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

Regular Board Meeting
Heartland Charter School
June 8, 2019 – 11:00 a.m. – 12:00 p.m.
5060 California Avenue #420
Bakersfield, CA 93309

AGENDA

1. Call to Order
2. Public Comments
3. Approval of Board Meeting Minutes
4. Appointment of New Board Members and Officer Appointment
5. Acceptance of Resignation
6. Approval of 2019 – 2020 LCAP
7. Approval of July – April Financials
8. Approval of 2019 – 2020 Budgets
9. Approval of Board Resolution to Approve the Principals Salary and Supplemental Benefits
10. Approval of District Office Service Agreement
11. Approval of Board Resolution - Revenue Notes Series (2019B and 2019C)
12. Approval of Board Resolution to Approve Employee Higher Education Scholarship
13. Closed Session - § 54957
14. Report out of Closed Session
15. Approval of Board Resolution to Approve the Graduation of General Studies Students
16. Adjournment

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

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

Regular Scheduled Board Meeting – Heartland Charter School
March 7, 2019 – 6:30 pm – 8:00 pm
5060 California Avenue #420
Bakersfield, CA 93309

Attendance: Shona Hall, Kim Jones, Nikki Sanchez, Nick Righetti
Absent: None
Also Present: Nick Nichols, Kimmi Buzzard, Shari Erlendson, Erika Vanderspek, Ed Robillard, Chris Williams, Kevin Foti, and Bryanna Brossman

Call to Order:

Nick Righetti called the meeting to order at 6:37 pm.

Public Comments:

None

Approval of the Minutes:

Shona Hall motioned to approve the minutes from December 6, 2018 and February 2, 2019. Kim Jones seconded.
-Unanimous

Approval of July – January Financials:

Nick Righetti motioned to approve the July – January Financials. Nikki Sanchez seconded.
-Unanimous

Approval of the Second Interim Report

Kim Jones motioned to approve the Second Interim Report. Nick Righetti seconded.
-Unanimous

Approval of the Auditor Selection Forms

Shona Hall motioned to approve the Auditor Selection Forms. Nikki Sanchez seconded.
-Unanimous

Approval of the School Safety Plan

Nick Righetti motioned to approve the School Safety Plan. Kim Jones seconded.
-Unanimous

Approval of Revised Salary Schedules and Pay Scales

Shona Hall motioned to approve the Revised Salary Schedules and Pay Scales. Nikki Sanchez seconded.

-Aye – 3, Nay – 1

Discussion and Potential Action on Conflict of Interest Code

Nick Righetti motioned to approve the Conflict of Interest Code. Kim Jones seconded.

-Unanimous

Discussion and Potential Action on Revised Nonprofit Conflict of Interest Policy

Shona Hall motioned to approve the Revised Nonprofit Conflict of Interest Policy. Nikki Sanchez seconded.

-Unanimous

Discussion and Potential Action on Anti-Nepotism Policy

Kim Jones motioned to approve the Anti-Nepotism Policy. Shona Hall seconded.

-Unanimous

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

Shona Hall motioned to approve the Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel. Nick Righetti seconded.

-Unanimous

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

Nick Righetti motioned to approve the Policy Confirming Restriction on the Provision of Funds or Other Thing of Value to Students, Parents or Guardians. Kim Jones seconded.

-Unanimous

Adjournment

Kim Jones motioned to adjourn the meeting at 7:22 pm. Nick Righetti seconded.

-Unanimous

Prepared By:

Bryanna Brossman

Noted By:

Shona Hall
Board Secretary

Special Board Meeting – Heartland Charter School
May 24, 2019 – 5:00 pm – 5:20 pm
5060 California Avenue #420
Bakersfield, California 93309

Attendance: Tony Miranda, Kim Jones, Shona Hall, Nikki Sanchez– Teleconference
Absent: Nick Righetti
Also Present: Dr. Nick Nichols, Kimmi Buzzard, Erika Vanderspek and Bryanna Brossman,

Call to Order:

Tony Miranda called the meeting to order at 5:05 pm.

Public Comments:

None

Approval of Extra Duty Pay for the Senior Directors:

Shona Hall motioned to approve the extra duty pay for the following Senior Directors:

- Courtney McCorkle - $35,000

Kim Jones seconded.
-Unanimous

Adjournment:

Shona Hall motioned to adjourn the meeting at 5:16 pm. Nikki Sanchez seconded.
-Unanimous

Prepared By:
Bryanna Brossman

Noted By:

