainbow Resource Center                | 2767401               | 9/19/2019    | 11/18/2019 | 109     | -                    | -                     | -                     | -                 | 109   |
| Rainbow Resource Center                | 2767407               | 9/19/2019    | 11/18/2019 | 21      | -                    | -                     | -                     | -                 | 21    |
| Rainbow Resource Center                | 2767410               | 9/19/2019    | 11/18/2019 | 51      | -                    | -                     | -                     | -                 | 51    |
| Rainbow Resource Center                | 2767516               | 9/19/2019    | 11/18/2019 | 165     | -                    | -                     | -                     | -                 | 165   |
| Rainbow Resource Center                | 2767518               | 9/19/2019    | 11/18/2019 | 215     | -                    | -                     | -                     | -                 | 215   |
| Rainbow Resource Center                | 2767334               | 9/19/2019    | 11/18/2019 | 11      | -                    | -                     | -                     | -                 | 11    |
| Rainbow Resource Center                | 2767337               | 9/19/2019    | 11/18/2019 | 78      | -                    | -                     | -                     | -                 | 78    |
| Rainbow Resource Center                | 2768881               | 9/20/2019    | 11/19/2019 | 253     | -                    | -                     | -                     | -                 | 253   |
| Math-U-See, Inc.                       | 0581056-IN            | 9/20/2019    | 11/19/2019 | 116     | -                    | -                     | -                     | -                 | 116   |
| Home Science Tools                     | 950317A               | 9/20/2019    | 11/19/2019 | 164     | -                    | -                     | -                     | -                 | 164   |
| Home Science Tools                     | 951134A               | 9/20/2019    | 11/19/2019 | 201     | -                    | -                     | -                     | -                 | 201   |
| Home Science Tools                     | 951141A               | 9/20/2019    | 11/19/2019 | 29      | -                    | -                     | -                     | -                 | 29    |
| Optometric Vision Care Associates, Inc | 69027                 | 10/21/2019   | 11/20/2019 | 181     | -                    | -                     | -                     | -                 | 181   |
| Lotus Educational Services, Inc.       | 1347                  | 10/21/2019   | 11/20/2019 | 1,350   | -                    | -                     | -                     | -                 | 1,350 |
| Lakeshore                              | 2033781019            | 10/21/2019   | 11/20/2019 | 254     | -                    | -                     | -                     | -                 | 254   |
| Therapy in Action, Inc                 | BRA2019.19            | 10/21/2019   | 11/20/2019 | 1,555   | -                    | -                     | -                     | -                 | 1,555 |
| Behind The Wheel Driving School        | 133                   | 10/23/2019   | 11/22/2019 | 359     | -                    | -                     | -                     | -                 | 359   |
| Discovery of Learning, LLC             | IBRAPO919-A           | 10/23/2019   | 11/22/2019 | 1,050   | -                    | -                     | -                     | -                 | 1,050 |
| All About Learning Press, Inc.         | 900919                | 9/23/2019    | 11/22/2019 | 85      | -                    | -                     | -                     | -                 | 85    |
| Casa Colina Hosp Rehab                 | 00811479              | 10/23/2019   | 11/22/2019 | 596     | -                    | -                     | -                     | -                 | 596   |
| Rainbow Resource Center                | 2769660               | 9/23/2019    | 11/22/2019 | 152     | -                    | -                     | -                     | -                 | 152   |
| MK Education Services                  | OCTBRA19              | 10/23/2019   | 11/22/2019 | 1,990   | -                    | -                     | -                     | -                 | 1,990 |
| Rainbow Resource Center                | 2769198               | 9/23/2019    | 11/22/2019 | 724     | -                    | -                     | -                     | -                 | 724   |
| Rainbow Resource Center                | 2771448               | 9/24/2019    | 11/23/2019 | 43      | -                    | -                     | -                     | -                 | 43    |
| Rainbow Resource Center                | 2771456               | 9/24/2019    | 11/23/2019 | 128     | -                    | -                     | -                     | -                 | 128   |
| Rainbow Resource Center                | 2770813               | 9/24/2019    | 11/23/2019 | 181     | -                    | -                     | -                     | -                 | 181   |
| Rainbow Resource Center                | 2770819               | 9/24/2019    | 11/23/2019 | 80      | -                    | -                     | -                     | -                 | 80    |
| Rainbow Resource Center                | 2770825               | 9/24/2019    | 11/23/2019 | 125     | -                    | -                     | -                     | -                 | 125   |
| Rainbow Resource Center                | 2770910               | 9/24/2019    | 11/23/2019 | 11      | -                    | -                     | -                     | -                 | 11    |
| Rainbow Resource Center                | 2771080               | 9/24/2019    | 11/23/2019 | 29      | -                    | -                     | -                     | -                 | 29    |
| Rainbow Resource Center                | 2764886               | 9/24/2019    | 11/23/2019 | 193     | -                    | -                     | -                     | -                 | 193   |
| Home Science Tools                     | 951722A               | 9/24/2019    | 11/23/2019 | 219     | -                    | -                     | -                     | -                 | 219   |
| Rainbow Resource Center                | 2770817               | 9/24/2019    | 11/23/2019 | 26      | -                    | -                     | -                     | -                 | 26    |
| Rainbow Resource Center                | 2770897               | 9/24/2019    | 11/23/2019 | 11      | -                    | -                     | -                     | -                 | 11    |
| Rainbow Resource Center                | 2770902               | 9/24/2019    | 11/23/2019 | 53      | -                    | -                     | -                     | -                 | 53    |
| Rainbow Resource Center                | 2771084               | 9/24/2019    | 11/23/2019 | 82      | -                    | -                     | -                     | -                 | 82    |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|----------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Rainbow Resource Center    | 2771091               | 9/24/2019    | 11/23/2019 | 262     | -                    | -                     | -                     | -                 | 262   |
| Rainbow Resource Center    | 2771440               | 9/24/2019    | 11/23/2019 | 111     | -                    | -                     | -                     | -                 | 111   |
| Home Science Tools         | 951720A               | 9/24/2019    | 11/23/2019 | 115     | -                    | -                     | -                     | -                 | 115   |
| Fierce Athletics           | ZUBOCT                | 10/24/2019   | 11/23/2019 | 562     | -                    | -                     | -                     | -                 | 562   |
| Signing Online             | 7198                  | 9/23/2019    | 11/23/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Signing Online             | 7194                  | 9/23/2019    | 11/23/2019 | 75      | -                    | -                     | -                     | -                 | 75    |
| Timberdoodle.com           | 307700                | 9/24/2019    | 11/23/2019 | 862     | -                    | -                     | -                     | -                 | 862   |
| Timberdoodle.com           | 307696                | 9/24/2019    | 11/23/2019 | 1,019   | -                    | -                     | -                     | -                 | 1,019 |
| Timberdoodle.com           | 307701                | 9/24/2019    | 11/23/2019 | 255     | -                    | -                     | -                     | -                 | 255   |
| Timberdoodle.com           | 307310                | 9/25/2019    | 11/24/2019 | 963     | -                    | -                     | -                     | -                 | 963   |
| Timberdoodle.com           | 307255                | 9/25/2019    | 11/24/2019 | 245     | -                    | -                     | -                     | -                 | 245   |
| Timberdoodle.com           | 307256                | 9/25/2019    | 11/24/2019 | 1,012   | -                    | -                     | -                     | -                 | 1,012 |
| Timberdoodle.com           | 307287                | 9/25/2019    | 11/24/2019 | 1,211   | -                    | -                     | -                     | -                 | 1,211 |
| Timberdoodle.com           | 307457                | 9/25/2019    | 11/24/2019 | 938     | -                    | -                     | -                     | -                 | 938   |
| Timberdoodle.com           | 307288                | 9/25/2019    | 11/24/2019 | 1,024   | -                    | -                     | -                     | -                 | 1,024 |
| Timberdoodle.com           | 307451                | 9/25/2019    | 11/24/2019 | 160     | -                    | -                     | -                     | -                 | 160   |
| Timberdoodle.com           | 307253                | 9/25/2019    | 11/24/2019 | 101     | -                    | -                     | -                     | -                 | 101   |
| Timberdoodle.com           | 307459                | 9/25/2019    | 11/24/2019 | 388     | -                    | -                     | -                     | -                 | 388   |
| Discovery of Learning, LLC | IBRAPO919             | 10/25/2019   | 11/24/2019 | 1,760   | -                    | -                     | -                     | -                 | 1,760 |
| Rainbow Resource Center    | 2772592               | 9/25/2019    | 11/24/2019 | 212     | -                    | -                     | -                     | -                 | 212   |
| Rainbow Resource Center    | 2772080               | 9/25/2019    | 11/24/2019 | 88      | -                    | -                     | -                     | -                 | 88    |
| Rainbow Resource Center    | 2772081               | 9/25/2019    | 11/24/2019 | 155     | -                    | -                     | -                     | -                 | 155   |
| Rainbow Resource Center    | 2772088               | 9/25/2019    | 11/24/2019 | 182     | -                    | -                     | -                     | -                 | 182   |
| Rainbow Resource Center    | 2772188               | 9/25/2019    | 11/24/2019 | 10      | -                    | -                     | -                     | -                 | 10    |
| Rainbow Resource Center    | 2772085               | 9/25/2019    | 11/24/2019 | 478     | -                    | -                     | -                     | -                 | 478   |
| Rainbow Resource Center    | 2772339               | 9/25/2019    | 11/24/2019 | 380     | -                    | -                     | -                     | -                 | 380   |
| Rainbow Resource Center    | 2772879               | 9/26/2019    | 11/25/2019 | 167     | -                    | -                     | -                     | -                 | 167   |
| Rainbow Resource Center    | 2773317               | 9/26/2019    | 11/25/2019 | 62      | -                    | -                     | -                     | -                 | 62    |
| Rainbow Resource Center    | 2773332               | 9/26/2019    | 11/25/2019 | 152     | -                    | -                     | -                     | -                 | 152   |
| Rainbow Resource Center    | 2773469               | 9/26/2019    | 11/25/2019 | 70      | -                    | -                     | -                     | -                 | 70    |
| Rainbow Resource Center    | 2773893               | 9/26/2019    | 11/25/2019 | 166     | -                    | -                     | -                     | -                 | 166   |
| Rainbow Resource Center    | 2772872               | 9/26/2019    | 11/25/2019 | 301     | -                    | -                     | -                     | -                 | 301   |
| Rainbow Resource Center    | 2773251               | 9/26/2019    | 11/25/2019 | 80      | -                    | -                     | -                     | -                 | 80    |
| Rainbow Resource Center    | 2773311               | 9/26/2019    | 11/25/2019 | 174     | -                    | -                     | -                     | -                 | 174   |
| Rainbow Resource Center    | 2773333               | 9/26/2019    | 11/25/2019 | 44      | -                    | -                     | -                     | -                 | 44    |
| Timberdoodle.com           | 307871                | 9/26/2019    | 11/25/2019 | 801     | -                    | -                     | -                     | -                 | 801   |
| Timberdoodle.com           | 307982                | 9/27/2019    | 11/26/2019 | 846     | -                    | -                     | -                     | -                 | 846   |
| Timberdoodle.com           | 307991                | 9/27/2019    | 11/26/2019 | 1,125   | -                    | -                     | -                     | -                 | 1,125 |
| Rainbow Resource Center    | 2773895               | 9/27/2019    | 11/26/2019 | 166     | -                    | -                     | -                     | -                 | 166   |
| Rainbow Resource Center    | 2773522               | 9/27/2019    | 11/26/2019 | 87      | -                    | -                     | -                     | -                 | 87    |
| Rainbow Resource Center    | 2773892               | 9/27/2019    | 11/26/2019 | 166     | -                    | -                     | -                     | -                 | 166   |
| Rainbow Resource Center    | 2773538               | 9/27/2019    | 11/26/2019 | 61      | -                    | -                     | -                     | -                 | 61    |
| Rainbow Resource Center    | 2773899               | 9/27/2019    | 11/26/2019 | 89      | -                    | -                     | -                     | -                 | 89    |
| Rainbow Resource Center    | 2773534               | 9/27/2019    | 11/26/2019 | 113     | -                    | -                     | -                     | -                 | 113   |
| Rainbow Resource Center    | 2773902               | 9/27/2019    | 11/26/2019 | 239     | -                    | -                     | -                     | -                 | 239   |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                              | Invoice/Credit Number | Invoice Date | Date Due   | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|--|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Rainbow Resource Center                  | 2773941               | 9/27/2019    | 11/26/2019 | 295     | -                    | -                     | -                     | -                 | 295   |
| Watersafe Swim School                    | 249                   | 10/28/2019   | 11/27/2019 | 119     | -                    | -                     | -                     | -                 | 119   |
| Timberdoodle.com                         | 308051                | 9/30/2019    | 11/29/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Timberdoodle.com                         | 308052                | 9/30/2019    | 11/29/2019 | 163     | -                    | -                     | -                     | -                 | 163   |
| Timberdoodle.com                         | 308050                | 9/30/2019    | 11/29/2019 | 683     | -                    | -                     | -                     | -                 | 683   |
| Timberdoodle.com                         | 308053                | 9/30/2019    | 11/29/2019 | 211     | -                    | -                     | -                     | -                 | 211   |
| Rainbow Resource Center                  | 2774627               | 9/30/2019    | 11/29/2019 | 125     | -                    | -                     | -                     | -                 | 125   |
| Justine Sherman & Associates Inc         | 09196260502           | 10/30/2019   | 11/29/2019 | 520     | -                    | -                     | -                     | -                 | 520   |
| Home Science Tools                       | 952877A               | 9/30/2019    | 11/29/2019 | 207     | -                    | -                     | -                     | -                 | 207   |
| Math-U-See, Inc.                         | 0582520-IN            | 10/1/2019    | 11/30/2019 | 68      | -                    | -                     | -                     | -                 | 68    |
| Home Science Tools                       | 952945A               | 10/1/2019    | 11/30/2019 | 129     | -                    | -                     | -                     | -                 | 129   |
| Rainbow Resource Center                  | 2775349               | 10/1/2019    | 11/30/2019 | 908     | -                    | -                     | -                     | -                 | 908   |
| Rainbow Resource Center                  | 2775563               | 10/1/2019    | 11/30/2019 | 103     | -                    | -                     | -                     | -                 | 103   |
| Rainbow Resource Center                  | 2775566               | 10/1/2019    | 11/30/2019 | 65      | -                    | -                     | -                     | -                 | 65    |
| Rainbow Resource Center                  | 2775689               | 10/1/2019    | 11/30/2019 | 32      | -                    | -                     | -                     | -                 | 32    |
| Home Science Tools                       | 953006A               | 10/1/2019    | 11/30/2019 | 139     | -                    | -                     | -                     | -                 | 139   |
| Math-U-See, Inc.                         | 0582513-IN            | 10/1/2019    | 11/30/2019 | 68      | -                    | -                     | -                     | -                 | 68    |
| Math-U-See, Inc.                         | 0582516-IN            | 10/1/2019    | 11/30/2019 | 96      | -                    | -                     | -                     | -                 | 96    |
| Math-U-See, Inc.                         | 0582519-IN            | 10/1/2019    | 11/30/2019 | 149     | -                    | -                     | -                     | -                 | 149   |
| Rainbow Resource Center                  | 2775372               | 10/1/2019    | 11/30/2019 | 35      | -                    | -                     | -                     | -                 | 35    |
| Rainbow Resource Center                  | 2775374               | 10/1/2019    | 11/30/2019 | 148     | -                    | -                     | -                     | -                 | 148   |
| Rainbow Resource Center                  | 2775568               | 10/1/2019    | 11/30/2019 | 97      | -                    | -                     | -                     | -                 | 97    |
| Rainbow Resource Center                  | 2775174               | 10/1/2019    | 11/30/2019 | 291     | -                    | -                     | -                     | -                 | 291   |
| Rainbow Resource Center                  | 2775358               | 10/1/2019    | 11/30/2019 | 316     | -                    | -                     | -                     | -                 | 316   |
| Rainbow Resource Center                  | 2775567               | 10/1/2019    | 11/30/2019 | 48      | -                    | -                     | -                     | -                 | 48    |
| Rainbow Resource Center                  | 2775593               | 10/1/2019    | 11/30/2019 | 29      | -                    | -                     | -                     | -                 | 29    |
| Rainbow Resource Center                  | 2775172               | 10/1/2019    | 11/30/2019 | 95      | -                    | -                     | -                     | -                 | 95    |
| Rainbow Resource Center                  | 2775562               | 10/1/2019    | 11/30/2019 | 121     | -                    | -                     | -                     | -                 | 121   |
| Rainbow Resource Center                  | 2775565               | 10/1/2019    | 11/30/2019 | 73      | -                    | -                     | -                     | -                 | 73    |
| The Hidden Dojo                          | 33                    | 10/31/2019   | 11/30/2019 | 9,815   | -                    | -                     | -                     | -                 | 9,815 |
| Speech Language & Educational Associates | 103267                | 8/31/2019    | 11/30/2019 | 1,050   | -                    | -                     | -                     | -                 | 1,050 |
| Rainbow Resource Center                  | 2776369               | 10/2/2019    | 12/1/2019  | 174     | -                    | -                     | -                     | -                 | 174   |
| Rainbow Resource Center                  | 2776618               | 10/2/2019    | 12/1/2019  | 167     | -                    | -                     | -                     | -                 | 167   |
| Rainbow Resource Center                  | 2776884               | 10/2/2019    | 12/1/2019  | 121     | -                    | -                     | -                     | -                 | 121   |
| Rainbow Resource Center                  | 2776677               | 10/2/2019    | 12/1/2019  | 252     | -                    | -                     | -                     | -                 | 252   |
| Mercurius                                | 85777                 | 10/2/2019    | 12/1/2019  | 241     | -                    | -                     | -                     | -                 | 241   |
| Home Science Tools                       | 953345A               | 10/2/2019    | 12/1/2019  | 76      | -                    | -                     | -                     | -                 | 76    |
| BookShark                                | 30975604              | 10/2/2019    | 12/1/2019  | 758     | -                    | -                     | -                     | -                 | 758   |
| BookShark                                | 30975644              | 10/2/2019    | 12/1/2019  | 71      | -                    | -                     | -                     | -                 | 71    |
| BookShark                                | 30974411              | 10/2/2019    | 12/1/2019  | 186     | -                    | -                     | -                     | -                 | 186   |
| BookShark                                | 30974410              | 10/2/2019    | 12/1/2019  | 166     | -                    | -                     | -                     | -                 | 166   |
| BookShark                                | 30975442              | 10/2/2019    | 12/1/2019  | 284     | -                    | -                     | -                     | -                 | 284   |
| BookShark                                | 30975459              | 10/2/2019    | 12/1/2019  | 304     | -                    | -                     | -                     | -                 | 304   |
| Home Science Tools                       | 953233A               | 10/2/2019    | 12/1/2019  | 152     | -                    | -                     | -                     | -                 | 152   |
| BookShark                                | 30974987              | 10/2/2019    | 12/1/2019  | 1,003   | -                    | -                     | -                     | -                 | 1,003 |



# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                    | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|--------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| BookShark                      | 30975612              | 10/2/2019    | 12/1/2019 | 338     | -                    | -                     | -                     | -                 | 338   |
| All About Learning Press, Inc. | 900955                | 10/3/2019    | 12/2/2019 | 229     | -                    | -                     | -                     | -                 | 229   |
| All About Learning Press, Inc. | 900969                | 10/3/2019    | 12/2/2019 | 29      | -                    | -                     | -                     | -                 | 29    |
| Beautiful Feet Books, Inc.     | 11168                 | 10/3/2019    | 12/2/2019 | 91      | -                    | -                     | -                     | -                 | 91    |
| All About Learning Press, Inc. | 900963                | 10/3/2019    | 12/2/2019 | 98      | -                    | -                     | -                     | -                 | 98    |
| Beautiful Feet Books, Inc.     | 11153                 | 10/3/2019    | 12/2/2019 | 36      | -                    | -                     | -                     | -                 | 36    |
| Home Science Tools             | 953419A               | 10/3/2019    | 12/2/2019 | 145     | -                    | -                     | -                     | -                 | 145   |
| Math-U-See, Inc.               | 0582739-IN            | 10/3/2019    | 12/2/2019 | 120     | -                    | -                     | -                     | -                 | 120   |
| Math-U-See, Inc.               | 0582750-IN            | 10/3/2019    | 12/2/2019 | 193     | -                    | -                     | -                     | -                 | 193   |
| Rainbow Resource Center        | 2777490               | 10/3/2019    | 12/2/2019 | 111     | -                    | -                     | -                     | -                 | 111   |
| Rainbow Resource Center        | 2777164               | 10/3/2019    | 12/2/2019 | 57      | -                    | -                     | -                     | -                 | 57    |
| Rainbow Resource Center        | 2777169               | 10/3/2019    | 12/2/2019 | 161     | -                    | -                     | -                     | -                 | 161   |
| Rainbow Resource Center        | 2777494               | 10/3/2019    | 12/2/2019 | 234     | -                    | -                     | -                     | -                 | 234   |
| Rainbow Resource Center        | 2777492               | 10/3/2019    | 12/2/2019 | 100     | -                    | -                     | -                     | -                 | 100   |
| Rainbow Resource Center        | 2777657               | 10/3/2019    | 12/2/2019 | 35      | -                    | -                     | -                     | -                 | 35    |
| Rainbow Resource Center        | 2777923               | 10/3/2019    | 12/2/2019 | 107     | -                    | -                     | -                     | -                 | 107   |
| Rainbow Resource Center        | 2777651               | 10/3/2019    | 12/2/2019 | 13      | -                    | -                     | -                     | -                 | 13    |
| Rainbow Resource Center        | 2777907               | 10/3/2019    | 12/2/2019 | 77      | -                    | -                     | -                     | -                 | 77    |
| Rainbow Resource Center        | 2777948               | 10/3/2019    | 12/2/2019 | 20      | -                    | -                     | -                     | -                 | 20    |
| Rainbow Resource Center        | 2778460               | 10/4/2019    | 12/3/2019 | 97      | -                    | -                     | -                     | -                 | 97    |
| Rainbow Resource Center        | 2778465               | 10/4/2019    | 12/3/2019 | 87      | -                    | -                     | -                     | -                 | 87    |
| Rainbow Resource Center        | 2778528               | 10/4/2019    | 12/3/2019 | 131     | -                    | -                     | -                     | -                 | 131   |
| Rainbow Resource Center        | 2778530               | 10/4/2019    | 12/3/2019 | 135     | -                    | -                     | -                     | -                 | 135   |
| Rainbow Resource Center        | 2778463               | 10/4/2019    | 12/3/2019 | 862     | -                    | -                     | -                     | -                 | 862   |
| Rainbow Resource Center        | 2778339               | 10/4/2019    | 12/3/2019 | 448     | -                    | -                     | -                     | -                 | 448   |
| Rainbow Resource Center        | 2778461               | 10/4/2019    | 12/3/2019 | 107     | -                    | -                     | -                     | -                 | 107   |
| Rainbow Resource Center        | 2778466               | 10/4/2019    | 12/3/2019 | 343     | -                    | -                     | -                     | -                 | 343   |
| Rainbow Resource Center        | 2778467               | 10/4/2019    | 12/3/2019 | 133     | -                    | -                     | -                     | -                 | 133   |
| Rainbow Resource Center        | 2778057               | 10/4/2019    | 12/3/2019 | 102     | -                    | -                     | -                     | -                 | 102   |
| Rainbow Resource Center        | 2778341               | 10/4/2019    | 12/3/2019 | 161     | -                    | -                     | -                     | -                 | 161   |
| Rainbow Resource Center        | 2778459               | 10/4/2019    | 12/3/2019 | 242     | -                    | -                     | -                     | -                 | 242   |
| Math-U-See, Inc.               | 0583028-IN            | 10/4/2019    | 12/3/2019 | 40      | -                    | -                     | -                     | -                 | 40    |
| Math-U-See, Inc.               | 0582999-IN            | 10/4/2019    | 12/3/2019 | 47      | -                    | -                     | -                     | -                 | 47    |
| Math-U-See, Inc.               | 0582906-IN            | 10/4/2019    | 12/3/2019 | 166     | -                    | -                     | -                     | -                 | 166   |
| Math-U-See, Inc.               | 0583029-IN            | 10/4/2019    | 12/3/2019 | 40      | -                    | -                     | -                     | -                 | 40    |
| Beautiful Feet Books, Inc.     | 11196                 | 10/4/2019    | 12/3/2019 | 35      | -                    | -                     | -                     | -                 | 35    |
| Beautiful Feet Books, Inc.     | 11199                 | 10/4/2019    | 12/3/2019 | 212     | -                    | -                     | -                     | -                 | 212   |
| Beautiful Feet Books, Inc.     | 11187                 | 10/4/2019    | 12/3/2019 | 221     | -                    | -                     | -                     | -                 | 221   |
| Home Science Tools             | 953633A               | 10/4/2019    | 12/3/2019 | 130     | -                    | -                     | -                     | -                 | 130   |
| Math-U-See, Inc.               | 0582968-IN            | 10/4/2019    | 12/3/2019 | 166     | -                    | -                     | -                     | -                 | 166   |
| Math-U-See, Inc.               | 0582998-IN            | 10/4/2019    | 12/3/2019 | 111     | -                    | -                     | -                     | -                 | 111   |
| Timberdoodle.com               | 307851                | 10/4/2019    | 12/3/2019 | 406     | -                    | -                     | -                     | -                 | 406   |
| Timberdoodle.com               | 305683                | 10/4/2019    | 12/3/2019 | 974     | -                    | -                     | -                     | -                 | 974   |
| Timberdoodle.com               | 307869                | 10/4/2019    | 12/3/2019 | 111     | -                    | -                     | -                     | -                 | 111   |
| Timberdoodle.com               | 306332                | 10/4/2019    | 12/3/2019 | 1,020   | -                    | -                     | -                     | -                 | 1,020 |

**Blue Ridge Academy****Accounts Payable Aging**

For the Period ended October 31, 2019

| Vendor Name             | Invoice/Credit Number | Invoice Date | Date Due  | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total |
|-------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-------------------|-------|
| Math-U-See, Inc.        | 0583176-IN            | 10/7/2019    | 12/6/2019 | 56      | -                    | -                     | -                     | -                 | 56    |
| Math-U-See, Inc.        | 0583177-IN            | 10/7/2019    | 12/6/2019 | 68      | -                    | -                     | -                     | -                 | 68    |
| Math-U-See, Inc.        | 0583179-IN            | 10/7/2019    | 12/6/2019 | 116     | -                    | -                     | -                     | -                 | 116   |
| Rainbow Resource Center | 2778757               | 10/7/2019    | 12/6/2019 | 121     | -                    | -                     | -                     | -                 | 121   |
| Rainbow Resource Center | 2778765               | 10/7/2019    | 12/6/2019 | 16      | -                    | -                     | -                     | -                 | 16    |
| Rainbow Resource Center | 2779365               | 10/7/2019    | 12/6/2019 | 32      | -                    | -                     | -                     | -                 | 32    |
| Rainbow Resource Center | 2779398               | 10/7/2019    | 12/6/2019 | 88      | -                    | -                     | -                     | -                 | 88    |
| Rainbow Resource Center | 2778754               | 10/7/2019    | 12/6/2019 | 369     | -                    | -                     | -                     | -                 | 369   |
| Rainbow Resource Center | 2779433               | 10/7/2019    | 12/6/2019 | 32      | -                    | -                     | -                     | -                 | 32    |
| Rainbow Resource Center | 2779221               | 10/7/2019    | 12/6/2019 | 163     | -                    | -                     | -                     | -                 | 163   |
| Rainbow Resource Center | 2778753               | 10/7/2019    | 12/6/2019 | 176     | -                    | -                     | -                     | -                 | 176   |
| Rainbow Resource Center | 2778759               | 10/7/2019    | 12/6/2019 | 62      | -                    | -                     | -                     | -                 | 62    |
| Rainbow Resource Center | 2778764               | 10/7/2019    | 12/6/2019 | 154     | -                    | -                     | -                     | -                 | 154   |
| Rainbow Resource Center | 2779215               | 10/7/2019    | 12/6/2019 | 76      | -                    | -                     | -                     | -                 | 76    |
| Rainbow Resource Center | 2754294               | 10/7/2019    | 12/6/2019 | 6       | -                    | -                     | -                     | -                 | 6     |
| Rainbow Resource Center | 2779498               | 10/8/2019    | 12/7/2019 | 32      | -                    | -                     | -                     | -                 | 32    |
| Rainbow Resource Center | 2779513               | 10/8/2019    | 12/7/2019 | 63      | -                    | -                     | -                     | -                 | 63    |
| Rainbow Resource Center | 2779521               | 10/8/2019    | 12/7/2019 | 71      | -                    | -                     | -                     | -                 | 71    |
| Rainbow Resource Center | 2779524               | 10/8/2019    | 12/7/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Rainbow Resource Center | 2780139               | 10/8/2019    | 12/7/2019 | 88      | -                    | -                     | -                     | -                 | 88    |
| Rainbow Resource Center | 2780145               | 10/8/2019    | 12/7/2019 | 88      | -                    | -                     | -                     | -                 | 88    |
| Rainbow Resource Center | 2780386               | 10/8/2019    | 12/7/2019 | 20      | -                    | -                     | -                     | -                 | 20    |
| Rainbow Resource Center | 2779499               | 10/8/2019    | 12/7/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Rainbow Resource Center | 2779506               | 10/8/2019    | 12/7/2019 | 154     | -                    | -                     | -                     | -                 | 154   |
| Rainbow Resource Center | 2779508               | 10/8/2019    | 12/7/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Rainbow Resource Center | 2779515               | 10/8/2019    | 12/7/2019 | 123     | -                    | -                     | -                     | -                 | 123   |
| Rainbow Resource Center | 2779516               | 10/8/2019    | 12/7/2019 | 48      | -                    | -                     | -                     | -                 | 48    |
| Rainbow Resource Center | 2780398               | 10/8/2019    | 12/7/2019 | 202     | -                    | -                     | -                     | -                 | 202   |
| Rainbow Resource Center | 2779497               | 10/8/2019    | 12/7/2019 | 32      | -                    | -                     | -                     | -                 | 32    |
| Rainbow Resource Center | 2779501               | 10/8/2019    | 12/7/2019 | 118     | -                    | -                     | -                     | -                 | 118   |
| Rainbow Resource Center | 2779504               | 10/8/2019    | 12/7/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Rainbow Resource Center | 2779511               | 10/8/2019    | 12/7/2019 | 519     | -                    | -                     | -                     | -                 | 519   |
| Rainbow Resource Center | 2779518               | 10/8/2019    | 12/7/2019 | 73      | -                    | -                     | -                     | -                 | 73    |
| Rainbow Resource Center | 2780380               | 10/8/2019    | 12/7/2019 | 20      | -                    | -                     | -                     | -                 | 20    |
| Rainbow Resource Center | 2779503               | 10/8/2019    | 12/7/2019 | 32      | -                    | -                     | -                     | -                 | 32    |
| Rainbow Resource Center | 2779514               | 10/8/2019    | 12/7/2019 | 37      | -                    | -                     | -                     | -                 | 37    |
| Rainbow Resource Center | 2779520               | 10/8/2019    | 12/7/2019 | 60      | -                    | -                     | -                     | -                 | 60    |
| Rainbow Resource Center | 2779523               | 10/8/2019    | 12/7/2019 | 30      | -                    | -                     | -                     | -                 | 30    |
| Rainbow Resource Center | 2780132               | 10/8/2019    | 12/7/2019 | 94      | -                    | -                     | -                     | -                 | 94    |
| Math-U-See, Inc.        | 0583443-IN            | 10/8/2019    | 12/7/2019 | 116     | -                    | -                     | -                     | -                 | 116   |
| Math-U-See, Inc.        | 0583454-IN            | 10/8/2019    | 12/7/2019 | 116     | -                    | -                     | -                     | -                 | 116   |
| Math-U-See, Inc.        | 0583392-IN            | 10/8/2019    | 12/7/2019 | 193     | -                    | -                     | -                     | -                 | 193   |
| Math-U-See, Inc.        | 0583447-IN            | 10/8/2019    | 12/7/2019 | 162     | -                    | -                     | -                     | -                 | 162   |
| Home Science Tools      | 953419B               | 10/8/2019    | 12/7/2019 | 5       | -                    | -                     | -                     | -                 | 5     |
| Home Science Tools      | 954284A               | 10/8/2019    | 12/7/2019 | 168     | -                    | -                     | -                     | -                 | 168   |

# Blue Ridge Academy

## Accounts Payable Aging

For the Period ended October 31, 2019

| Vendor Name                    | Invoice/Credit Number | Invoice Date | Date Due  | Current           | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past | Total             |
|--------------------------------|-----------------------|--------------|-----------|-------------------|----------------------|-----------------------|-----------------------|-------------------|-------------------|
| Home Science Tools             | 954428A               | 10/8/2019    | 12/7/2019 | 127               | -                    | -                     | -                     | -                 | 127               |
| Math-U-See, Inc.               | 0583450-IN            | 10/8/2019    | 12/7/2019 | 89                | -                    | -                     | -                     | -                 | 89                |
| Math-U-See, Inc.               | 0583389-IN            | 10/8/2019    | 12/7/2019 | 116               | -                    | -                     | -                     | -                 | 116               |
| Home Science Tools             | 954426A               | 10/8/2019    | 12/7/2019 | 281               | -                    | -                     | -                     | -                 | 281               |
| All About Learning Press, Inc. | 901027                | 10/8/2019    | 12/7/2019 | 131               | -                    | -                     | -                     | -                 | 131               |
| All About Learning Press, Inc. | 901020                | 10/8/2019    | 12/7/2019 | 191               | -                    | -                     | -                     | -                 | 191               |
| Home Science Tools             | 954285A               | 10/8/2019    | 12/7/2019 | 50                | -                    | -                     | -                     | -                 | 50                |
| Home Science Tools             | 954424A               | 10/8/2019    | 12/7/2019 | 342               | -                    | -                     | -                     | -                 | 342               |
| Home Science Tools             | 954420A               | 10/8/2019    | 12/7/2019 | 104               | -                    | -                     | -                     | -                 | 104               |
| Math-U-See, Inc.               | 0583510-IN            | 10/9/2019    | 12/8/2019 | 181               | -                    | -                     | -                     | -                 | 181               |
| Math-U-See, Inc.               | 0583587-IN            | 10/9/2019    | 12/8/2019 | 193               | -                    | -                     | -                     | -                 | 193               |
| Math-U-See, Inc.               | 0583641-IN            | 10/9/2019    | 12/8/2019 | 47                | -                    | -                     | -                     | -                 | 47                |
| Math-U-See, Inc.               | 0583649-IN            | 10/9/2019    | 12/8/2019 | 22                | -                    | -                     | -                     | -                 | 22                |
| Math-U-See, Inc.               | 0583656-IN            | 10/9/2019    | 12/8/2019 | 193               | -                    | -                     | -                     | -                 | 193               |
| Math-U-See, Inc.               | 0583542-IN            | 10/9/2019    | 12/8/2019 | 106               | -                    | -                     | -                     | -                 | 106               |
| Math-U-See, Inc.               | 0583592-IN            | 10/9/2019    | 12/8/2019 | 166               | -                    | -                     | -                     | -                 | 166               |
| Math-U-See, Inc.               | 0583607-IN            | 10/9/2019    | 12/8/2019 | 193               | -                    | -                     | -                     | -                 | 193               |
| Math-U-See, Inc.               | 0583655-IN            | 10/9/2019    | 12/8/2019 | 168               | -                    | -                     | -                     | -                 | 168               |
| Math-U-See, Inc.               | 0583614-IN            | 10/9/2019    | 12/8/2019 | 193               | -                    | -                     | -                     | -                 | 193               |
| Math-U-See, Inc.               | 0583648-IN            | 10/9/2019    | 12/8/2019 | 156               | -                    | -                     | -                     | -                 | 156               |
| Math-U-See, Inc.               | 0583611-IN            | 10/9/2019    | 12/8/2019 | 106               | -                    | -                     | -                     | -                 | 106               |
| Math-U-See, Inc.               | 0583612-IN            | 10/9/2019    | 12/8/2019 | 166               | -                    | -                     | -                     | -                 | 166               |
| Math-U-See, Inc.               | 0583654-IN            | 10/9/2019    | 12/8/2019 | 166               | -                    | -                     | -                     | -                 | 166               |
| Rainbow Resource Center        | 2780833               | 10/9/2019    | 12/8/2019 | 12                | -                    | -                     | -                     | -                 | 12                |
| Rainbow Resource Center        | 2780843               | 10/9/2019    | 12/8/2019 | 21                | -                    | -                     | -                     | -                 | 21                |
| Rainbow Resource Center        | 2780832               | 10/9/2019    | 12/8/2019 | 12                | -                    | -                     | -                     | -                 | 12                |
| Rainbow Resource Center        | 2780839               | 10/9/2019    | 12/8/2019 | 182               | -                    | -                     | -                     | -                 | 182               |
| Rainbow Resource Center        | 2780841               | 10/9/2019    | 12/8/2019 | 86                | -                    | -                     | -                     | -                 | 86                |
| Rainbow Resource Center        | 2781193               | 10/9/2019    | 12/8/2019 | 127               | -                    | -                     | -                     | -                 | 127               |
| Rainbow Resource Center        | 2781206               | 10/9/2019    | 12/8/2019 | 354               | -                    | -                     | -                     | -                 | 354               |
| Rainbow Resource Center        | 2781225               | 10/9/2019    | 12/8/2019 | 16                | -                    | -                     | -                     | -                 | 16                |
| Rainbow Resource Center        | 2780836               | 10/9/2019    | 12/8/2019 | 30                | -                    | -                     | -                     | -                 | 30                |
| Rainbow Resource Center        | 2780844               | 10/9/2019    | 12/8/2019 | 21                | -                    | -                     | -                     | -                 | 21                |
| Rainbow Resource Center        | 2780852               | 10/9/2019    | 12/8/2019 | 147               | -                    | -                     | -                     | -                 | 147               |
| Rainbow Resource Center        | 2780855               | 10/9/2019    | 12/8/2019 | 77                | -                    | -                     | -                     | -                 | 77                |
| Rainbow Resource Center        | 2780834               | 10/9/2019    | 12/8/2019 | 254               | -                    | -                     | -                     | -                 | 254               |
| Rainbow Resource Center        | 2780835               | 10/9/2019    | 12/8/2019 | 271               | -                    | -                     | -                     | -                 | 271               |
| Rainbow Resource Center        | 2780837               | 10/9/2019    | 12/8/2019 | 72                | -                    | -                     | -                     | -                 | 72                |
| Time4Writing.com               | T4W10161              | 10/10/2019   | 12/9/2019 | 119               | -                    | -                     | -                     | -                 | 119               |
| Total Outstanding Payables     |                       |              |           | <u>\$ 339,096</u> | <u>\$ 21,911</u>     | <u>\$ 1,175</u>       | <u>\$ 8,552</u>       | <u>\$ 813</u>     | <u>\$ 371,547</u> |



~~Inspire Charter School—Kern~~

# Blue Ridge Academy

Submitted to Maricopa Unified School District



---

Submitted: November 20, 2015

~~(Revised April~~ (Material Revision  
Submitted: [DATE] ~~5, 2016)~~

## TABLE OF CONTENTS

|  | <u>Page</u>     |
|--|-----------------|
| <b>FOUNDING GROUP .....</b>  | <b>5</b>        |
| <b><u>CURRENT BOARD OF DIRECTORS AND C0-PRINCIPALS .....</u></b>   | <b><u>5</u></b> |
| <b>ELEMENT ONE: EDUCATIONAL PROGRAM .....</b>  | <b>97</b>       |
| Mission Statement.....   | 97              |
| Educational Philosophy .....   | 97              |
| What it means to be an educated person in the 21 <sup>st</sup> Century .....   | 119             |
| How Learning Best Occurs .....   | 111             |
| Transferability of courses to other public high schools and the eligibility of courses<br>to meet college entrance requirements..... | 222             |
| Plan for Students Who are Academically Low-Achieving .....   | 224             |
| Plan for Students Who are Academically High Achieving .....  | 225             |
| Plan for English Learners.....   | 226             |
| Plan for Serving Students with Disabilities .....  | 228             |
| Services for Students under the “IDEIA” .....  | 330             |
| <b>ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND<br/>METHODS OF MEASUREMENT.....</b>                                       | <b>4947</b>     |
| Measurable Student Outcomes .....  | 4947            |
| School-Wide Outcomes .....   | 4947            |
| Methods of Assessment .....  | 5148            |
| Use and Reporting Of Data.....   | 5250            |
| <b>ELEMENT FOUR: GOVERNANCE STRUCTURE .....</b>  | <b>5451</b>     |
| Non-Profit Public Benefit Corporation.....   | 5451            |
| Board of Directors.....  | 5451            |
| Board Duties .....   | 5452            |
| Board Meetings.....  | 5552            |
| Board Training.....  | 5653            |
| Board Delegation of Duties .....   | 5653            |
| School Leaders.....  | 53              |
| Charter Regional Director.....   | 56              |
| Organizational Chart.....  | 5754            |
| Parent & Teacher Participation in Governance .....   | 5754            |
| <b>ELEMENT FIVE: EMPLOYEE QUALIFICATIONS .....</b>   | <b>5956</b>     |
| <b>ELEMENT SIX: HEALTH AND SAFETY POLICIES .....</b>   | <b>6259</b>     |
| Health and Safety .....  | 6259            |
| <b>ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE.....</b>   | <b>6563</b>     |
| <b>ELEMENT EIGHT: ADMISSIONS REQUIREMENTS .....</b>  | <b>6664</b>     |

|   |                         |
|---|-------------------------|
| ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS .....            | <del>68</del> <u>66</u> |
| ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES .....      | <del>69</del> <u>67</u> |
| ELEMENT ELEVEN: RETIREMENT SYSTEMS .....                    | <del>84</del> <u>83</u> |
| ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES ..... | <del>85</del> <u>84</u> |
| ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS .....              | <del>86</del> <u>85</u> |
| ELEMENT FOURTEEN: DISPUTE RESOLUTION .....                  | <del>87</del> <u>86</u> |
| ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER .....               | <del>89</del> <u>88</u> |
| ELEMENT SIXTEEN: CLOSURE PROCEDURES .....                   | <del>89</del> <u>90</u> |
| MISCELLANEOUS PROVISIONS .....                              | <del>92</del> <u>91</u> |
| Budgets .....   | <del>92</del> <u>91</u> |
| Financial Reporting .....                                   | <del>92</del> <u>91</u> |
| Insurance .....   | <del>93</del> <u>92</u> |
| Administrative Services .....                               | <del>94</del> <u>93</u> |
| Facilities .....  | <del>94</del> <u>93</u> |
| CIVIL LIABILITY IMPACT .....                                | <del>95</del> <u>94</u> |
| CONCLUSION .....  | <del>96</del> <u>95</u> |

## Appendices

- A. Independent Study Policy
- B. Articles of Incorporation
- C. Bylaws and Conflict of Interest Code
- D. 2016-2017 School Calendar
- E. Course Descriptions
- F. Teacher Signature Page
- G. Five Year Budget, Three Year Cash Flow, and Assumptions

## AFFIRMATIONS/ASSURANCES

---

As the ~~authorized lead petitioners, we, Herbert Nichols and Kimmi Buzzard~~Co-Principals, we, Samantha Haynes and Hollie Smith, hereby certify that the information submitted in this petition for a California public charter school ~~to be named Inspire Charter School (“ICS~~named Blue Ridge Academy (“Blue Ridge” or the “Charter School”), ~~to be~~operated by Inspire Charter Schools, and to be School – Kern (“ICS-Kern”), a nonprofit public benefit corporation, and authorized by the Maricopa Unified School District (the “District”), ~~is true~~is true and to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Student enrollment and admissions.
  - A. ~~Inspire~~The Charter School ~~–Kern~~ shall admit all pupils who wish to attend the school.
  - B. However, if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.
  - C. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
- Notice of requirements when student is expelled or leaves school.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a

transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

|                |                        |                |                                     |
|----------------|------------------------|----------------|-------------------------------------|
| <u>Herbert</u> | <u>Samantha Haynes</u> | <u>Nichols</u> | <u>                    </u><br>Date |
|----------------|------------------------|----------------|-------------------------------------|

|                      |                     |                                     |
|----------------------|---------------------|-------------------------------------|
| <u>Kimmi Buzzard</u> | <u>Hollie Smith</u> | <u>                    </u><br>Date |
|----------------------|---------------------|-------------------------------------|

## INTRODUCTION

---

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

~~Inspire~~The Charter School ~~—Kern (ICS)~~ fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

- Improve pupil learning by expanding access to AP and other elective courses.
- Increase learning opportunities for low-achieving pupils by allowing them to do credit recovery through online technology.
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example;
- Provide a unique educational choice for parents/guardians that are not offered by any school district in the region.

- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.



## **FOUNDING GROUP**

### **CURRENT BOARD OF DIRECTORS AND CO-PRINCIPALS**

---

The following ~~founding~~ board members and school ~~faculty~~ co-principals provide the background and necessary expertise in the above areas to ensure the success of the Charter School:

**Co-Lead Petitioner — Herbert Nichols:** ~~Dr. Nichols received his Doctor of Education in K-12 Leadership from the University of Southern California, with a dissertation on Secondary School Reform in Mathematics. He has served as an Instructional Expert assisting with the writing of English Language Arts Curriculum Guides and Periodic Assessments used by all 6-12 grade students in the Los Angeles Unified School District. At Manual Arts High School he served as WASC Coordinator and since then has been asked to serve as a member of numerous visiting accreditation teams; including accreditation teams for Independent Study charter schools. WASC has recently asked him to Chair a visiting team for another Independent Study charter school. Currently he serves as Executive Director for Inspire Charter School and Inspire Charter School —South.~~

**Co-Lead Petitioner — Kimmi Buzzard:** ~~Kimmi Buzzard currently serves as Director of School Growth. Prior to coming to Inspire in the Winter of 2014, Mrs. Buzzard served as a virtual education teacher for six years. Kimmi received her BA from the University of California, Irvine in Social Science with a double minor in History and Education and later earned her Multiple Subject Teaching Credential from National University. Mrs. Buzzard has also served as a Lead Teacher/Program Coordinator for a site-based elementary school in Santa Ana, California.~~

#### **Current Board Members:**

**Chairman of the Board — Henry Torres:** ~~Mr. Torres has had a successful 38-year career with the Los Angeles Unified School District. He has been a teacher, counselor, Assistant Principal and Principal at the middle and high school levels in various communities throughout the greater Los Angeles area. For the last 11 years in retirement, he has continued to serve the students of Los Angeles as an Interim Administrator, Pre-K through 12<sup>th</sup> grade.~~

**Vice-Chairman of the Board — Diane L. Johnson:** ~~Ms. Johnson recently retired after thirty-seven years as a teacher and coordinator at the Middle and High School levels. Her last position at Belvedere Middle School when she retired was Special Education Coordinator. Located in the Pico-Union area of Los Angeles, Belvedere Middle School maintains enrollment of just over 1000 students, approximately 13% of whom participate in Special Education. Ms. Johnson oversaw special education service provision to approximately 130 students, including helping develop and monitoring IEPs. Across the span of her career, Ms. Johnson has helped implement IEPs for hundreds of students with a broad range of disabilities and learning needs.~~

~~Prior to serving at Belvedere, Ms. Johnson served as ROP/Work Experience Coordinator at Reseda High School, and she has held a broad range of teaching positions. Concurrent to teaching at the middle and high school levels, Ms. Johnson served in teacher leadership roles including United Teachers of Los Angeles Chapter Chair, Shared Decision Making Council member, School Site Council member, and Curriculum Committee member.~~

**Board Treasurer — Marc McPhee:** Mr. McPhee is a National Board Certified Teacher at Teacher Prep Academy in San Fernando, California. Marc has served as a Technology Coordinator for several schools and as a school Media Arts Librarian as well. Mr. McPhee received his Master of Arts in School Librarianship from California State University of Long Beach in 2003. During his time in the Los Angeles Unified School District he has consistently served as a Mentor Teacher and BTSA Support Provider for newer teachers.

**Board Secretary — Julia Umana:** Julia Umana has a Master of Arts in Education major in Curriculum and Instruction from the University of Phoenix and has two Bachelor's Degrees from California State University Northridge, one in Spanish major in Spanish Language and Culture and in Liberal Arts major in Spanish. She has worked as a pre-school and elementary bilingual teacher and also as a parent facilitator helping parents understand the Department of Children and Family Services system. Julia is also a foster parent for the DCFS that provides support to parents and aid children in placement to understand their removal from their home making sure they have a safe and secure home for them during this time. Currently, she is the Director/Owner and Lead Teacher for the Umana Family Child Care, a Los Angeles Universal Preschool program that provides early education to preschool children, promoting discipline and preparing them for Kindergarten while providing parents with information and training on parenting skills.

**Board Member — Jo Della Pena:** One board position is reserved for a current parent with students enrolled in Inspire Charter Schools educational program. Mrs. Della Pena has been an active parent heading up the original creation of the school's Parent Teacher Organization (PTO). Jo is a truly accomplished business woman in her own right. She founded her own company in 1997, called The Business of You, which provides a variety of services including bookkeeping, cash management, streamlining business systems, processing payroll for numerous businesses. Mrs. Della Pena with her strong business background, also volunteers and serves as the Treasurer for Glenkirk Church in Glendora, California.

#### **Former Founding Board Members — Now School Employees:**

**Director of School Support/Principal — Cristino Alcalá:** Currently serving as Principal of Inspire Charter School, the first Independent Study charter school founded by Inspire Charter Schools. Prior to this, he was the Founding Principal of the ASE, a STEM themed charter high school. As Principal Mr. Alcalá is responsible for overseeing the daily operations of the school, including students, teachers, and support staff. Additionally he is responsible for running staff professional development meetings, speaking at parent teacher events, and ensuring that all state compliances are met. Prior to this he was a teacher, dean, and coordinator at Manual Arts High School for twenty-three years. The last six of these years he spent in leadership as Dean of Students and Campus Safety Coordinator, ensuring a safe and secure learning environment for 3,300 students daily.

**Corporate President — Edward Robillard:** Dr. Robillard has ten years of experience serving as a high school principal, including Manual Arts HS and West Adams Preparatory HS in Los Angeles. And currently serves as Principal of Santa Clara High School in Oxnard. He has also served at the central district office of the Los Angeles Unified School District. Edward currently serves on two non-profit governing boards—A Better LA since 2004 and the USC Chapter of Phi Delta Kappa since 2006. He received his Doctorate from the University of Southern

~~California in 2001, with in emphasis in school finance. Prior to working in education, Dr. Robillard was an officer and engineer for the United States Navy. During his career in education, he continued to serve in the United States Naval Reserve retiring in 2001, with the rank of Commander.~~

~~**Director of Secondary Education — Darryl Collins:** Mr. Collins was one of the first graduates of LAUSD's experimental CCC, College Core Curriculum, from Los Angeles High School, which emphasized a college-going culture and curriculum. After traveling back and forth across the United States and Europe, Darryl settled down and received his BS degree in Biology/Biochemistry from CSU Dominguez Hills. While conducting genetic research Mr. Collins participated in a NASA grant at Florence Nightingale Middle School, and with the encouragement of the school's administration decided to bring his talents to education. As science department chair at Thomas Jefferson High School, he implemented new instructional programs focusing on cross-curricular projects, inquiry-based science lesson, environmental awareness and formed close educational ties with local colleges and universities. Ultimately, Mr. Collins assembled the team of teachers that founded Student Empowerment Academy (SEA), and served as the Lead Teacher and New Technology's Site Advocate for three years.~~

### **Charter School Development Center**

~~**Senior Operating Director — Linda Rahardjo:** Ms. Rahardjo moved to California from Indonesia at a young age and attended school at a small district called San Marino. She achieved academic success in high school and had the honor to attend University of California, Los Angeles pursuing a Bachelor of Science Degree in Physiological Sciences. It was at UCLA where she realized her passion for working with inner-city kids. She began her journey towards education when she worked at several educational programs, such as Kaplan SCORE! where she worked as an academic mentor and Brentwood Summer bridge program as a student teacher and counselor to help at-risk kids close the achievement gap. She eventually earned her Masters of Education at UCLA's Teacher Education Program. She gained meaningful student teaching experiences at San Marino H.S., Inglewood H.S., Jordan H.S., and Thomas Jefferson H.S. As a part of the original team who opened Student Empowerment Academy, Ms. Rahardjo has become a New Tech Network certified teacher and trainer in the project-based learning pedagogy. She creates original projects that adapt to the evolution of time and always strives to include technology tools as a way to increase process skills as well as content knowledge. She is a very proud member of the Student Empowerment Academy family, a charter high school in south Los Angeles.~~

**Chairman of the Board – Jessie Maron:** Jessie Maron is a homeschooling parent to four children. She began her homeschooling journey five school years ago, and enjoys seeing her children increase in knowledge, life-skills, daily disciplines, and experience. Jessie is also a self-employed Nutrition Consultant currently studying to earn her Masters of Science in Nutritional Counseling. Previously Jessie was an Assistant Director for TEAM International, a non-profit organization where she worked on budgeting, fundraising, leadership development and organizational development. She currently holds a Bachelor of Arts in Biblical Studies from Azusa Pacific University.

**Board Treasurer –Arlene Nelson:** Arlene Nelson is a homeschooling grandparent who also homeschooled her own children. Arlene is also an Account Manager at a CPA firm.

**Board Member –May Hampton:** May Hampton is a homeschool grandparent and guardian to an eight grade student. May is also a Talent Manager who works with a talent agent and directors for child actors and actresses. She previously worked for M & J Management and represented thousands of children in show business. May enjoys volunteering with a number of organizations including the Pasadena Senior Center, Pasadena School District and the Braille Institute.

**Board Member – Nikolette Sanchez:** Nikolette Sanchez is a current District School Counselor for the Maricopa Unified School District. Prior to that, Nikolette was a College Peer Advisor where she helped students prepare for college admissions and financial assistance. She currently holds a Bachelor of Arts in Communications and a Master of Science in Educational Counseling from California State University.

**Current School Administrator(s):**

**Co-Principal – Hollie Smith:** Hollie Smith has worked in education for 12 years. She received her Bachelor of Arts in Liberal Studies and her multiple subject teaching credential from California State University Bakersfield. She has served as a teacher in both the Keppel School District and Westside Union School District. She continued on as the Regional Coordinator at Summit Academy before being hired as a Senior Director for Inspire Charter Schools. In July of 2019, she took over as the Principal of Blue Ridge Academy

**Co-Principal – Samantha Haynes:** Samantha Haynes has worked in education for 11 years. She received her Bachelor of Arts in Philosophy with a minor in Anthropology from the University of California, Santa Barbara. She continued her education at the California Lutheran University and pursued her multiple subject teaching credential. She finished her education at the California Lutheran University by receiving her Masters of Education in Teaching. She is currently working on her Preliminary Administrative Credential. She worked as a 4th grade teacher at both Brentwood School and The Oaks School. She continued on and was the Specialty Program Coordinator and the Senior Director of Specialty Programs at Inspire Charter Schools before being hired as the Co-Principal of Blue Ridge Academy.

**Ongoing Support and Assistance: Charter School Development Center**

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter schools operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to

achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

### **Young, Minney & Corr, LLP**

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation, including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing well over half of the charter schools throughout the state.

## ELEMENT ONE: EDUCATIONAL PROGRAM

---

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.--California Education Code Section 47605 (b)(5)(A)(i).*

*If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -California Education Code Section 47605(b)(5)(A)(ii).*

## Mission Statement

---

The mission of the ~~Inspire~~-Charter School is to improve the academic achievement of children in Kern County and adjacent counties. The mission will be accomplished through a virtual and project based curriculum model that emphasizes hands on and experiential learning, which focuses on meeting individual students’ needs, while helping them become proficient at the California Common Core State Standards (CCSS) and California Contents Standards (CCS), including Next Generation Science Standards for their grade level.

## Educational Philosophy

---

### Whom The School Is Attempting To Educate:

The Charter School will serve approximately 300 students in grades TK-12 in its first year of operation. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be consistent with the data from Maricopa Unified School District. We expect the racial and ethnic demographics to be consistent with the data from Maricopa Unified School District. Approximately, 29.45% Hispanic and Latino, 9.68% Black or

African American, 53.61% White, 2.87% Asian, 1.15% Filipino, and 1.39% American Indian or Alaska Native. Since ~~ICS—Kern—the Charter School~~ as a non-classroom based, Independent Study program it is entitled to enroll students throughout Kern and adjacent counties. To ensure that actual demographics mirror the authorizing district, ~~ICS—Kern—the Charter School~~ will monitor enrollment by sub-group. When sub-groups are underrepresented, ~~ICS—Kern—the Charter School~~ will target marketing campaigns in areas where said sub-groups represent the majority of the community to recruit students and balance the charter school's demographics.

~~ICS—The Charter School~~ is designed to meet the needs of many different types of students:

- Students missing credits to either complete grade levels or to graduate on time.
- Students who have dropped out of school but now wish to graduate.
- Students being homeschooled whose parents/guardians still want them to earn a high school diploma.
- Students with scheduling conflicts and students who are not well-suited to a traditional classroom setting.
- Students have the flexibility to spend more time on learning content than may be available in the traditional classroom based setting.
- Students who desire to learn at an accelerated pace.
- Students who have experienced social aggression can have the opportunity to learn and excel in a safe environment that fosters healthy emotional and physical well-being.

In education, one size does not fit all and the Charter School is dedicated to providing students and families with an online learning environment that can meet an individual student's unique needs.



### Projected Five-Year Growth Plan:

| Grade            | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------|--------|--------|--------|--------|--------|
| TK/K             | 15     | 30     | 45     | 60     | 75     |
| 1                | 15     | 30     | 45     | 60     | 75     |
| 2                | 15     | 30     | 45     | 60     | 75     |
| 3                | 15     | 30     | 45     | 60     | 75     |
| 4                | 15     | 30     | 45     | 60     | 75     |
| 5                | 15     | 30     | 45     | 60     | 75     |
| 6                | 15     | 30     | 45     | 60     | 75     |
| 7                | 25     | 40     | 55     | 70     | 85     |
| 8                | 25     | 40     | 55     | 70     | 85     |
| 9                | 30     | 45     | 60     | 75     | 90     |
| 10               | 30     | 45     | 60     | 75     | 90     |
| 11               | 35     | 50     | 65     | 80     | 95     |
| 12               | 50     | 65     | 80     | 95     | 110    |
| Total Enrollment | 300    | 495    | 690    | 885    | 1080   |

The above enrollment projections are conservative, as we will move our current Kern (110), Ventura (53), and San Bernardino (219) students over July 1<sup>st</sup>, 2016. This total of 382 students will serve as a strong foundation for Inspire Charter School – Kern to be successful and sustainable.

### What it means to be an educated person in the 21<sup>st</sup> Century

An educated person in the 21<sup>st</sup> century will be proficient in state CCSS and CCS, including Next Generation Science Standards and will also be proficient in the use of technology. By doing school work online, including numerous technology-based applications that ~~ICS-the Charter School~~ will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life- long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

The Charter School will prepare self-motivated, competent, life-long learners for the 21<sup>st</sup> century. The Charter School will employ online learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

~~Inspire-The~~ Charter School shares the vision of Partnership for 21<sup>st</sup> Century Skills (P-21) that students our part of an increasingly complex, demanding, and competitive 21<sup>st</sup> century. ~~Inspire~~ ~~The~~ Charter School's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity):

1. Communication – ~~Inspire-The~~ Charter School students share thoughts, questions, ideas, and solutions through virtual, phone and in person conversations between peers and teachers. We will achieve this through group projects, K12 clubs, and student- and teacher-initiated meetings.



2. Collaboration – ~~Inspire~~The Charter School students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We will achieve this through collaborative science fair projects, group Blackboard Collaborate and Jigsaw Meeting sessions, and clubs such as Yearbook.
3. Critical Thinking – ~~Inspire~~The Charter School students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. Creativity – ~~Inspire~~The Charter School students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as clubs, talent shows, and winter programs to showcase their abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21<sup>st</sup> century communities and workplaces. As P-21 indicates, students with these skills are ready to “successfully face rigorous higher education coursework, career challenges and globally competitive workforces.” The 4Cs are embedded in the CCSS and CCS and in ~~Inspire~~the Charter School’s instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. ~~Inspire~~The Charter School will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distance to accomplish their projects. As a result, it is ~~Inspire~~the Charter School’s aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21<sup>st</sup> Century:

1. Proficiency in California-adopted CCSS and CCS.
2. Communication skills.
3. Problem solving skills.
4. Proficiency in 21<sup>st</sup> Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for success in the broad array of paths students will take. P-21’s findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

## How Learning Best Occurs

---

The Charter School believes that learning best occurs when students do the following:

- Are stimulated by challenging and interesting problems.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- See technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

### **Educational Program**

#### **Overview:**

~~Inspire~~-The Charter School prides itself on the proficiency-based learning model being implemented with three options, including K12, OdysseyWare, and a text book curriculum for students as core curriculum in grades kindergarten through eighth grade. For 9-12<sup>th</sup> grades our high school students will be engaged in the state of the art Apex curriculum, which is an A-G UC approved core curriculum. We also offer a A-G UC approved textbook option. The school will employ online learning methods, rich curriculum, and technology-based applications in our independent study program. ~~Inspire~~-The Charter Schools' core curricula, K12, OdysseyWare, Apex, and common core aligned textbook options that align with the needs of the student population. These options for meeting students' diverse needs help students become proficient at the CCSS, CCS and Next Generation Science Standards. ~~ICS~~-The Charter School teachers lead students through specific learning tasks to demonstrate mastery of each subject.

K12, OdysseyWare, and Apex are aligned with the needs of the target student population through a number of strategic features:

- All programs are highly engaging and interactive.
- All programs emphasize individualization based on learning needs. This can be achieved through teacher created pacing guides and learning plans.
- All programs have built-in features to support English learners, such as vocabulary support, and audio features.
- The courses include tests, animations, streaming video, and educational games.
- All programs include lessons, unit, and end of course assessments to provide instant feedback on student progress.
- All programs have supplemental instructional supports.

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students come to ~~ICS~~[the Charter School](#) with particular needs that may not be addressed in traditional school settings, and ~~ICS's~~[the Charter School's](#) individualized instruction is well- aligned with their particular needs. For example, students are engaged in the interactive curriculum, they have choice in assignments and have the opportunity to delve deeper in subjects based on their interest. The students can meet the learning the objectives in several different ways such as creating a brochure, complete a reading guide or visiting a museum.

### **Personalized Support**

~~ICS~~[The Charter School](#) will support parents/guardians in how to support students without doing work for them by providing tips, workshops and trainings in effective parent support for online learning.

All students are academically supported by teachers to the extent needed by the student to succeed. For example, a student may need little support in reading but struggle with math. He or she may meet with his or her teacher several times a week for personalized one-on-one support. Also, some students succeed with very little assistance from teachers, while others benefit from more intensive support.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.

- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-2 will be assessed three times a year with the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are tested. This helps teachers and schools determine how students are performing on important reading skills.

[Beginning with the 2020-21 school year, the Charter School will comply with requirements to provide students with information on how to properly complete and submit the Free Application for Federal Student Aid \("FAFSA"\) or the California Dream Act application, as appropriate, at least once before the student enters grade 12, pursuant to Education Code section 51225.8, as added by AB 1515 \(2018\).](#)

## **Program Structure**

Monthly in-person conferences, as required in each student's Master Agreement, will be scheduled between the student, parent, and advisory teacher. If a meeting in person is not possible, then a virtual conference using Jigsaw Meeting or Blackboard Collaborate will be scheduled. ~~ICS-The Charter School~~ will monitor student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers will review student work in front of the parent and student in meetings. Teachers will review student progress and formative assessments on an ongoing basis. The advisory teacher emails each family a weekly newsletter, progress reports, school information and other pertinent communication on a regular basis.

~~ICS-The Charter School~~ teachers create Individualized Learning Plans (ILP) for students each semester. Each student's ILP describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a Scantron Performance Assessment, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subject. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades 3-8 will take this assessment in the Fall and Spring.

The K12 and Apex curricula can be individualized for each child to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day online and although the student is encouraged to complete a certain number of lessons per week, as assigned on their ILP, there is time for re-teaching and re-learning as needed which keeps the curriculum self-paced and customized.

Teachers can provide instruction either in person or online through Blackboard Collaborate or Jigsaw Meeting, which are powerful tools both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all

curricula, and learning can take place at a variety of locations according to student and family preference, including libraries, and the student's place of residence

### **Record Keeping System for Online Courses**

Assignments, grades, and the message center are stored at the database level in the K12 and Apex programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to District administrators. This valuable information can be used to inform instruction and guide in the creation of ILPs. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

### **Research-based Instructional Strategies**

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in ~~ICS's~~ the Charter School's two curricula. These strategies are effective for all student populations, including general education, GATE, English learners, special education, and at-risk students:

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Apex and K12 provide study guides and other resources that students can use to take notes and organize their learning.
- All curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.
- All curricula utilize student practice, a crucial component of the lesson delivery. Students receive instant feedback on their level of proficiency of these learning objectives.
- All curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- All curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- All curricula provide learning objectives at the lesson and/or unit level.

- All curricula challenge students to generate and test hypotheses in science labs and experiments.
- Apex and K12 frontload learning by providing new vocabulary words and definitions at the start of lessons.

### **Research-based for Online Learning**

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is because it allows a more customized approach to instruction. But now, software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.”
- “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.”

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that “classes were not interesting” and they were “bored”; 88% of dropouts had passing grades.

Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: “The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners.” (p.7)
- Online Learning Is Rapidly Growing: “Recent surveys show that K-12 online learning is a rapidly growing phenomenon.” (p.4)

- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning
- Online Learning Is Effective: “Equal or Better”: “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.” (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.” (p. 25) Today’s students are different from yesterday’s. The Pew Internet Project reports “the Internet is an important element in the overall educational experience of many teenagers”
  - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
  - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
  - 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

### ~~Inspire~~ Charter School Courses

More than 100 online courses including electives and foreign language will be offered to students who enroll in ~~Inspire~~-the Charter School. Every course offered by ~~Inspire~~-the Charter School, regardless of the field of study, is developed by instructional designers under the guidance of subject area expert and aligned to state and nationwide standards. Detailed course descriptions for middle school and high school are attached in Appendix E.

### K-8 Curriculum

~~ICS~~-The Charter School students in grades K- 8 will be using K12, America’s best online curriculum. Our renowned curriculum will be highly effective in leading to high achievement and proficiency of the state and nationwide standards. The K12 curriculum is aligned to CCSS and CSS, including Next Generation Science Standards. The curriculum integrates critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students read novels from a list of classics and have to reflect and answer comprehension questions with in depth analysis of character, theme and conflict resolution.

The K12 curriculum provides online lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning. The learning is rich, challenging, can be tailored to be project based centered on student interest, and has self-paced content. The K12 curriculum has tutorials, skills update and interactive



instructional videos. Furthermore, the curriculum spirals back over content that was previously learned and embeds many layers of various modalities to meet all learning styles. This variety of content allows the curriculum to deliver lessons in different ways to accommodate diverse learning styles. The curriculum has built-in assessments at the lesson, unit and end of course levels.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student's ILP, monitors progress, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills, while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history and math.

Our kindergarten students begin to learn to read with on and offline lessons. K12's Phonics Works prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities. Traditional poems, nursery rhymes, and riddles help students develop comprehension, vocabulary, and a love of language. Offline vocabulary instruction is accompanied by online review and practice. All About Me lays the foundations of the writing process as students brainstorm, discuss, illustrate, write, and share ideas with others.

Continuing on in first grade, students will move through 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they've previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and are followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students are able to read. Students will acquire the critical skills and knowledge required for reading and literacy. Also in first grade is the K12 is the Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in Standard English. The fourth lesson of each unit is an online review of the unit's skills, and the fifth lesson is an offline assessment. In even-numbered composition units, students will also learn techniques for planning, organizing, and creating different kinds of writing. Each unit starts with a journal assignment that will help get students writing and generating ideas to be used in their writing assignments. The program includes rubrics and sample papers to help evaluate students' work. Students will increase their vocabulary through word study, comprehension, and word analysis, and then apply their knowledge in a variety of authentic contexts.

The K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide



students with the necessary skills to become proficient readers. The MARK12 Reading gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptive and online assessments. Students work independently and with a parent/guardian with the support of a teacher to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for parents/guardians to guide their students to success.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem solving methods used to bring to their answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand concrete realities that underlie mathematical concepts. Online games and animations illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students making links between the concrete and the abstract and older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the story in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detail in Appendix E.

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The K12 curriculum provides daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom (Blackboard Collaborate) setting for tutoring, small group instruction and meetings as needed. The K12 online school has a built in secure message center that allows students to contact their teacher.

### High School Curriculum: Apex

~~ICS~~ The Charter School students in high school will be using the Apex curriculum, a leading provider of virtual learning. Apex's UC approved curriculum will be highly effective in leading to high achievement and proficiency of the standards. The Apex curriculum is aligned to CCSS and CSS, including Next Generation Science Standards. The Apex Learning courses in math and

English language arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning as the CCSS. Students develop critical thinking skills through challenging tasks, with scaffolding and supports to meet students at their particular level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English language arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts.
- Writing: Instruction emphasizes how to write a persuasive argument and how to use evidence to prove a thesis; students use different written and presentation formats to show their work.
- Speaking and listening: Students use various kinds of media to analyze and synthesize information.
- Language: Students have opportunities to develop and practice language skills throughout each unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills. [The Charter School shall develop and adopt a fair, objective, and transparent mathematics placement policy for students entering grade 9 and post its policy on its website, consistent with Education Code section 51224.7, as added by SB 359 \(2015\).](#)

Apex science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students participate in

wet lab activities with a teacher at a centrally located site at least four times a year. Sites may include temporary use of libraries, churches, community Center, or District classrooms if space was available. These facilities would be on rented as needed. This fulfills the UC requirement for our students.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

Apex Learning has nearly two decades in virtual learning expertise and is the leading provider of blended learning solutions to the nation's schools. All Apex courses at ~~ICS~~ [the Charter School](#) are mastery-based, where students must achieve a score of 70% or better to move on. This ensures that no learning gaps exist, and allows students to spend more time on those concepts with which they are struggling. The digital curriculum — in math, science, language arts, social studies, world languages, electives, and advanced placement — is used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom (Jigsaw Meeting) setting for tutoring, small group instruction and meetings as needed. Apex has a built in secure message center that allows students to contact their teacher. Detailed Apex course descriptions are attached in Appendix E.

### Attendance Guidelines

~~Inspire~~ [The](#) Charter School will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. The teacher will also assign students a quantity of work with a time-value corresponding to the minimum mandated number of instructional minutes per grade as corresponds to the time value of the work performed. We anticipate that students will complete significantly more than these minimums each year. For added flexibility for students and their families, the school will operate on a year-round calendar. A draft of the Charter School's 2016-2017 academic calendar is attached as Appendix D.

### **Independent Study Legal Compliance**

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, et seq.; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the

Charter School must file for a funding determination as a condition of funding. Attached as Appendix A, please find the Charter School's independent study policy.

### **Flexible Scheduling**

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of ~~Inspire~~the Charter School.

Through the K12 and Apex Management System, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow student to meet with their teacher in person or on-line, so K12 and Apex works great for both in the classroom and off-site situations. Furthermore, students can start and finish anytime.

### **A Day in the Life of a Charter School Student**

The student below has completed a seven-hour day, working in his/her Science, English, History and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between school work and other responsibilities.

8:00 - 8:45 A. M. You get up and log onto your K12 or Apex website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of study, you contact your science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, you go into the science virtual lab assignment to work on today's lesson and work until 10:00.

10:00 – Take grandmother to the doctor. You have other responsibilities and have the freedom to take care of them.

10:45 - 12:00 P. M. You log back into the site and contact your English teacher about comments on your graded research paper draft that was in class mail this morning. Comments and suggestions help you plan your revisions and you do some additional research on the Internet. You find information that is relevant, so you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, you think to yourself, "This is going the best research paper I've ever completed."

12:00 - 1:00 P.M. You meet friends for lunch.

1:00 - 2:00 P.M. You begin working on your American History essay, but you need some help from the history teacher. You speak with the history teacher for about 15 minutes about the facts that need to be included in the paper and relevance of different web sites. Then, you spend the next 45 minutes doing some research online to find relevant information to include in your essay.

2:00 - 4:00 P.M. You log onto the Apex website and access your Algebra 1 course. You have questions about the lesson and contact the teacher. You spend an hour with the teacher on the white board reviewing practice problems, and then you access the homework on the concept and work on it for an hour. You complete and submit the assignment.

4:00 - 9:00 P.M. Eat dinner and spend time with family and friends. Then, you go to soccer practice. You log onto the website one more time before you end the day and check class mail for updates. You spend 30-45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. It has been a productive and fun day!

### **Technology/Enrichment Support**

K12, OdysseyWare, and Apex require a computer. Each student receives a \$1,000 allowance, that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office. The student may not need a computer, if they choose to utilize the textbook options offered to students in place of the three on-line offerings. Please note: All technology remains the sole property of the charter school.

~~ICS~~ [The Charter School](#) supports student choice and flexibility within their schedule. To that end, we have an approved vendor list. If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, tutoring, skill building to online programs, supplemental textbooks or other educational materials.

### **[Transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements](#)**

---

#### **Course Transferability**

The Charter School will apply for WASC accreditation by the 2016-2017 school year deadline of April 30, 2016. This will trigger an initial one-day visit and initial accreditation in the Spring of 2017. ICS had its initial visit in December of 2014. ICS – South will have its initial visit in February of 2016. The ICS Administration has a strong relationship with WASC, where all ICS administrators serve on WASC visiting teams on an annual basis. Apex has over seventy courses approved for UC/CSU certification. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

## College Entrance Requirements

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

The table below displays ~~Inspire~~the Charter School's high school grade level courses (with AP options):

| Subject Area                  | 9 <sup>th</sup>                 | 10 <sup>th</sup>   | 11 <sup>th</sup>   | 12 <sup>th</sup>   |
|-------------------------------|---------------------------------|--|--|--|
| <b>English</b>                | English 9 A/B                   | English 10 A/B   | American Literature  | British and World Literature                                       |
| <b>Math</b>                   | -Algebra 1 A/B<br>-Geometry A/B | -Geometry A/B<br>-Algebra 2 A/B                                    | Algebra 2 A/B<br>Trigonometry/<br>Math Analysis A/B                | -Trig/Math Analysis A/B<br>-AP Calculus A/B                        |
| <b>Science (with labs)</b>    | Biology A/B                     | Chemistry A/B  | Chemistry A/B<br>Physics A/B                                       | -Physics A/B<br>-Science elective                                  |
| <b>Social Studies</b>         |                                 | World History A/B  | US History A/B   | -American Government<br>-Economics                                 |
| <b>Visual/Performing Arts</b> | -Art<br>-Music                  | -Art<br>-Music   | -Art<br>-Music   | -Art<br>-Music   |
| <b>Foreign Language</b>       | Foreign Language Level I or II  | Foreign Language Level I or II                                     | Foreign Language Level I or II                                     | -Foreign Language<br>-AP offerings                                 |
| <b>Electives</b>              | -Health<br>-Life Skills         | -Science elective<br>-History elective<br>-Math elective<br>-Other | -Science elective<br>-History elective<br>-Math elective<br>-Other | -Science elective<br>-History elective<br>-Math elective<br>-Other |

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements:

## Graduation Requirements

|                |                    |
|----------------|--------------------|
| English        | 8 Semester Courses |
| Math           | 6 Semester Courses |
| Science        | 4 Semester Courses |
| Social Studies | 6 Semester Courses |



|                                   |                     |
|-----------------------------------|---------------------|
| Visual and Performing Arts        | 2 Semester Courses  |
| Foreign Language                  | 4 Semester Courses  |
| Electives                         | 12 Semester Courses |
| 42 Semester Courses (210 Credits) |                     |

The Charter School shall comply with coursework and graduation requirements that have been extended to students who are migratory children or students participating in an English language proficiency program for newly arrived immigrant students consistent with Education Code sections 51225.1 and 51225.2, as amended by AB 2121 (2018).

### Plan for Students Who are Academically Low-Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provides concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

As mentioned earlier in the K-8 curriculum section, the K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessment s from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

Apex students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The Math Foundations course, for example, integrates carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. Literacy development is supported, for below-proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

The Charter School will provide supports to parents/guardians by offering tips, workshops, and trainings. Teachers can model and assist students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, we would assemble our SST team and evaluate the student using Scantron (for grades 3-8) or DIBELS (for grades K-2) to evaluate reading and math skills and also evaluate any student work and parent feedback. From this point, we would



ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, Study Island and concentrated tutoring in our Class Connect virtual classroom with the student's teacher. Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. Study Island is available for students using the K12 curriculum.

The Charter School will utilize a Student Success Team ("SST") process to develop a plan to address their individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessment and collaboration, ~~ICS~~ [the Charter School](#) can implement the following strategies:

- Modify and reduces lessons as assigned by the student's ILP.
- Provide remedial instruction.
- Provide one on one and small group support.

If the problem continues after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

### Plan for Students Who are Academically High Achieving

Students who are performing above grade level are identified by ~~ICS~~ [the Charter School](#) teachers through an ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The supervising teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should

experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum. Additionally, by the 2016-2017 school year expansion, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

### Plan for English Learners

---

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

#### **Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

#### **~~CELDT~~ ELPAC Testing**

All students who indicate that their home language is other than English will be assessed using the ~~California~~ English Language ~~Development Test~~ (“~~CELDT~~Proficiency Assessments for California” (“ELPAC”)) within thirty days of initial enrollment ~~and at least annually thereafter between July 1 and October 31 until re-designated~~, and students who are English learners (“ELs”), as an annual summative assessment until reclassified as fluent English proficient.

The Charter School will notify all parents/guardians of its responsibility for ~~CELDT~~ ELPAC testing and of ~~CELDT~~ ELPAC results within thirty days of receiving results from publisher. Notice of assessment of a child’s English proficiency shall include the information specified in Education Code section 313.2, as amended by AB 81 (2017).

#### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ~~CELDT~~ ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents/guardians or guardians of the language reclassification and placement including a description of the reclassification process and the parents/guardians opportunity to participate, and encouragement of the participation of parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBA performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **English Learner Instructional Strategies and Curriculum**

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support ~~Inspire~~-the Charter School offers students will benefit English Learners in serving their individual needs as well.

EL students will receive additional English Language Development assistance from teachers. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses. Assistance may also include working with the core course instructor(s) to insure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one on one teaching virtually.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

### **Monitoring and Evaluation of Program Effectiveness**

The Director of Academic Program and Executive Director will evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

## Plan for Serving Students with Disabilities

---

### **Overview**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). The Charter School will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it. That being said, also pursuant to California law, Inspire Charter School – Kern will admit all Special Education students who apply and will conduct a thirty (30) day assessment as to if ~~ICS – Kern~~ [the Charter School](#) is the correct placement for a student’s long-term success.

The Charter School will become a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). ~~Inspire~~ [The](#) Charter Schools is currently a member of the El Dorado County Charter Special Education Local Plan Area (El Dorado Charter SELPA). Current SELPA typically move their new schools into the SELPA through an expedited process.

El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design. ~~Inspire~~ [The](#) Charter School will examine SELPA membership options to determine which appears to be the best fit for the Charter School.

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

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

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

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

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of

the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by appropriately qualified personnel.

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

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

### Services for Students under the "IDEIA"

---

The Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado SELPA of which it is a LEA member. The Charter School will be operated by ~~Inspire Charter Schools~~ICS-Kern, a California Nonprofit Public Benefit Corporation, thereby granting Maricopa Unified immunity from liability for debt/obligations of the charter per Ed Code 47604C.

### Staffing

As an LEA, ~~Inspire-the~~ Charter School will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. ~~Inspire-the~~ Charter School will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of ~~Inspire—the~~ Charter School students, including special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists and psychologists.

To ensure that all students receive appropriate services, ~~Inspire-the~~ Charter School will use service delivery methods appropriate to a learning model that is primarily online. ~~Inspire-The~~ Charter School has identified a viable contracted service provider, Total Education Solutions (TES). TES is a California Department of Education certified nonpublic agency and provides high quality online-based services to offer students access from home to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Families will also have an option to receive face-to-face services at appropriate locations near their home.

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



As an LEA member of a SELPA, the Charter School will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

#### Notification and Coordination

The Charter School shall follow applicable law and SELPA policies regarding the discipline of special education students.

#### Identification and Referral

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

It is the Charter School's understanding that the SELPA shall provide the Charter School with any assistance that it generally provides its LEAs in the identification and referral processes.

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

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

#### Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

#### IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Charter School: the Regional Director and/or the Charter School designated representative



with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

### IEP Development

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

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

### IEP Implementation

As an LEA, the Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall implement IEPs, pursuant to its own LEA policies and SELPA policies. As part of this responsibility, the Charter School shall provide the parents/guardians with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

~~ICS-The Charter School~~ anticipates serving students with a wide range of needs. ~~ICS-The Charter School~~ will maintain on staff a Special Education Coordinator/Teacher. In addition to supplement special education services, ~~ICS-the Charter School~~ plans to contract with a service provider such as Total Education Solutions, which offers the following virtual services by licensed and credentialed staff:

- Testing Eligibility
- Behavior Services
- Occupational Therapy
- Physical Therapy
- Language and Speech

- School Counseling
- School Psychologist
- Resource Specialist Services

The chart below shows the range of disabilities and corresponding services that will be provided to individual students based upon their particular and specific need:

| <b>Disability Category</b>       | <b>Definition</b>  | <b>Special Education Services Provided</b>                               |
|----------------------------------|--|--|
| <b>Autism</b>                    | A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.  | Behavior Services, School Psychologist                                   |
| <b>Emotional Disturbance</b>     | A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.(C) Inappropriate types of behavior or feelings under normal circumstances.(D) A general pervasive mood of unhappiness or depression.(E) A tendency to develop physical symptoms or fears associated with personal or school problems | Pupil Counseling, Behavior Services, School Psychologist                 |
| <b>Intellectual Disabilities</b> | Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely   | Specialized Academic Instruction, Behavior Services, School Psychologist |

|   |   |  |
|---|---|--|
|   | affects a child's educational performance.  |  |
| <b>Orthopedic Impairment</b>                        | A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).   | Occupational Therapist, Physical Therapy, Adaptive Physical Education    |
| <b>Other Health Impairment</b>                      | Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. It must also adversely affect a child's educational performance. | Occupational Therapy, Physical Therapy, Adaptive Physical Education      |
| <b>Specific Learning Disabilities</b>               | A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.  | Specialized Academic Instruction, Behavior Services, School Psychologist |
| <b>Speech or Language Impairment</b>                | A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.  | Speech and Language Pathologists / Assistant Pathologists                |
| <b>Deaf, Blindness, Hearing / Visual Impairment</b> | Concomitant hearing and visual impairments, the combination of  | Audiologist, Braille, Hard of Hearing Services,                          |

|  |   |                      |
|--|---|----------------------|
|  | which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. | Assistive Technology |
|--|---|----------------------|

Please note services that cannot be provided virtually by school special education staff or Total Education Solutions, will be provided in-person by school special education staff at an appropriate location near the student's home.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. ~~Inspire~~-The Charter School will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education. Upon request, the Charter School can provide a special education budget projection showing anticipated revenues and expenditures for ~~Inspire~~-the Charter School, noting that actual enrollment levels of students with IEPs are not known at the time of writing.

## Annual Goals and Annual Actions for State Priorities

In June 2013, Education Code was revised under AB97 to include in charter petitions a list of annual goals and annual activities “to be achieved in the state priorities” that apply. Below, ~~Inspire-the~~ Charter School has created a list of goals and that align to the state priorities as applicable to the grade levels served by the schools and as applicable to charter schools. ~~Inspire~~ The Charter School notes that there may be a need for revision prior to the required annual update: the State Board of Education has not yet created the Local Control and Accountability Plan (LCAP) template, on which annual updates to the schools goals are to be based. ~~Inspire-The~~ Charter School notes that there may be a need to bring the goals listed here into alignment with the LCAP template, once the template is developed. ~~Inspire-The~~ Charter School’s annual goals are as follows:

### STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities

*ANNUAL GOAL 1A, 2016-17 through 2020-21. All students, English learner subgroup:* All teachers possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD, BCLAD or equivalent when providing instruction to English learners.

- *ANNUAL ACTION 1Ai, 2016-17 through 2020-21:* Advertise teacher job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials.
- *ANNUAL ACTION 1Aii, 2016-17 through 2020-21:* Designate administrative staff to monitor validity of teacher credentials, including reminders as to renewals due at intervals prior to expiration dates, with reporting on compliance to School Director.

*ANNUAL GOAL 1B, 2016-17 through 2020-21 (same each year). All students, English learner subgroup:* Each student, including English learners, has standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- *ANNUAL ACTION 1Bi, 2016-17 through 2020-21:* Order initial complement of standards- based textbooks or other instructional materials each school year at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.
- *ANNUAL ACTION 1Bii, 2016-17 through 2020-21:* Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and provide access to students at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.

*ANNUAL GOAL 1C, 2016-17 through 2020-21 (same each year). All students:* The school facilities are maintained in a manner that ensures that they are clean, safe, and functional as specified in subdivision (d) of Education Code Section 17002.

- *ANNUAL ACTION 1Ci, 2016-17 through 2020-21.* Ensure the school maintains a valid Certificate of Occupancy for its facilities, and, if applicable, compliance with the Field Act.
- *ANNUAL ACTION 1Cii, 2016-17 through 2020-21.* Review the extent to which its facilities meet the criteria identified in subdivision (d) of Education Code Section 17002.
- *ANNUAL ACTION 1Ciii, 2016-17 through 2020-21.* Make changes, based on above review

**STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners**

*ANNUAL GOAL 2A, 2016-17 through 2020-21.* All students: All teachers of Mathematics, Science, History-social science and English-language arts will design and implement standards-based instruction using standards adopted by the state board.

- *ANNUAL ACTION 2Ai, 2016-17 through 2020-21:* Provide teacher training to new teachers on California Common Core Standards in English-Language Arts and Mathematics and on California content standards in History-Social Science and Science and their implications for lesson planning and instruction.
- *ANNUAL ACTION 2Aii, 2016-17:* Design standards-based progress reports.
- *ANNUAL ACTION 2Aiii, 2016-17 through 2020-21:* Ensure School Director monitors lesson plans and classroom instruction on an ongoing basis. Intervene and provide support to teachers wherever standards-based instruction is not consistently evident.

*ANNUAL GOAL 2B, 2016-17 through 2020-21.* English learner subgroup: Ensure that teachers implement instruction in a manner that gives English learner students access to the English language development standards and develops English language proficiency as a result of explicit English language development instruction, alignment of ELD standards and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, frequent formative assessment, initial and ongoing professional development, and use of high quality after school program to increase instructional time.

- *ANNUAL ACTION 2Bi, 2016-17 through 2020-21:* Provide initial and ongoing teacher training on English language development standards, on research-based strategies to develop English language proficiency and on serving English learners through the school's personalized literacy methods.
- *ANNUAL ACTION 2Bii, 2016-17.* Design protocols for monitoring progress toward English proficiency, including the use of ELD Portfolios.

- *ANNUAL ACTION 2Biii, 2016-17 through 2020-21.* Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.
- *ANNUAL ACTION 2Biv, 2016-17 through 2020-21.* Include oral language practice daily across the curriculum and as independent work to accelerate language acquisition.
- *ANNUAL ACTION 2Bv, 2016-17 through 2020-21.* Provide dedicated and leveled English Language Development instruction for 30 minutes a day, with periodic progress monitoring of EL students.
- *ANNUAL ACTION 2Bvi, 2016-17 through 2020-21.* Use the after-school program to increase instructional time and advance English proficiency more quickly.

*ANNUAL GOAL 2C, 2016-17 through 2020-21.* English learner subgroup: English learners will have access to content standards in all academic content areas as a result of research-based instructional strategies, frequent formative assessment, initial and ongoing professional development, and core curriculum well-matched to the needs of English learners.

- *ANNUAL ACTION 2Ci, 2016-17 through 2020-21.* Provide initial and ongoing teacher training in designing and implementing instructional differentiation to enable access to core content standards by English learner students.
- *ANNUAL ACTION 2Cii, 2016-17 through 2020-21.* Design instruction across the content areas to use multiple learning modalities, provide explicit instruction of key vocabulary and cognates, scaffolding, such as anticipatory pre-reading of text, include frequent use of graphic organizers, and incorporate GLAD methods.
- *ANNUAL ACTION 2Ciii, 2016-17 through 2020-21.* Provide reading material at or near students' English reading levels (i.e., simpler English texts), concurrent to the development of English proficiency to support students' access to the content areas
- *ANNUAL ACTION 2Civ, 2016-17 through 2020-21.* Provide supplemental reading material in students' native language, to support content provided in English
- *ANNUAL ACTION 2Cv, 2016-17 through 2020-21.* Provide verbal support in students' native language and/or in English as is feasible

**STATE PRIORITY 3: Parent involvement in school site decisions, including parental participation in programs for unduplicated pupils and EL students.**

*ANNUAL GOAL 3A, 2016-17 through 2020-21, All students.* Facilitate parent involvement in school site decisions through an active School Advisory Board with reports to the Board of Directors and through incorporation of parent feedback via the School Site Council regarding programs for serving unduplicated pupils and English Learner students.



- *ANNUAL ACTION 3Ai, 2016-17.* Establish School Advisory Board, (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate)
- *ANNUAL ACTION 3Aii, 2016-17 through 2020-21.* Ensure that SAB meeting agendas contain agenda items designed to solicit parent input with respect to school decisions.
- *ANNUAL ACTION 3Aiii, 2016-17 through 2020-21.* Include report to Academy Committee of the school's governing board by parent chair of School Advisory Board as a regular agenda item.
- *ANNUAL ACTION 3Aiv, 2016-17.* Establish School Site Council (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate)
- *ANNUAL ACTION 3Av, 2016-17 through 2020-21.* Ensure that School Site Council meeting agendas contain agenda items designed to solicit parent input with respect to programs for unduplicated students and English learner students.
- *ANNUAL ACTION 3Avi, 2016-17 through 2020-21.* Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated students and English learner students.

#### **STATE PRIORITY 4: Pupil achievement as measured by all of the following:**

##### **A. Mandated statewide assessments**

*ANNUAL GOAL 4A, 2016-17 through 2020-21. All students and numerically significant subgroups.* Increase the percentage of students moving up by at least one achievement band (Far Below Basic, Below Basic, Basic, Proficient, Advanced) on SBACs, CAPA, and CMA in English- Language Arts and Mathematics by an average of 3% every year, with an appropriate adjustment made to this goal when more data on Smarter Balanced Assessments is available.

- *ANNUAL ACTION 4Ai, 2016-17.* Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Aii, 2016-17 through 2020-21.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.

- *ANNUAL ACTION 4Aiii, 2016-17 through 2020-21.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Aiv, 2016-17 through 2020-21.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

## **B. The Academic Performance Index (API) or Replacement Measure**

*ANNUAL GOAL 4B, 2016-17 through 2020-21.* All students and numerically significant subgroups. Achieve API or replacement measure for any subgroups that are numerically significant, (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and, special education students). The Charter will match or exceed the API or replacement measure scores of the District with similar demographics in the District's attendance area.

- *ANNUAL ACTION 4Bi, 2016-17.* Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Bii, 2016-17 through 2020-21.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- *ANNUAL ACTION 4Biii, 2016-17 through 2020-21.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Biv, 2016-17 through 2020-21.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

## **C. UC/A-G/career readiness**

*ANNUAL GOAL 4C, 2016-17 through 2020-21.* All students and numerically significant subgroups. Provide programming students (e.g., instruction, activities) and parents (e.g., distribution of information, workshops) to increase awareness of UC A-G/career readiness.

- *ANNUAL ACTION 4Ci, 2016-17.* Identify instructional goals in UC A-G/career readiness for students and parents by grade level.
- *ANNUAL ACTION 4Cii, 2017-18 and 2018-19.* Implement and refine programming for middle school students and parents.

- *ANNUAL ACTION 4Ciii, 2019-20 through 2020-21.* Implement and refine programming for elementary and middle school students and parents.

#### **D. Progress toward English proficiency**

*ANNUAL GOAL 4D, 2016-17 through 2020-21.* English learner students. Increase the percentage of students enrolled in the school for at least two years who move up at least one ELD level per year by 3% annually.

- *ANNUAL ACTION 4Di, 2016-17.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Dii, 2016-17 through 2020-21.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Diii, 2016-17 through 2020-21.* Provide professional development in response to analysis of student performance data, schoolwide and by subgroup.
- *ANNUAL ACTION 4Div, 2016-17 through 2020-21.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

#### **E. The English learner reclassification rate**

*ANNUAL GOAL 4E, 2016-17 through 2020-21.* Improve the reclassification rate among students enrolled in the school for at least two years by at least 2% annually.

- *ANNUAL ACTION 4Ei, 2016-17.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Eii, 2016-17 through 2020-21.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Eii, 2016-17 through 2020-21.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.

- ANNUAL ACTION 4Eiv, 2016-17 through 2020-21. Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

## **STATE PRIORITY 5: Pupil engagement**

### **A. School attendance rates**

*ANNUAL GOAL 5A, 2016-17 through 2017-18. Achieve an attendance rate of 95% or higher.*

- *ANNUAL ACTION 5Ai, 2016-17 through 2020-21. Communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.*
- *ANNUAL ACTION 5Aii, 2016-17 through 2020-21. Provide targeted intervention for students with lower than average attendance and their families.*
- *ANNUAL ACTION 5Aiii, 2016-17 through 2020-21. Provide positive incentives for students to maintain high attendance.*
- *ANNUAL GOAL 5A, 2018-19 through 2019-20. Achieve an attendance rate of 95.5% or higher.*
- *ANNUAL ACTION 5Ai, 2018-19 through 2019-20. Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.*
- *ANNUAL ACTION 5Aii, 2018-19 through 2019-20. Refine strategies to provide targeted intervention for students with lower than average attendance.*
- *ANNUAL ACTION 5Aiii, 2018-19 through 2019-20. Refine strategies to provide positive incentives for students to maintain high attendance.*

*ANNUAL GOAL 5A, 2020-21. Achieve an attendance rate of 96% or higher.*

- *ANNUAL ACTION 5Ai, 2020-21. Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.*
- *ANNUAL ACTION 5Aii, 2020-21. Refine strategies to provide targeted intervention for students with lower than average attendance.*
- *ANNUAL ACTION 5Aiii, 2020-21. Refine strategies to provide positive incentives for students to maintain high attendance.*

## **B. Chronic absenteeism rates**

*ANNUAL GOAL 5B, 2016-17.* Develop relationships and implement strategies with students demonstrating chronic absenteeism and their families.

- *ANNUAL ACTION 5Bi, 2016-17.* Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2016-17.* Develop community partnerships to support families and to incentivize improvement, including external referrals to impose sanctions on parents of chronically absent students.

*ANNUAL GOAL 5B, 2017-18 through 2018-19.* Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2017-18 through 2018-19.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2017-18 through 2018-19.* Refine community partnerships to support families and to incentivize improvement, including referrals to the City to impose sanctions on parents of chronically absent students.

*ANNUAL GOAL 5B, 2019-20 through 2020-21.* Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2019-20 through 2020-21.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2019-20 through 2020-21.* Refine community partnerships to support families and to incentivize improvement, including referrals to local agencies to impose sanctions on parents of chronically absent students.
- *ANNUAL ACTION 5Biii, 2019-20 through 2020-21.* Search for innovative promising practices tried elsewhere to reduce chronic absenteeism.

## **C. Middle school dropout rates**

*ANNUAL GOAL 5C, 2016-17. All students.* Develop relationships and implement strategies with students likely to drop out and their families.

- *ANNUAL ACTION 5Ci, 2016-17.* Identify students with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan

- *ANNUAL ACTION 5Cii, 2016-17.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's life choices.

*ANNUAL GOAL 5C, 2017-18 through 2018-19. All students.* Refine strategies designed to lower the middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2017-18 through 2018-19.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2017-18 through 2018-19.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.

*ANNUAL GOAL 5C, 2019-20 through 2020-21. All students.* Refine strategies designed to lower middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2019-20 through 2020-21.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2019-20 through 2020-21.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.
- *ANNUAL ACTION 5Ciii, 2019-20 through 2020-21.* Search for innovative promising practices tried elsewhere to reduce the incidence of middle school dropout.

## **STATE PRIORITY 6: School climate**

### **A. Pupil suspension rates**

*ANNUAL GOAL 6A, 2016-17 through 2020-21. All students and numerically significant subgroups.* Implement strategies designed to lower rates of pupil suspensions for all students and for numerically significant subgroups serving comparable grade levels.

- *ANNUAL ACTION 6Ai, 2016-17 through 2020-21.* Establish clear expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Establish tiers of support and intervention when challenging behaviors persist.
- *ANNUAL ACTION 6Aii, 2017-18 through 2020-21.* Annually, refine expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with

school expectations. Refine tiers of support and intervention when challenging behaviors persist.

- *ANNUAL ACTION 6Aiii, 2016-17.* Provide initial training and on-the-job support for all instructional staff and student supervision staff to establish a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- *ANNUAL ACTION 6Aiv, 2017-18 through 2020-21.* Refine training and support for instructional staff and student supervision staff to improve a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- *ANNUAL ACTION 6Av, 2016-17 through 2020-21.* Identify students at risk for suspension and develop, implement, and monitor a personalized intervention plan
- *ANNUAL ACTION 6Avi, 2016-17 through 2020-21.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's behaviors.
- *ANNUAL ACTION 6Avii, 2019-20 through 2020-21.* Implement curricula to increase student decision-making skills
- *ANNUAL ACTION 6Aviii, 2019-20 through 2020-21.* Refine the above actions annually.

## **B. Pupil expulsion rates**

*ANNUAL GOAL 6B, 2016-17 through 2020-21.* All students and numerically significant subgroups. Implement strategies designed to prevent pupil expulsions for all students and for numerically significant subgroups.

- *ANNUAL ACTION 6Bi, 2016-17.* Establish services for students at risk of expulsion, including targeted educational support services, and, through community partners, services such as counseling, gang prevention, substance abuse prevention, including services to support families.
- *ANNUAL ACTION 6Bvii, 2017-18 through 2020-21.* Annually, identify students at risk for expulsion, including students who are habitually truant or habitually disruptive, and develop, implement and monitor an intensive, personalized intervention plan to decrease inappropriate or antisocial behavior.
- *ANNUAL ACTION 6Biii, 2017-18 through 2020-21.* For students at risk for violent acts, provide programs to teach interpersonal and cognitive-behavioral skills, including programs administered by mental health personnel.



- *ANNUAL ACTION 6Biv, 2017-18 through 2020-21.* Monitor and analyze effectiveness of services for students at risk of expulsion to continually refine and improve.

**C. Other local measures, including surveys of pupils, parents and teachers on sense of safety and school connectedness**

*ANNUAL GOAL 6C, 2016-17 through 2020-21. All students and numerically significant subgroups.* Increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of students' school connectedness on annual stakeholder surveys.

- *ANNUAL ACTION 6Ci, 2016-17.* Implement social-emotional skills curricula to raise skill levels (empathy, perspective, active listening, communication, etc.) and develop shared vocabulary and strategies among both students and educators, thereby enabling a community oriented toward problem solving.
- *ANNUAL ACTION 6Cii, 2016-17.* Establish explicit expectations and norms for how students and adults will treat one another.
- *ANNUAL ACTION 6Ciii, 2016-17 through 2020-21.* Provide training and on-the-job support to capacitate instructional staff and student supervision staff to support students to achieve expectations and norms and to put into practice their developing social-emotional skills
- *ANNUAL ACTION 6Civ, 2016-17 through 2020-21.* Use class meetings and other appropriate strategies, including facilitation of student-driven leadership, to address hurtful social dynamics and other patterns that may undermine students' sense of safety and school connectedness
- *ANNUAL ACTION 6Cv, 2016-17 through 2020-21.* Provide targeted intervention to students demonstrating high levels of antisocial behavior.
- *ANNUAL ACTION 6Cvi, 2016-17 through 2020-21.* Analyze survey data to identify trends and areas of need and to refine the above strategies as needed.

**STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable**

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

**STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable**

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.



## ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

---

**Governing Law:** *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. --California Education Code Section 47605(b)(5)(B)*

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

### Measurable Student Outcomes

---

The goal of the Charter School is to create a school that motivates and assists all students in becoming self-motivated, competent, lifelong learners. The Charter School will ensure alignment of its curriculum with California Common Core State Standards and California Contents Standards in order to ensure success for all students in the administration of state required standardized tests. These standards will serve as a guide in developing Charter School goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Numerous assessments are listed here that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement. The outcomes listed below have been carefully designed to align to the mission of the Charter School, exit outcomes and curriculum.

The Charter School shall pursue the following measurable student outcomes:

### School-Wide Outcomes

---

| OUTCOME  | METHODS OF MEASUREMENT  |
|--|---|
| The Charter School shall meet or exceed a 95-96% attendance rate. (though budgeting shows more conservative 90%)   | Daily Login Records   |
| The Charter School shall provide accurate and consistent information about student progress toward college readiness. Summative and formative assessments will show the level of | California Standards Tests or Smarter Balanced Assessments (SBAC) |

|  |   |
|--|---|
| student consistent incremental progress.   |   |
| <del>Inspire</del> <u>The</u> Charter School shall strive to meet or exceed its growth target school-wide and within reportable subgroups on an annual basis.  | API or replacement measure -- TBD   |
| The Charter School shall receive an average score of “satisfied” or “very-satisfied” on annual parent satisfaction surveys, including questions specifically regarding the educational program.                    | Annual parent satisfaction surveys.   |
| The Charter School shall exceed the County-wide average scores on the SBAs in ELA and Math as broken down into reportable subgroups.   | SBA scores.   |
| The Charter School student shall increase math and reading scores pre- to post-testing by an average of one grade level proficiency per year.  | Scantron Performance Assessment.  |
| <del>The Charter School shall have 95% of its students who have been enrolled since 6<sup>th</sup> grade passing the California High School Exit Exam (CAHSEE) on third attempt or CDE replacement criteria.</del> | <del>CAHSEE scores.</del>   |
| The Charter School’s dropout rate shall be no more that of the District.   | Dropout calculations  |
| The Charter School shall meet its AYP growth goals in each year.   | AYP goals established by law.   |
| The Charter School’s graduation rate shall be at least equal to that of the District.  | Graduation rates.   |
| The Charter School shall have a reclassification rate for English Learners that is within in 8% of the rate of the District.   | <del>California</del> -English Language <del>Development Test (CELDT)</del> <u>Proficiency Assessments for California</u> <del>results.</del> |

Using the data analysis techniques discussed below, the Charter School will review student performance data to reflect upon and make ongoing improvements as necessary to its educational

program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

## Methods of Assessment

---

The effective use of assessment is critical to the learning process. At the Charter School, several types of formative and summative assessments will be used, including practice quizzes, short answer and essay questions, multiple choice, and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School advisory teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians and/or concerned adults, will have the first responsibility for measuring and monitoring student progress and performance.

The Charter School shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non- charter public schools. The following assessments are utilized by the Charter School:

- ***Pre-test*** of students' work will be administrated as a student's baseline knowledge or preparedness for an educational experience or course of study.
- ***Smarter Balanced Assessments*** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system – including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.
- ***Embedded Assessment*** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project is all examples of summative assessments.
- ***CELDT-ELPAC*** will be administered in accordance with State law.
- ***Physical Fitness Test*** will be administered in accordance with State law.

~~***CAHSEE*** will be administered in accordance with State law.~~

- ***Scantron Performance Assessment*** The Charter School will use Scantron Assessments in the Fall and Spring to track student progress and grade level proficiency.

- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Annually, ~~Inspire-the~~ Charter School will develop and distribute to the District and to school stake holders a School Accountability Report Card.

## Use and Reporting Of Data

---

### **Report of Individual Student Progress**

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. The monthly progress meetings will be followed up with a written summary of the meeting via an e-mail from the advisory teacher. Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the advisory teacher, parent and student, weekly progress reports will be provided to families through e-mail. Parents/guardians may discuss student progress with the school at any time, and ~~Inspire-the~~ Charter School staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the advisory teachers and this data will be reviewed monthly and on an ongoing basis.

### **Use of Achievement Data to Improve Charter School Programs**

Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using Scantron for grades 3-12, and DIBELS for grades K-2. Additionally, the K12 and Apex programs provide customized reports and data within the assessments in each curriculum. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve ~~Inspire-the~~ Charter School's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

The Charter School also will survey parents/guardians on an annual basis to get valuable program feedback to be used to make program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as

student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.



## ELEMENT FOUR: GOVERNANCE STRUCTURE

---

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

### Non-Profit Public Benefit Corporation

---

The Charter School will be operated by Inspire Charter ~~Schools~~School - Kern, a California Nonprofit Public Benefit Corporation, thereby granting Maricopa Unified immunity from liability for debt/obligations of the charter per Ed Code ~~47604C~~47604(d). Pursuant to Education Code section 47604, which was added by AB 406 (2018), the Charter School shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

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

Pursuant to Education Code section 47604.1, as added by SB 126 (2019), the Charter School shall comply with the Ralph M. Brown Act, the California Public Records Act, and California's conflict of interest laws, including the Political Reform Act.

Attached as Appendix B and C, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code respectively for ~~Inspire~~ICS-Kern and the Charter School.

### Board of Directors

---

~~Inspire Charter School~~The Charter School is governed by ~~the Inspire Charter Schools~~ICS-Kern's Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least ~~five~~three and no more than eleven ~~voting~~ members. One Director position will be reserved for a parent or community member. Directors will serve ~~three-year~~one-year terms.

In accordance with Education Code Section 47604(~~bc~~), the District may appoint a representative to serve on the Board of Directors.

The initial list of board members and biographical information for each is listed above under the section on charter ~~school founders~~schoolboard of directors.

## Board Duties

---

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with the District.
- Approval of all leases, purchases, contracts exceeding 10,000 dollars.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

## Board Meetings

---

The Board of Directors will meet in accordance with the Brown Act [and any other requirements set forth in Education Code section 47604.1, as added by SB 126 \(2019\), and Government Code section 54954.3, as amended by AB 1787 \(2016\).](#)

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year. Board members will be allowed to attend board meetings virtually. All Board Agenda and Board Materials will be sent to Maricopa Unified School District for posting. [The Charter School shall ensure that an](#)

online posting of an agenda for a meeting occurring on and after January 1, 2019 be posted on its primary website homepage accessible through a prominent, direct link consistent with Government Code section 52954.2, as amended by AB 2257 (2016).

The Board of Directors will abide by strong Conflict of Interest policies, that clearly forbid the board of directors benefiting from the service on the board. The board at this time receives no stipends for travel or their time; but this is being considered for the future.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

### **Board Training**

---

The Board of Directors shall participate in initial training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well.

### **Board Delegation of Duties**

---

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

### **Charter Regional Director**

### **School Leaders**

---

~~The Executive Director~~The Co-Principals, Assistant Director of Academic Program, and Regional ~~Director~~Coordinators (“Leaders”) will be the leaders of the Charter School. These positions will ensure that the curriculum and technology is implemented in order to maximize student learning experiences. The ~~Executive Director and Director of Academic Program~~Leaders will serve ~~Inspire the~~ Charter School ~~part-time as they have oversight of all Inspire Charter Schools’ charters~~full-time.

The Regional ~~Director will be full-time and lead Inspire Charter School exclusively.~~The Regional Director Coordinator will directly supervise the home school teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with the ~~Inspire~~ Charter Schools Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

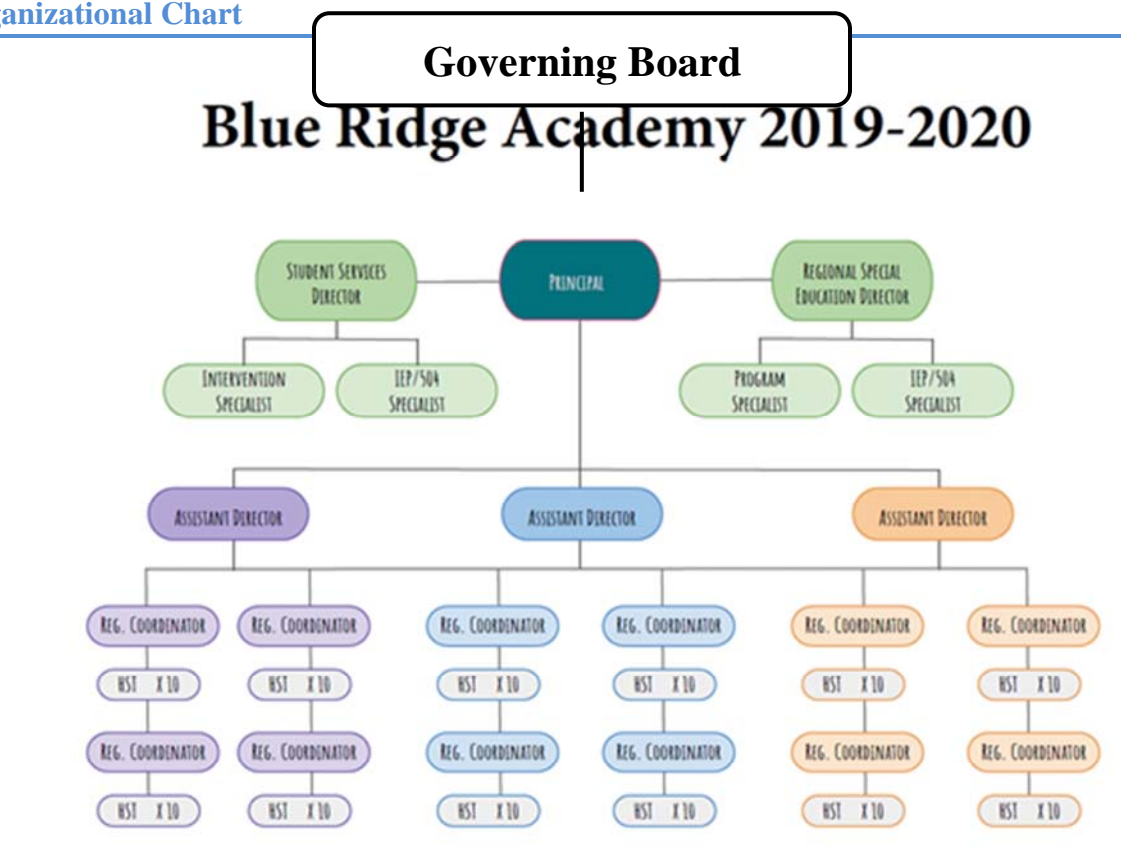
The administrative duties of the ~~Regional Director~~Co-Principals shall include, but will not be limited to, the following:

- Provide instructional leadership to the Charter School.

- Attend meetings at the District as requested by the District and liaise with the District, including assisting the District in its oversight duties.
- Supervise all employees of the Charter School.
- Provide performance evaluations of all Charter School employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

### Organizational Chart



## Parent & Teacher Participation in Governance

---

As identified in Element 1's list of annual goals and annual actions, ~~Inspire-the~~ Charter School will use several strategies to consult on a regular basis with their parents/guardians, and teachers regarding the school's educational program.

- ~~ICS-The Charter School~~ will provide parents/guardians with surveys twice a year.
- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- One Board of Director position will be reserved for a parent or community member.
- Parents/guardians can communicate with the Regional Director at any time.

~~ICS-The Charter School~~ will strive to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Teacher Organization (PTO) meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the ~~ICS-the Charter School~~ from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

~~Furthermore, the Charter School will ensure parents/guardians, and teachers have an opportunity to participate in governance of the Charter School through involvement in the Charter School Advisory Council. The School Advisory Board's meeting agendas will contain agenda items designed to solicit parent input with respect to school decisions. The chair of the SAB will be a parent, who will present a report to the school's governing board as a regular agenda item of governing board meetings. The Charter School Advisory Council shall be composed of three parents/guardians, self-nominated and elected amongst the parent body, three teachers, self-nominated and elected amongst the teachers, and a student representative, self-nominated and elected amongst the students. The Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The school's educational programs, will be reviewed by the parents/ guardians, and teachers on a regular basis through the consultation of the Charter School Advisory Council in fulfillment of California Education Code Section 47605(e)(2). The Director of the Charter School Advisory Council shall attend all Advisory Council meetings and shall report Advisory Council recommendations to the Board of Directors. The Director of the Charter School Advisory Council will be elected by the members of the Charter School Advisory Council once all seven council openings are filled on an annual basis.~~

Furthermore, the Family Liaison Team is dedicated to building a strong homeschool community and helping families find the path that best fits each unique homeschool journey. Our team of liaisons is tasked with the vital role of fostering regional support and community through the planning of events and field trips, individualized parental support, and cultivating local vendor relationships.

## ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

---

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

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with the Charter School.

The Charter School's key staff members (~~Regional Director~~ Co-Principals, and Teachers) will meet the following qualifications:

### ~~Regional Director~~

### Co-Principals

~~The Regional Director~~ The Co-Principals will be the school's instructional leaders and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

#### Required knowledge, skills, and abilities:

- Understanding of independent study program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

#### Required educational level:

- Master's Degree required

#### Required experience:

- 5 plus years teaching/leadership experience
- Experience in performance assessment

#### Highly Qualified and Supported Teachers

The faculty will consist of highly qualified credentialed teachers in core, college preparatory subjects. All teachers will meet the requirements of Education Code Section 47605(1) and



applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. BTSA training will be provided to teachers that need it to complete their Professional Clear Credential.

*Required knowledge, skills, and abilities:*

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Possession of appropriate credential(s) required for the position
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

*Required educational level / credentialing:*

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case the Charter School reserves the right to modify its student to teacher ratio accordingly. The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

*Teacher Recruitment*

The Charter School will develop a comprehensive teacher recruitment policy to attract highly qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and college employment fairs, among other generally acceptable strategies. Find attached as Appendix F, the Charter School Teacher Approval Signature Page showing that the charter school already has highly qualified candidates who are meaningfully interested in teaching at the school.

### Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

If the Charter School maintains a section on employee interactions with pupils in its employee code of conduct, it shall provide a written copy of the section on employee interactions with pupils to the parent or guardian of each enrolled pupil at the beginning of each school year, consistent with Education Code section 44050, as added by AB 500 (2017). The Charter School shall also post the section on employee interactions with pupils in its code of conduct, or provide a link to it, on each of its website. The Charter School may satisfy this requirement by including a copy of the section on employee interactions with pupils in its code of conduct with other specified notifications that are required at the beginning of the first semester or quarter of the regular school term.

## ELEMENT SIX: HEALTH AND SAFETY POLICIES

### Health and Safety

---

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

In order to provide safety for all students and staff, the Charter School will implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of the Charter School:

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

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board Chairman shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

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

#### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

#### **Immunizations**

~~All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster. Previous to January 1, 2016 ICS has required the state immunization waiver or the student's actual immunization records. Currently the school is waiting for the California Department of Education to release clarification and guidelines on how non-classroom based schools should apply SB277.~~

All students who intend to enroll in the Charter School will be required to comply with California's immunization laws pursuant to Health and Safety Code Sections 120325-120375, as amended by SB 276 and SB 714 (2019). Students will be required to submit the appropriate documentation for immunizations or a waiver consistent with the law prior to admittance in the Charter School.

### **Medication in School**

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

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

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

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended medical protocol for disinfecting procedures.

## **Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

## **Facility Safety/Orderly Environment**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by having sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

## **Comprehensive Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, [immigration status](#), ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

## **Technology Safety Policies**

The Charter School will develop technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

## **Suicide Prevention Policy**

[Pursuant to AB 2246 \(2017\), the Charter Scholl will develop and adopt a suicide prevention policy before the beginning of the 2017-18 school year. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. The policy shall address pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, include consideration of suicide awareness and prevention training for teachers, and ensure that a school employee acts only within the authorization and scope of the employee's credential or license.](#)

## **School Safety Plan**

[Pursuant to AB 1747 \(2018\), the Charter Scholl will develop a school safety plan consistent with California Education Code section 32282. The Charter School will review and update the school safety plan by March 1 of every school year.](#)

## **Sexual Education and HIV Prevention Education**

The Charter School shall ensure that students receive comprehensive sexual health education and HIV prevention consistent with Education Code section 51921, as amended by AB 2601 (2018), and Education Code section 51934, as amended by AB 1861 (2018).

### **Free or Reduced-Price Meals**

Commencing with the 2019-20 school year, the Charter School will provide needy pupils, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in subdivision (a) of Education Code section 49553, during each school day consistent with Education Code section 47613.5, added by AB 1871 (2018).

### **Written Emergency Plan and AED**

If the Charter School elects to offer any interscholastic athletic program, the Charter School will comply with requirements for a written emergency action plan and automated external defibrillator consistent with Education Code sections 35179.4 and 35179.6, as added by AB 2009 (2018)

### **Student Mental Health Services**

The Charter School shall notify students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus or in the community, or both, as provided in Education Code section 49428, as added by AB 2022 (2018).

### **Human Trafficking Prevention Resources**

The Charter School will identify the most appropriate methods of informing students, parents, and guardians of human trafficking prevention resources and implement the identified methods by January 1, 2020, consistent with Education Code section 49381, as added by SB 1104 (2018).

### **Procedures for Preventing Acts of Bullying, including Cyberbullying**

In accordance with AB 2291 (2018), the Charter School will adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. The Charter School will annually make available the online training module development by the [California Department of Education](#) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students.

### **Immigration and Citizenship Status**

In accordance with AB 699 (2017), the Charter School shall comply with requirements concerning immigration and citizenship status. In addition, pursuant to the California Values Act (Government Code section 7284 *et seq.*), as added by SB 52 (2017), the Charter School will implement a policy limiting assistance with immigration enforcement to the fullest extent permitted under federal and state law.

### **Feminine Hygiene Products**

In accordance with AB 10 (2017), the Charter School shall comply with Education Code section 35292.6 regarding feminine hygiene products in public school restrooms.

### **Information about Health Care Coverage Options**

In accordance with AB 2308 (2016), the Charter School shall include an informational item in its enrollment forms, or amend an existing enrollment form, in order to provide the parent or legal guardian information about health care coverage options and enrollment assistance consistent with Education Code section 49452.9.

### **Lead Testing**

In accordance with AB 746 (2017), the Charter school will comply with lead testing procedures consistent with Health and Safety Code section 116277.

### **Single-User Restrooms**

In accordance with AB 1732 (2016), the Charter school shall ensure that all single-user toilet facilities in any place will be identified as all-gender toilet facilities, as specified in Health And Safety Code section 118600.

## **ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE**

---

*Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school District to which the charter petition is submitted. -California Education Code Section 47605 (b)(5)(G)*

The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.



The Charter School intends to conduct its student recruitment efforts throughout Kern and adjacent counties.

## **ELEMENT EIGHT: ADMISSIONS REQUIREMENTS**

---

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

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

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

The Charter School's application process is comprised of the following:

1. Parent attendance at a Charter School orientation meeting is encouraged
2. Completion of a student application form

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

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Pursuant to Education Code section 49076.7, as added by AB 2097 (2016), the Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from pupils or their parents or guardians unless otherwise required to do so by state or federal law.

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception

of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students as follows: All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. Preferences will be extended to residents of the District, when names are placed into a random drawing; the names of District residents will be placed in the drawing twice, where as non-district residents' names will be placed in the drawing only once.

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

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

The Charter School will conduct the lottery in the Spring for enrollment in Fall of that year.

In accordance with AB 1360 (2017), other types of admission preferences shall be approved by the District at a public hearing. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. In accordance with Education Code section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School may encourage parental involvement, but shall notify the parents or guardians of applicant pupils and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the School.

## **ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS**

---

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority- California Education Code Section 47605 (b)(5)(I)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15<sup>th</sup> of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## **ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES**

---

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from ~~ICS~~[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 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.

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the

pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this paragraph, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made 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.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, 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 pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great

bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made 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.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, 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 pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has

been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the 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.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference. Suspension shall be preceded, if possible, by a conference conducted by the 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 pupil shall be informed of the reason for the disciplinary action- including the other means of correction that were attempted before the suspension as required under Education Code section 48900.5, 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, consistent with Education Code section 48911, as amended by AB 667 (2017). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. For suspension of fewer than 10 days, the Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall: (1) provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights consistent with this policy; and (2) provide a hearing adjudicated by a neutral hearing officer consistent with this policy.
3. Suspension Time Limits/Recommendation for Expulsion. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **D. Authority to Expel**

A student may be expelled either by the Charter School Board 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 pupil 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.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing [adjudicated by a neutral officer](#) 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 Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing 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 pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or ~~a non-attorney advisor~~[an advocate](#);
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

## **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board 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. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### **I. Written Notice to Expel**

The 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.

#### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

#### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

#### **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but

is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **ELEMENT ELEVEN: RETIREMENT SYSTEMS**

---

*Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -California Education Code Section 47605 (b)(5)(K)*

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.



## ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

---

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. -California Education Code Section 47605 (b)(5)(L)*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents/guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

### **ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS**

---

*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school-California Education Code Section 47605 (b)(5)(M)*

No non-charter school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **ELEMENT FOURTEEN: DISPUTE RESOLUTION**

---

*Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter-California Education Code Section 47605 (b)(5)(N)*

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of ~~Inspire-the~~ Charter School and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by ~~Inspire-the~~ Charter School and the Board of Directors pursuant to policies and procedures developed ~~Inspire-Charter School by the~~ Board of Directors.

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of ~~Inspire-the~~ Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of the charter school for resolution pursuant to the charter school's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of ~~Inspire-the~~ Charter School has requested the District to intervene in the dispute.

### **Disputes between the Charter School and the District**

In the event that the Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues identified as possible grounds for revocation of the charter petition as outlined in EC 47607(c) unless the District chooses to have this process apply.

In the event of a dispute between the school and the District, the staff and Board of Directors members of the school and District agree to first frame the issue in written format and refer the issue to the District Superintendent, or his/her designee, and the charter school Executive Director. In the event that the District Superintendent believes that the dispute relates to an issue

that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The ~~Inspire~~ Charter School's Executive Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of ~~Inspire~~the Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Executive Director shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The charter school and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator.

## **ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER**

---

*Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. -California Education Code Section 47605 (b)(5)(0)*

The Charter School shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act (“EERA”). The Charter School shall comply with the EERA.

## ELEMENT SIXTEEN: CLOSURE PROCEDURES

---

*Governing Law:* A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(b)(5)(P))

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents/guardians and students of the Charter School, the District, the Kern County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District

promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall return to the non-profit corporation to be used within the state of California only. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.



## MISCELLANEOUS PROVISIONS

### Budgets

---

#### Budgets and Cash Flow

*Governing Law:* The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section 47605(g)

Attached as Appendix G, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow
3. Budget/Revenue Assumptions

### Financial Reporting

---

The Charter School shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The school's contracted business back office services provider shall provide a monthly report of the Charter School's current and projected financial viability to the ~~Inspire~~ Charter Schools Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

## Insurance

---

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

The District shall not be required to provide coverage to ~~Inspire-the~~ Charter School under any of the District's self-insured programs or commercial insurance policies. The ~~e~~Charter ~~s~~School shall secure and maintain, as a minimum, insurance as set forth below to protect ~~Inspire-the~~ Charter School from claims that may arise from its operations. The Charter School shall maintain the following insurance policies:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect ~~Inspire-the~~ Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by ~~Inspire-the~~ Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

### INSURANCE CERTIFICATES

~~Inspire-The~~ Charter School shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

## Administrative Services

---

*Governing Law: the manner in which administrative services of the School are to be provided (Education Code Section 47605(g)).*

The ~~Executive Director and Director of Academic Program~~ Co-Principals will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, personnel, and instructional program development. Initially, the Charter School intends to utilize Charter Impact, Inc. to provide financial management, accounting, and payroll services. Its experience is described in the section on consultants, above. Charter Impact, Inc. shall assist the Charter School Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that the Charter School Board remains informed about the continuing fiscal solvency of the Charter School.

## Facilities

---

*Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school within the District attendance boundaries. (Education Code Section 47605(g))*

The Charter School will locate an administrative office within the District attendance boundaries at 955 Stanislaus Street, Maricopa, CA 93252. The Charter School will locate an administrative office within the District attendance boundaries. The school will not open any resource centers in Kern County nor adjacent counties that ~~ICS—Kern~~ the Charter School students will be enrolled in.

## CIVIL LIABILITY IMPACT

---

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g))*

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## CONCLUSION

---

By approving this charter, the Maricopa Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

1. Improve pupil learning.
2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
6. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. ~~Inspire~~The Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2016 through June 30, 2021.

The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

**RESOLUTION OF THE BOARD OF DIRECTORS OF  
INSPIRE CHARTER SCHOOL - KERN TENTATIVELY  
ADOPTING A CONFLICT OF INTEREST CODE**

**WHEREAS**, Inspire Charter School - Kern (the “School”) is a California nonprofit public benefit corporation that operates a public charter school authorized by Maricopa Unified School District in Kern County; and

**WHEREAS**, the Board of Directors (“Board”) seeks to adopt the FPPC’s model Conflict of Interest Code as set forth in California Code of Regulations, Title 2, Section 18730.

**NOW, THEREFORE**, the Board hereby finds, resolves, and orders as follows:

Section 1. The Conflict of Interest Code, in the form attached as Attachment A, is tentatively adopted and promulgated and supersedes all prior draft Conflict of Interest Codes.

Section 2. The Principal or her designee is directed to open a 45-day public comment period by posting a Notice of Intention to Adopt a Conflict of Interest Code on the School’s public website and notifying each individual affected by the proposed Conflict of Interest Code by providing a copy of the Notice to each individual, or posting the Notice on the School’s intranet or employee bulletin board.

Section 3. The Conflict of Interest Code shall become effective upon:

- a. Final approval by this Board following the public comment period and after a public hearing, if requested; and
- b. Approval by the Kern County Board of Supervisors as the code reviewing body.

Section 4. Upon final approval by this Board, the Principal or her designee is directed to submit the Conflict of Interest Code in the required format, as well as any other required documents, to the Kern County Board of Supervisors for approval.

**SECRETARY'S CERTIFICATE**

I, \_\_\_\_\_, Secretary of the Board of Directors of Inspire Charter School - Kern, a California nonprofit public benefit corporation, hereby certify as follows:

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

AYES:

NOES:

ABSTAIN:

ABSENT:

WITNESS my hand this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
Secretary, Inspire Charter School - Kern



**ATTACHMENT A**  
**CONFLICT OF INTEREST CODE AND APPENDICES**  
**OF INSPIRE CHARTER SCHOOL - KERN**

[See Attached]

# **INSPIRE CHARTER SCHOOL - KERN**

## **CONFLICT OF INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Inspire Charter School - Kern. This code shall take effect when approved by the Kern County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by Inspire Charter School - Kern, but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.

Individuals holding designated positions shall file statements of economic interests with the Secretary of Inspire Charter School - Kern. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Kern County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008.)

## APPENDIX A

| <u>Designated Positions</u>             | <u>Disclosure Category</u> |
|---|----------------------------|
| Members of the Governing Board          | 1, 2                       |
| President/CEO                           | 1, 2                       |
| Principal/Superintendent                | 1,2                        |
| Assistant Director(s)                   | 3                          |
| Verification Specialists                | 3                          |
| Teachers                                | 3                          |
| Regional Coordinators                   | 3                          |
| Senior Director of Special Education    | 3                          |
| Regional Director of Special Education  | 3                          |
| Assistant Director of Special Education | 3                          |

The Principal or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **APPENDIX B**

### **Disclosure Categories**

#### **Category 1 Reporting:**

Designated positions assigned to this category must report:

Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by Inspire Charter School - Kern.

#### **Category 2 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by Inspire Charter School - Kern.

#### **Category 3 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by the designated person's department, including, for example, vendors providing such goods or services to be utilized in the instruction of students.

RESOLUTION OF BOARD OF DIRECTORS OF THE BLUE RIDGE ACADEMY  
CHARTER SCHOOL JOINING THE CALIFORNIA CHARTER SCHOOLS  
JOINT POWERS AUTHORITY, DBA CHARTERSAFE

**WHEREAS**, it is in the best interests of the Blue Ridge Academy charter school (“School”) to establish a joint powers agency to administer programs for group purchasing, financing, risk management, insurance, self-insurance, and risk sharing; and

**WHEREAS**, the joint powers authority will offer significant advantages to the School in terms of cost, liability protection and services; and

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of the Blue Ridge Academy charter school:

1. The Blue Ridge Academy charter school agrees to join the California Charter Schools Joint Powers Authority (CCS-JPA, DBA CharterSAFE) and
2. Application for a certificate of consent to self-insure for workers compensation insurance to be submitted to the Department of Industrial Relations is hereby authorized, as necessary for the School to participate in the workers compensation self-insurance program of the Authority.
3. The School Director is hereby authorized to execute any and all documents as necessary to carry out the purposes of this Resolution.
4. That the Clerk /Secretary is directed to certify a copy of this Resolution and to forward the same, together with a copy of the executed joint powers agreement, to the California Charter Schools Joint Powers Authority.

**PASSED, APPROVED AND ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 2019 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
Chair/President

ATTEST:

\_\_\_\_\_  
Clerk/Secretary

AB 2601 (2018) amended the California Healthy Youth Act (CHYA) to require that charter schools in California provide students with inclusive and comprehensive sexual health education and HIV prevention education (Education Code §§ 51930-51939). CHYA education must be provided at least once in middle school and at least once in high school. At our school, 8<sup>th</sup> grade (middle school) and 9<sup>th</sup> grade (high school). The law additionally requires instruction be inclusive of all genders, sexual orientations, abilities, races, and cultural backgrounds and present medically accurate and unbiased information.

The school will send a letter to parents/guardians that explains their right to review the curriculum prior to instruction and their right to excuse their child from the instruction. The letter includes the following information:

- Comprehensive sexual health and HIV prevention instruction is provided by trained classroom teachers or community-based health educators.
- All content complies with California Healthy Youth Act and CA Education Code requirements.
- When the instruction will be implemented at their child's school.
- Where parents/guardians can review instructional materials at their child's school.
- That parents/guardians may notify the school in writing if they wish to excuse their child from the instruction.

Parents or guardians may excuse their child from the sexual health instruction for this school year by providing a written note in their preferred language to their child's teacher. The note should simply state that they are excusing their child from the instruction, include their child's name, and be signed by the parent or guardian. There is no need for any explanation or reason to be stated in this note.

Districts may choose a curriculum to use to meet the requirements of the new law. The school will use ***Rights, Respect, Responsibility*** (3Rs). This is a comprehensive sexual health curriculum that complies with [the State of California's CA Healthy Youth Act](#) requirements. This curriculum was vetted by a team of experts prior to being approved by our program's Sexual Health Education Advisory Team. The 3Rs lessons were authored by [Advocates for Youth](#), who is funded and supported by the Centers for Disease Control and Prevention and who collaborates with the California Department of Education to implement medically accurate sexuality education statewide. This curriculum is open for [public review](#).



---

## Non-Compliance Policy and Procedures

Blue Ridge Academy is committed to ensuring students are appropriately engaged in learning, particularly as it correlates to attendance reporting. After the Non-Compliance Process has been seen through, it may be determined that Independent Study is not the best educational placement for the student and as such, the student may be Administratively Withdrawn.

The purpose of the Blue Ridge Academy Governing Board approving this Non-Compliance Policy is to accomplish the following:

1. Outline the Non-Compliance Process
  2. Outline the Student's Responsibility to complete Work/Progress, Assignments/Work Samples, and/or Student Activity Logs
  3. Outline the Parent's and Student's Responsibility to Schedule and Attend Monthly Learning Periods
  4. Establish Communication Requirements for the Home School Teacher (HST).
  5. Outline the Non-Compliance Procedures
  6. Outline the Procedures for the HST when sending the First Non-Compliance Letter
  7. Outline the Procedures for the HST when sending the Second Non-Compliance Letter
  8. Outline the Procedures for the Administrative Conference Call
  9. Establish the Non-Compliance Timeline/Checklist
- 
1. **Non-Compliance Process:** The school's Non-Compliance Process can be engaged if a student/family is found to have one or more of the following:
    - Two (2) missing assignments during any period of twenty (20) school days
    - One or more missing Work Samples
    - One or more missing Student Activity Logs (Attendance Logs)
    - Missed or not scheduled one or more monthly learning period or other meetings.
    - Has not responded to their Homeschool Teacher after three sets of attempts (phone and email) over the course of six school days.
  2. **Student Work/Progress, Assignments/Work Samples, Student Activity Logs:** It is required that all Homeschool Teachers (HSTs) review and affirm student learning and collect Student Activity Logs and Work Samples every twenty school days. It is also required that all HQTs, monitor work completion and progress for High School Students, if using an HQT. When any pupil fails to complete two (2) assignments during any period of twenty (20) school days, or has missed one or more work samples, the HST should then start the Compliance Process.
  3. **Monthly Learning Period or Other Meetings:** It is the parent's and student's responsibility to make every effort to schedule and attend monthly learning period meetings every twenty school days. If the meeting is not successfully scheduled or held after two or more attempts it could be determined that the family has not met the school's meeting expectations and the HST should start the Non-Compliance Process.

4. **Communication Requirements of the Home School Teacher:** HSTs will keep positive and open lines of communication with each family. HSTs will follow a communication pattern with a pairing of a phone call, email message, and document in Contact Manager. If an initial communication pair (#1) is not responded to within two school days, the HST will attempt to reach the family again with another communication pair (#2). If the second communication pair is not successful, the HST will attempt a third communication pair (#3) and start the Compliance Process by sending Non-Compliance Letter #1.
5. **Non-Compliance Procedures:** The compliance procedure can include two compliance letters and one Administrative Conference call. If after the Administrative Conference call the student fails to meet expectations, the student will be withdrawn from the school for at minimum, one academic school year.
6. **First Non-Compliance Letter:** Should any of the items listed in the Non-Compliance Process occur and there have been three Communication Pairs attempted, upon the third attempt, the HST will:
  - Send Non-Compliance Letter #1 to the family via certified mail.
  - Document date letter was sent, issue, and tracking number in Contact Manager
  - Remind student/family of the appropriate sections of the Master Agreement and Parent-Student Handbook that specifically address the issue/concern.
  - Talk with the family to see what the issues/concerns are on both sides as well as develop a plan to support the student and resolve any issues.
  - Hold all Instructional Funds until the family is compliant.
7. **Second Non-Compliance Letter:** Without satisfactory resolution or response to the issues described in the Non-Compliance Letter #1 within five school days, the HST will:
  - Attempt to call and email the family (Communication Pair #4)
  - Determine a day and time to schedule an Administrative Conference Call with the parent(s)/guardian(s), HST, and Sr. Director, to be specified in Non-Compliance Letter #2. Date should be no sooner than the 6<sup>th</sup> school day from the date of the letter.
  - Send Non-Compliance Letter #2 to the family via certified mail.
  - Document date letter was sent, issue, and tracking number in Contact Manager
  - Remind student/family of the appropriate sections of the Master Agreement and Parent-Student Handbook that specifically address the issue/concern.

Letter #2 gives the family the opportunity to communicate and work with their HST to address and problem-solve the issues of concern. Should the family fail to communicate to their HST within five school days from the date the letter was sent, the parent/guardian must either communicate and resolve the indicated issues with their HST or attend the Administrative Phone Conference as scheduled in the letter.

8. **Administrative Conference Call:** Without satisfactory resolution to the issues/concerns, the HST will:
  - Send out a conference call number to all participants.
  - Attempt to remind/confirm the parent/guardian of the call via phone and email. Document the communication in the Contact Manager.
  - Document date the Administrative Conference Call was held including a brief summary of the outcome in the Contact Manager.

A team composed of Parent(s)/Guardian(s), HST, and a Director must be present on the Administrative Conference Call. During this time the team will work towards resolution of the



issues/concerns as well as determine if this is the best placement for the student. School Administration may determine the following:

- Independent Study is in the best interest of the student.
- The need to place the student on a student improvement plan.
- The need to implement different strategies to collect compliance documents (Student Activities Logs and or Work Samples).
- Determine that it is not in the student's best interest to remain in our independent study program.

If the Administration finds that this is not in the best interest of the student to remain in independent study, then the student shall be withdrawn from the school by following the procedures in the school's withdrawal policy.

If the student or parent does not attend the Administrative Conference Call, the student could be withdrawn from the school by following the procedures in the school's withdrawal policy.

#### **9. Non-Compliance Timeline/Checklist:**

- Concern/Issue Arises
  - The HST will Call & Email Family (Communication Pair #1)\*
- Wait 2 School Days
- Resolution – Stop Process
- If No Resolution Continue
  - The HST will Call & Email Family (Communication Pair #2)\*
- Wait 2 School Days
- Resolution – Stop Process
- If No Resolution Continue
  - The HST will Call & Email Family (Communication Pair #3) + Send Non-Compliance Letter #1 (Certified Mail) Hold Instructional Funds\*
- Wait 5 School Days
- Resolution– Stop Process
- If No Resolution Continue
  - The HST will Call & Email Family (Communication Pair #4) + Send Non-Compliance Letter #2 that includes Administrative Conference Call (Certified Mail)\*
- Wait 5 School Days
- Resolution – Stop Process
- If No Resolution Continue
  - The HST will Hold Administrative Conference Call and determine best course of action\*
- Follow school withdrawal policy, if applicable\*

\*Document in Contact Manager



---

## Residency Policy

California law requires that certain residency requirements are established in order for a student to be enrolled in an independent study charter school for which average daily attendance may be claimed. California law requires that a student be a California resident and requires that the student is a resident of the county in which the apportionment claim is reported or of a county immediately adjacent to the county in which the apportionment claim is reported. [EC §§ 47612(b), 5147.3]

The purpose of the Blue Ridge Academy Governing Board approving this Residency Policy is to accomplish the following:

1. Define Residency
  2. Outline Residency for a Student on an Extended Vacation
  3. Establish the Location Materials Will Be Mailed To
  4. Outline the Procedures When a Student's Residency is in Question
  5. Outline the Parent/Guardian/Education Rights Holder's Right Regarding Determination of Nonresidency
  6. Outline the Procedures for Children of Military Families
  7. Outline the Procedures for Homeless Youth
- 
1. **Definition of Residency:** A student has residency in the state and county of the residence of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a student to attend Blue Ridge Academy, unless it can be shown that the student is also living in the home at least three days per week during the school year.
  2. **Residency for a Student on an Extended Vacation:** A student on an extended vacation lasting longer than four weeks, but less than six months, will not be deemed to have lost California residency.
  3. **The Location Material Will Be Mailed To:** All materials will be mailed to, and any in person services will be held at, the address identified in the student's records in his/her proof of residence documentation, unless an alternative location is agreed upon by the teacher of record.
  4. **Student's Residency is in Question:** If there is reason to believe that a student's residency is in question, Blue Ridge Academy may investigate in order to determine authenticity of the home address. When it is determined that a student lives outside of California and/or an authorized county, Blue Ridge Academy will provide written notice of the determination of nonresidency within five days of Blue Ridge Academy's intention to disenroll the student.
  5. **Parent/Guardian/Education Rights Holder's Right Regarding Determination of nonresidency:** The notice shall contain an explanation of the parent/guardian/education rights holder's right to request a hearing adjudicated by a neutral officer within a reasonable

number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the pupil has the right to bring legal counsel or an advocate to dispute the finding of nonresidency. If the parent/guardian/educational rights holder does not request a hearing within five days of receipt of the notice, the right to a hearing is waived and the student will be immediately disenrolled. If the student's parent, guardian or educational rights holder initiates the hearing, the student shall remain enrolled and shall not be disenrolled until Blue Ridge Academy issues a final decision.

**6. Children of Military Families:** Blue Ridge Academy will serve children of military families, as defined by Education Code section 49701, as follows:

1. Allow the student to continue his or her education in Blue Ridge Academy, regardless of change of residence of the military family during that school year, for the duration of the student's status as a child of a military family; or
2. For a student whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:
  - a. If the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue his or her education in Blue Ridge Academy through the duration of that academic school year;
  - b. If the child is enrolled in high school, allow the student to continue his or her education in Blue Ridge Academy through graduation.

For purposes of providing special education services, Blue Ridge Academy will continue to provide special education services for children of military families as required by law.

**7. Homeless Youth:** Blue Ridge Academy will be considered to be a pupil's school of origin for a homeless youth when the child attended Blue Ridge Academy when permanently housed or was last enrolled in Blue Ridge Academy before becoming homeless. Blue Ridge Academy will serve homeless youth, as defined below, whose residency has changed as follows:

1. Allow the student to continue his or her education in Blue Ridge Academy for the duration of homelessness.
2. If the pupil is no longer homeless before the end of the academic year, either of the following apply:
  - a. If the homeless youth is in high school, the Blue Ridge Academy shall allow the formerly homeless child to continue his or her education in the Blue Ridge Academy through graduation.
  - b. If the homeless youth is in kindergarten or any of grades 1 to 8, inclusive, the Blue Ridge Academy shall allow the formerly homeless youth to continue his or her education in Blue Ridge Academy through the duration of the academic year.

The term "homeless youth" or "homeless pupil" shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC section

11302(a)(1)); and includes—

1. 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, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 42 USC section 11302(a)(2)(C));
3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children (as such term is defined in 20 USC section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).



---

## **Investigation of Inaccurate, Suspicious or False Addresses for Student Residency**

Blue Ridge Academy may only enroll students that are residents of the State of California and residents of the following counties: San Bernardino, Los Angeles, Kern and Ventura. As such, upon enrollment, the student's parent/guardian is required to provide proof of residency, either through presentation of permitted documents establishing residency, an Affidavit to Verify Residency Form, or a Parent Residency Affidavit Form.

If, thereafter, an employee of Blue Ridge Academy has reason to believe that the address provided by the parent/guardian is incorrect, was falsely reported, or is no longer valid and in line with Blue Ridge Academy's Residency Policy, every effort shall be made to ascertain the correct information. In order to initiate an investigation, Blue Ridge Academy's employee must document specific, articulable facts supporting the belief that the parent/guardian has provided false, inaccurate or unreliable evidence of residency.

School staff have the right and obligation to conduct a thorough investigation (due diligence) in order for Blue Ridge Academy's Principal to take appropriate action.

Such an investigation shall include:

1. Search Blue Ridge Academy's enrollment database by entering student's, parent's/guardians, names to locate siblings and review their residence information. ·
2. The Blue Ridge Academy Principal or designee may interview the student(s) for residence information. At no time, however, shall any employee of Blue Ridge Academy inquire about a student's/family's immigration status.
3. The Blue Ridge Academy Principal or designee may mail a letter to all known current and previous addresses requesting residency verification. Write or stamp "Do Not Forward- Address Correction Requested" on the envelope so that the letter will be returned to the school with the family's current address. · The new address should be entered into the student information system(s). · If the letter is returned with no forwarding information, the student and their parent/guardian must be contacted to provide new information. If the parent/guardian refuses to provide information the school must immediately initiate the investigative activities outlined above.
4. The Blue Ridge Academy Principal or designee may conduct a home visit to establish residency at either the current or previous address.
5. The Blue Ridge Academy Principal or designee may review publicly available documents, in paper form or through an electronic databased, to verify the address of students by a review of property records. This method shall not be used to verify residence for students

living in apartments, under leases or subleases, in foster or probation placements or in homeless situations since this method would not verify these residency situations.

6. The investigation shall not allow for the surreptitious photographing or video-recording of pupils who are being investigated. “Surreptitious photographing or video-recording” means the covert collection of photographic or videographic images of persons or places subject to an investigation. The collection of images is not covert if the technology is used in open and public view.
7. At all times during an investigation, employees and contractors of Blue Ridge Academy engaged in the investigation shall identify themselves truthfully as such to individuals contacted or interviewed during the course of the investigation.

If a new address and residency is established and located outside of California or the following counties: San Bernardino, Los Angeles, Kern and Ventura, the Principal or designee shall follow the policy and procedures providing notice and a right to a hearing identified in Blue Ridge Academy’s Residency Policy.



---

## Withdrawal Policy

The purpose of the Blue Ridge Academy Governing Board approving this Withdrawal Policy is to accomplish the following:

1. Establish the Reasons a Student Can Be Withdrawn from Blue Ridge Academy
2. Outline the Procedures for Withdrawing a Student
3. Establish the Charter School's Responsibility to Not Encourage a Pupil Currently Attending the School to Disenroll or Transfer to Another School
4. Establish the Process for Notifying Parents/Guardians/Educational Rights Holder of the Withdrawal

**1. Reasons for a Withdrawal:** If Blue Ridge Academy discovers that a student enrolled in Blue Ridge Academy is no longer a resident of California, no longer a resident of a county that Blue Ridge Academy may legally provide educational services to, is concurrently enrolled in a private school, is concurrently enrolled in another public school, is in non-compliance with Blue Ridge Academy's policies, or otherwise may no longer legally be served by Blue Ridge Academy, the following procedures shall be followed to withdraw the student from Blue Ridge Academy.

**2. Procedures for Withdrawing a Student:** Blue Ridge Academy shall send the parent/guardian/educational rights holder a notice of the Blue Ridge Academy's intention to withdraw the student from the School and the reasons for that decision. The notice will be sent at least five days prior to the withdrawal of the student. The notice will inform the parent/guardian that the Education Code provides the parent/guardian/educational rights holder with the right to a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil(s) have a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil(s) have the right to bring legal counsel or an advocate. This notice shall be written in the native language of the pupil or the pupil's parent or guardian, or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder.

This notice will also inform the parent/guardian/educational rights holder that the student's enrichment opportunities and curriculum orders will be put on hold until the hearing is completed.

If the parent/guardian invokes said rights, the Blue Ridge Academy will not disenroll the pupils until it has reached a final decision. The decision of the School is final and cannot be appealed.

In addition, the parent/guardian will be sent a Charter School Complaint Notice in the form provided by the California Department of Education at [www.cde.ca.gov/sp/ch/cscomplaint.asp](http://www.cde.ca.gov/sp/ch/cscomplaint.asp).

**3. The Charter School's Responsibility to Not Encourage a Pupil Currently Attending the School to Disenroll or Transfer to Another School:** Blue Ridge Academy shall not

encourage a pupil currently attending the school to disenroll or transfer to another school for any reason, including but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity or sexual orientation.

4. **Notification of the Withdrawal:** Once the student has been withdrawn from Blue Ridge Academy, the parent/guardian/educational rights holder will be notified of the withdrawal and advised to enroll the student immediately in a school that may legally serve that student. A copy of this notice shall be placed in the student's cumulative file. The student's teacher will also be notified of the withdrawal.





---

## Disenrollment Letter

Dear Parent/Guardian/Educational Rights Holder

Please accept this five-day notice of Blue Ridge Academy's intent to disenroll your children because [insert explanation as to why the kid(s) are being involuntarily disenrolled].

In addition to regular phone and email communication, the following attempts were made to contact you to offer support:

Letter #1 Date: Month XX, 20XX

Letter #2 Date: Month XX, 20XX

Administrative Conference Date: Month XX, 20XX at 00:00 AM/PM

We are obligated to inform you that the Compulsory Education Statute in California, as stated in Cal. Education Code Section 48200, requires that all children between the ages of 6-18 years old have a full-time education, unless they are exempt. We are also obligated to notify your school district of residence of your student's enrollment status.

The Education Code provides you with the right to a hearing adjudicated by a neutral officer within a reasonable number of days at which your child(ren) have a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which your child(ren) have the right to bring legal counsel or an advocate. If you have invoked the right to this hearing, Blue Ridge Academy will not disenroll your child(ren) until it has reached a final decision. However, until final resolution of the matter, your child(ren)'s enrichment opportunities and curriculum orders will be put on hold.

If you have not invoked the right to a hearing before [6 SCHOOL DAYS LATER], your child(ren) will be disenrolled from Blue Ridge Academy. If you intend to initiate your rights to a hearing, please inform the undersigned by email of this decision. We will then work to schedule a hearing within a reasonable amount of time.

Additionally, in accordance with California law, I attach a copy of the Charter School Complaint Notice and Form. This form may also be found on Blue Ridge Academy's website. This notice and form is self-explanatory.

# VENDOR AGREEMENT

This Vendor Agreement ("Agreement") is made between **Blue Ridge Academy** ("School"), a California nonprofit public corporation and \_\_\_\_\_ ("Vendor").



## RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

## **SECTION 1. TERM and TERMINATION.**

- a. Term: This Agreement shall be effective as of **[INSERT DATE]** until June 30, 2020 (the "Initial Term").
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

## **SECTION 2. SERVICES.**

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.

- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents, vendors, or employees.
- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. ~~Service Limitations: Vendor shall not serve any School students for more than twelve (12) hours a week under this Agreement or any other arrangement. Vendor is prohibited from providing services under this Agreement to a relative (e.g., child, sibling, etc.) of the Vendor or an employee, officer, or agent of the Vendor. School shall not be responsible for paying Vendor for the prohibited services described in this subsection. A violation of this subsection constitutes a material breach of the Agreement~~
- f. Service Limitations: Vendor shall not serve a School student for more than twelve (12) hours during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities).
- g. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.
- h. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of

the Vendor (or its employees). School shall not be responsible for paying Vendor for the prohibited services described herein.

### **SECTION 3. PAYMENT.**

- a. Enrichment Certificate: School requests Services from Vendor through an Enrichment Certificate. School is not responsible for the costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to **CCS-invoicing@inspireschools.org**. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt.
- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

### **SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.**

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.
- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It

is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.

- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

**SECTION 5. TAXES.** Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.

**SECTION 6. BENEFITS.** Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents. Vendor shall further maintain at its own expense any permits, credentials, certifications and/or licenses necessary to provide the Services and shall provide any training necessary for its employees, contractors, and agents to perform all Services under this Agreement.

**SECTION 7. MATERIALS.** Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

#### **SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.**

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility.

- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification.
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School. If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.

## **SECTION 9. INDEMNIFICATION AND INSURANCE.**

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
  - i. \$1,000,000 per occurrence
  - ii. \$2,000,000 general aggregate
  - iii. \$500,000 personal & adv. injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this

Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

## **SECTION 10. CONFIDENTIALITY.**

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.
- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

**SECTION 11. ENTIRE AGREEMENT.** This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject

matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

## **SECTION 12. DISPUTE RESOLUTION.**

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

**SECTION 13. MODIFYING THE AGREEMENT.** No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

**SECTION 14. NO WAIVER.** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

**SECTION 15. NO ASSIGNMENT.** No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be



binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

**SECTION 16. SEVERABILITY.** If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

**SECTION 17. GOVERNING LAW.** This Agreement shall be governed by and interpreted under the laws of the State of California.

**SECTION 18. AUTHORITY TO CONTRACT.** Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

**SECTION 19. NOTICES.** All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

**If to Vendor:**

*(Please fill in with your information)*

Business: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

**If to School:**

Brooke Peterson

Vendor Administrator

13915Danielson St, #200

Poway, CA 92064

VendorSupport@inspireschools.org

(619) 749-1792

**SECTION 20. COUNTERPARTS.** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

**BLUE RIDGE ACADEMY**

**VENDOR**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Detailed List of Vendor Services and Prices

Services Offered:

Grade Level and Price:

|             |  |
|-------------|--|
| TK-K        |  |
| Grades 1-5  |  |
| Grades 6-8  |  |
| Grades 9-12 |  |
| TK- 8       |  |
| TK - 12     |  |

\$\_\_\_ per

|          |  |
|----------|--|
| Semester |  |
| Month    |  |
| Week     |  |
| Day      |  |

|             |  |
|-------------|--|
| TK-K        |  |
| Grades 1-5  |  |
| Grades 6-8  |  |
| Grades 9-12 |  |
| TK- 8       |  |
| TK - 12     |  |

\$\_\_\_ per

|          |  |
|----------|--|
| Semester |  |
| Month    |  |
| Week     |  |
| Day      |  |

|             |  |
|-------------|--|
| TK-K        |  |
| Grades 1-5  |  |
| Grades 6-8  |  |
| Grades 9-12 |  |
| TK- 8       |  |
| TK - 12     |  |

\$\_\_\_ per

|          |  |
|----------|--|
| Semester |  |
| Month    |  |
| Week     |  |
| Day      |  |

|             |  |
|-------------|--|
| TK-K        |  |
| Grades 1-5  |  |
| Grades 6-8  |  |
| Grades 9-12 |  |
| TK- 8       |  |
| TK - 12     |  |

\$\_\_\_ per

## **Cancellation & Refund Policy**

**Students will be permitted to cancel and/or reschedule services with 24-hour notice. Cancellations are subject to a full refund. Refunds must be submitted to \_\_\_\_\_.**

Name of Owner/Director: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



---

## Promotion, Acceleration and Retention Policy

Blue Ridge Academy is committed to making individual decisions on grade level acceleration based on the long-term, best interest of the individual student. Staff is committed to helping all students realize their fullest potential, when high academic achievement is evident, staff may request a student for acceleration into higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

The purpose of the Blue Ridge Academy Governing Board approving this Promotion, Acceleration and Retention Policy is to accomplish the following:

1. Outline the Promotion Policy
  2. Outline the Acceleration Policy
  3. Outline the Retention Policy
  4. Outline the Appeals Process for Parents
  5. Establish the Process for IDEA/504 Students
  6. Outline the Charter School Rights
- 1. Promotion Policy:** K-8: Each K-8 student will be enrolled in four core subjects: Language Arts, Mathematics, Science, Social Studies, and include enrichment opportunities like art, music, athletics, world languages, technology, field trips, and virtual and in-person community and social experiences, providing a well-rounded education. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards.

*High School:* High school students can select courses from a variety of a learning programs. Students will be enrolled in a minimum of 20 credits per semester (4 classes) unless considered a fifth-year senior. If the student is taking courses at a community college, he/she must meet with his/her counselor to obtain approval prior to enrolling in the community college courses.

Required Courses for All High School Grade Levels\*:

- English-Language Arts
- Mathematics
- Science
- Social Studies/History

\*This depends on the student's individual graduation plan and course progression.

*Four-Year Plan for High School Students:* Supervising Teachers develop a four-year individual graduation plan (IGP) for each high school student. The IGP will be reviewed by the Guidance Counselor and/or Regional Administrator and revisited annually (unless necessary due to mid-year course changes). The four-year individual graduation plan will include:

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

- Learning Program
- Student's intended courses
- Courses completed
- Course of Study
- College and/or Career path

2. **Acceleration Policy:** When high academic achievement is evident, a teacher and/or parent may recommend a student for acceleration of courses. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

*Mid-Year Grade Level Acceleration Requests:* The decision to promote a student mid-year will be made only after careful consideration has been given with regards to serving the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. **8th to 9th grade acceleration requests are only considered in the fall semester before the high school add/drop date.** ~~Kindergarten students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten, or will turn 6 in their first grade year by the date set by the state of California.~~

A child who was *not age-eligible* for kindergarten (that is, the child turned five after September 1 in the 2014-15 school year or thereafter) and who attended a California private school kindergarten for a year is viewed by the CDE as *not legally enrolled* in kindergarten, pursuant to EC Section 48000 requirements. Therefore, this child, upon enrollment in public school, is enrolled in kindergarten, assessed, and may (but is not required to) be immediately promoted to first grade if the child meets the following State Board of Education criteria, pursuant to Title 5, Section 200:

- *The child is at least five years of age.*
- *The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate the child's ability.*
- *The child is in the upper 5 percent of the child's age group in terms of general mental ability.*
- *The physical development and social maturity of the child are consistent with the child's advanced mental ability.*
- *The parent or guardian has filed a written statement with the district that approves placement in first grade.*

A statement, signed by the district and parent/guardian, is placed in the official school records for these five-year-olds who have been advanced to first grade (EC Section 48011). This action prevents a subsequent audit exception for first grade placement of an *age-ineligible* student.

*Procedure:* In order for the school to make sound academic decisions regarding mid-year grade level promotions, the following process will be followed:

*Parent:*

- **Parent Request:** Parents may request that the teacher promote their child to a different **one** grade level at the end of the 1<sup>st</sup> semester. ~~which may result in a 2 grade promotion during one school year.~~

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

*Teacher:*

If the student's teacher agrees that a review for mid-year grade level promotion is appropriate, the teacher will complete a request for acceleration into a higher grade level and take the student's maturity level into consideration. The request should be sent to [gradelevelhelp@inspireschools.org](mailto:gradelevelhelp@inspireschools.org). Requests must be received by email prior to Winter Break.

- If the student's assessment results are not above grade level, the teacher needs to provide documentation with a written request regarding why promotion is in the student's best interest.
- If the student is not on track to complete all courses at the grade level he/she would be promoted to, the teacher will need to explain in the written request why a promotion would be in the student's best interest.
- Information regarding prior grade retention and the circumstances of such

*Student Assessment Records (a combination of the following may be used to assess the student's readiness to promote):*

- ***Teachers must meet and evaluate student in person.***
  - *Under no circumstance shall the parent or Learning Coach assist student with assessments when the assessment is being used to promote a student mid-year.*
- Bader Reading Assessment indicates student is performing above current grade level
- Writing Sample showing proficiency above grade level standards
- Benchmark Data indicates student has mastered current grade level content/state standards
- Benchmark results in Mathematics and ELA indicate student is advanced at current grade level content/state standards
- SBAC results (if available) indicate student has met or exceeded standards
- Student work samples, demonstrating proficiency above current grade level standards.

- 3. Retention Policy:** The Charter School is committed to making individual decisions on grade retention based on the long-term, best interest of the individual student. Staff is committed to helping all students realize their fullest potential, including remediation for students that are experiencing difficulty. To that end, retention may be appropriate for a student experiencing extreme academic difficulty or serious health or family emergencies. Typically, retention is considered after various other remediation steps have been employed by student's teacher(s) and academic team with insufficient success. Special consideration will be given to students with limited English proficiency and those with a special education IEP. Students may be retained only once in their K-8 school career. **After careful analysis of evidenced based instruction and intervention, retention is considered for the next school year.**

*Kindergarten Retention Criteria:*

Students can also be retained in grade K based upon current law. Kindergarten students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year based on student progress on the Individualized Learning Plan. (Ed Code 48011). Whenever a student continues in kindergarten for an additional year, the School Staff shall secure an agreement, signed by the parent/ guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Ed Code 46300)

*Grades 9-12 Retention Criteria:*

The state does not require school districts to have student retention criteria beyond the last year of middle school to the first year of high school. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

*Grades 1-8 Retention Criteria:*

If a student is identified as performing below the minimum standard for promotion based on their progress on the Individualized Learning Plan, the student may be retained in his/her current grade level. Both the parent and teacher must determine, in writing, if retention is the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is appropriate for the student and shall include recommendations for interventions necessary to assist the student in attaining acceptable levels of academic achievement. If the teacher and parent are not in agreement with the recommendation of retention, please see below for the appeal process. The burden of proof for the appeal rests with the appealing party. (Ed Code 48070.5)

*Grades 1-8 Retention Timeline:* Parents will request student retention in writing following the timeline explained below.

| Step   | Timeline  |
|--|---|
| 1. Teacher or parent recommends retention consideration for student.   | Teacher – <b>By the last day of fall semester</b> <del>By January 1</del><br>Parent – <b>By the last day of fall semester</b> <del>By January 1</del> |
| 2. Remediation steps occur, including, but not limited to:<br><br>**SST <b>meeting</b><br>**Academic <b>screenings</b><br>** <b>Multi-tiered Systems of Supports, includes Tier, 1, Tier 2, and Tier 3 intervention</b><br>**Curriculum <del>modifications</del> <b>intervention</b><br>** <del>Additional Testing</del><br>** <del>Coordinated outside services</del><br>** <del>Teacher “at risk” assistance</del><br><del>**School and home coordinated program</del> | Teacher – September <del>March</del> <b>April 15th</b>  |
| <del>3. Academic Team meets to review student progress. Team includes:-<br/>**Teacher<br/>**School Administrator<br/>**Other teachers<br/>**Parent<br/>Additional remediation steps can be considered</del>  | <del>Teacher/Academic Team – March</del>  |

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.



|  |  |
|--|--|
| 3.4. Team meets to make recommendations regarding grade placement of student for the next school year.<br>Factors:<br>**Teacher Recommendation<br>**Parent analysis<br>**Grades<br>**Test Data – Benchmark, SBAC, assessments<br>**Cumulative Record<br>**Social factors | Teacher/Academic Team-May  |
| 5. School Administrator makes decision and informs parent or guardian.   | School Administrator – <del>Mid-June</del> , Before the school year has ended. |

4. **Appeals and Parent Rights:** Parents have the right to appeal a decision made by the Academic Team. If a parent wishes to appeal, they would complete the following steps:
  - Appeal to School Administrator in writing.
  - School Administrator responds within two (2) weeks.
  - If not resolved, parents may appeal to the School Board at the next regularly scheduled board meeting.
  - The School Board meets in a closed session and will send the parent or guardian a response in writing
  
5. **IDEA/504 Students:** Students who participate in special education/504 plans have their education program and decision making process affected by state and federal regulations; therefore, decision-making in the area of grade promotion/retention is first governed by state and federal requirements.
  
6. **The Charter School Rights:** The policy adopted pursuant to this section shall be adopted at a public meeting of the Governing Board of The Charter School. Nothing in this section shall be construed to prohibit the retention, promotion or acceleration of a pupil not included in grade levels identified in this policy, or for reasons other than those specified for pupils at risk for retention, if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit the Governing Board from adopting promotion, acceleration and retention policies that exceed the criteria established in the California Ed. Code 48070.5, Promotion or Retention of Pupils.

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

**Blue Ridge Academy**  
**DRAFT - PERFORMANCE EVALUATION REPORT: 2019-2020**  
**Co- Principal - (INSERT NAME)**

As outlined in the principal's contract, the Board and Principal's will commit to writing those areas that are the responsibilities of the Principal's by the Board meeting in (INSERT MONTH). The Board will provide a final evaluation by (INSERT DATE). Please circle or **Bold** your individual ratings on the items listed below. Write comments for item as needed. **Please submit your completed form or email to the Board President by (INSERT DATE) to be ready for our (INSERT BOARD MEETING DATE) Board Meeting closed session conference.**

| RATING DEFINITION  |
|--|
| 3. Performance exceeds expectations and is professional, effective, and of high quality.                   |
| 2. Performance meets expectations.   |
| 1. Performance is <b>not</b> at the level expected for Principal's. Improvement is needed. Comment Needed. |

| AREA EVALUATED  | INDICATORS | COMMENTS AND SUGGESTIONS |
|---|------------|--------------------------|
| <b><u>1. Duties Related to Board:</u></b>   |            |                          |
| 1.1 Advises and makes recommendations to the Board when necessary for new or revised Board policies.  | 1   2   3  |                          |
| 1.2 Submits to the Board recommendations relative to all matters requiring Board Action, together with materials needed for informed decisions.         | 1   2   3  |                          |
| 1.3 Reports periodically on all the Charter School operations.  | 1   2   3  |                          |
| 1.4 Conducts special studies requested by the Board.  | 1   2   3  |                          |
| 1.5 Secures legal opinions when needed.   | 1   2   3  |                          |
| 1.6 Submits Staff members' communications to the Board at regular Board meetings.   | 1   2   3  |                          |
| 1.7 As secretary to the Board, prepares the agenda, minutes of meetings, handles correspondence, records, contracts, securities and other documents.    | 1   2   3  |                          |
| 1.8 Anticipates and communicates needs of the Charter School.   | 1   2   3  |                          |
| 1.9 Communicates with Board in an open, honest style and based on Board Policies and legal standing.  | 1   2   3  |                          |
| <b><u>2. Duties Related to Staff:</u></b>   |            |                          |
| 2.1 Coordinates the work of all schools and departments.  | 1   2   3  |                          |
| 2.2 Directs the employment and assignments of administrative/management staff and coordinates staff activities.   | 1   2   3  |                          |
| 2.3 Selects and recommends to the Board the best qualified and most competent candidate for employment per law and affirmative action plans.            | 1   2   3  |                          |
| 2.4 Advises the Board regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of the Charter School employees. | 1   2   3  |                          |
| 2.5 Assigns personnel within the the Charter School in accordance with Board Policy.  | 1   2   3  |                          |
| 2.6 Arranges for the evaluation of each staff member and identifies appropriate opportunities for continued professional development.                   | 1   2   3  |                          |
| 2.7 Maintains appropriate channels of communication to inform staff about relevant laws, policies, procedures, improvements, and welfare of school.     | 1   2   3  |                          |

| AREA EVALUATED   | INDICATORS | COMMENTS AND SUGGESTIONS |
|--|------------|--------------------------|
| <b><u>3. Duties Related to Students and the Educational Program:</u></b>   |            |                          |
| 3.1 Principal's enforces compulsory attendance laws.   | 1 2 3      |                          |
| 3.2 Continuously observes the instructional program in schools and provides the Board with regular evaluations of the Charter School programs and student progress.  | 1 2 3      |                          |
| 3.3 Together with staff, studies the curriculum and makes recommendations to the Board regarding the courses of study, major changes in texts and schedules, and potentially sound innovative programs.  | 1 2 3      |                          |
| 3.4 Apprises the Board of contemporary educational practices and related legislative issues.   | 1 2 3      |                          |
| 3.5 Under appropriate circumstances, recommends to the Board student suspensions or expulsions.  | 1 2 3      |                          |
| 3.6 Prepares implementation plans for school academic improvement (WASC, Single School Plans...) for Board approval.   | 1 2 3      |                          |
| <b><u>4. Duties Related to Non-Instructional Operations:</u></b>   |            |                          |
| 4.1 Seeks and identifies sources of income and funding.  | 1 2 3      |                          |
| 4.2 Maintains and updates adequate census, business, property and personnel records.   | 1 2 3      |                          |
| 4.3 Submits to the Board periodic financial and budgetary reports which identify the the Charter School's outstanding obligations.   | 1 2 3      |                          |
| 4.4 Annually prepares and submits to the Board the Charter School budget that relates the Charter School priorities for the upcoming year and multiyear projections, revises this year's budget or takes other related action as the Board designates. | 1 2 3      |                          |
| 4.5 Approves all expenditures in accordance with Board Policy and within Board-approved appropriation limits.  | 1 2 3      |                          |
| 4.6 Makes recommendations to the Board regarding the maintenance, safety, improvement and /or expansion of school facilities, sites, equipment, and transportation services.   | 1 2 3      |                          |
| 4.7 Develops instructions and regulations governing the use and care of school properties for school purposes.   | 1 2 3      |                          |
| <b><u>5. Duties Related to the Community:</u></b>  |            |                          |
| 5.1 Represents and advocates for the Charter School in relationships with city, county and state governments, private agencies, and the school community.  | 1 2 3      |                          |
| 5.2 Sees that the community is informed about school matters.  | 1 2 3      |                          |
| 5.3 Participates in appropriate community organizations and functions to obtain support for the attainment of the Charter School goals.  | 1 2 3      |                          |
| 5.4 Deals with complaints against the schools and resolves controversies between employees and students or parents/guardians. Brings formal written complains to Board.  | 1 2 3      |                          |

| AREA EVALUATED   | INDICATORS | COMMENTS AND SUGGESTIONS |
|--|------------|--------------------------|
| <b><u>6. Duties Related as the Principal / Site Administrator:</u></b><br>6.1 Conducts day-to-day operations as principal and administrator as needed.   | 1   2   3  |                          |
| <b><u>7. Yearly Goals and Objectives:</u></b><br>7.1 Demonstrated results with accomplished yearly goals and objectives. Goals and objectives are met or an acceptable rationale is provided. Ability to plan future goals and objectives based on identified needs. | 1   2   3  |                          |
| <b><u>OVERALL RATING:</u></b><br>Serves as Chief Executive Officer of Blue Ridge Academy and performs duties in a professional and effective manner.   | 1   2   3  |                          |
| <b>Comments:</b>   |            |                          |

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Board Member' signature \_\_\_\_\_ Date \_\_\_\_\_

Board President's signature \_\_\_\_\_ Date \_\_\_\_\_



---

---

## **Special Education Local Plan Area Local Educational Agency Assurances**

### **1. Free appropriate public education (20 *United States Code* [U.S.C.] § 1412 [a][1])**

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

### **2. Full educational opportunity (20 *U.S.C.* § 1412 [a][2])**

It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

### **3. Child find (20 *U.S.C.* § 1412 [a][3])**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

### **4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 *U.S.C.* § 1412 [a][4])**

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *U.S.C.* § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *U.S.C.* § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

### **5. Least restrictive environment (20 *U.S.C.* § 1412 [a][5])**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

### **6. Procedural safeguards (20 *U.S.C.* § 1412 [a][6])**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

**7. Evaluation (20 U.S.C. § 1412 [a][7])**

It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. Confidentiality (20 U.S.C. § 1412 [a][8])**

It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.

**9. Part C to part B transition (20 U.S.C. § 1412 [a][9])**

It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

**10. Private schools (20 U.S.C. § 1412 [a][10])**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

**11. Local compliance assurances (20 U.S.C. § 1412 [a][11])**

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *Education Code*, Part 30.

**12. Interagency (20 U.S.C. § 1412 [a][12])**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

**13. Governance (20 U.S.C. § 1412 [a][13])**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

**14. Personnel qualifications (20 U.S.C. § 1412 [a][14])**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

**15. Performance goals and indicators (20 U.S.C. § 1412 [a][15])**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

**16. Participation in assessments (20 U.S.C. § 1412 [a][16])**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.

**18. Maintenance of effort (20 U.S.C. § 1412 [a][18])**

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

**19. Public participation (20 U.S.C. § 1412 [a][19])**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**20. Rule of construction (20 U.S.C. § 1412 [a][20])**

(Federal requirement for state educational agency only)

**21. State advisory panel (20 U.S.C. § 1412 [a][21])**

(Federal requirement for state educational agency only)

**22. Suspension and expulsion (20 U.S.C. § 1412 [a][22])**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

**23. Access to instructional materials (20 U.S.C. § 1412 [a][23])**

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

**24. Overidentification and disproportionality (20 U.S.C. § 1412 [a][24])**

It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

**25. Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][25])**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])**

(Federal requirement for state educational agency only)

**27. Data (20 U.S.C. § 1418 [a–d])**

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

**28. Charter schools (California *Education Code* 56207.5 [a–c])**

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district. California Department of Education Special Education Division



plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *U.S.C.* 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 *U.S.C.* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Yeas: \_\_\_\_\_ Nays: \_\_\_\_\_

Signed: \_\_\_\_\_, Principal

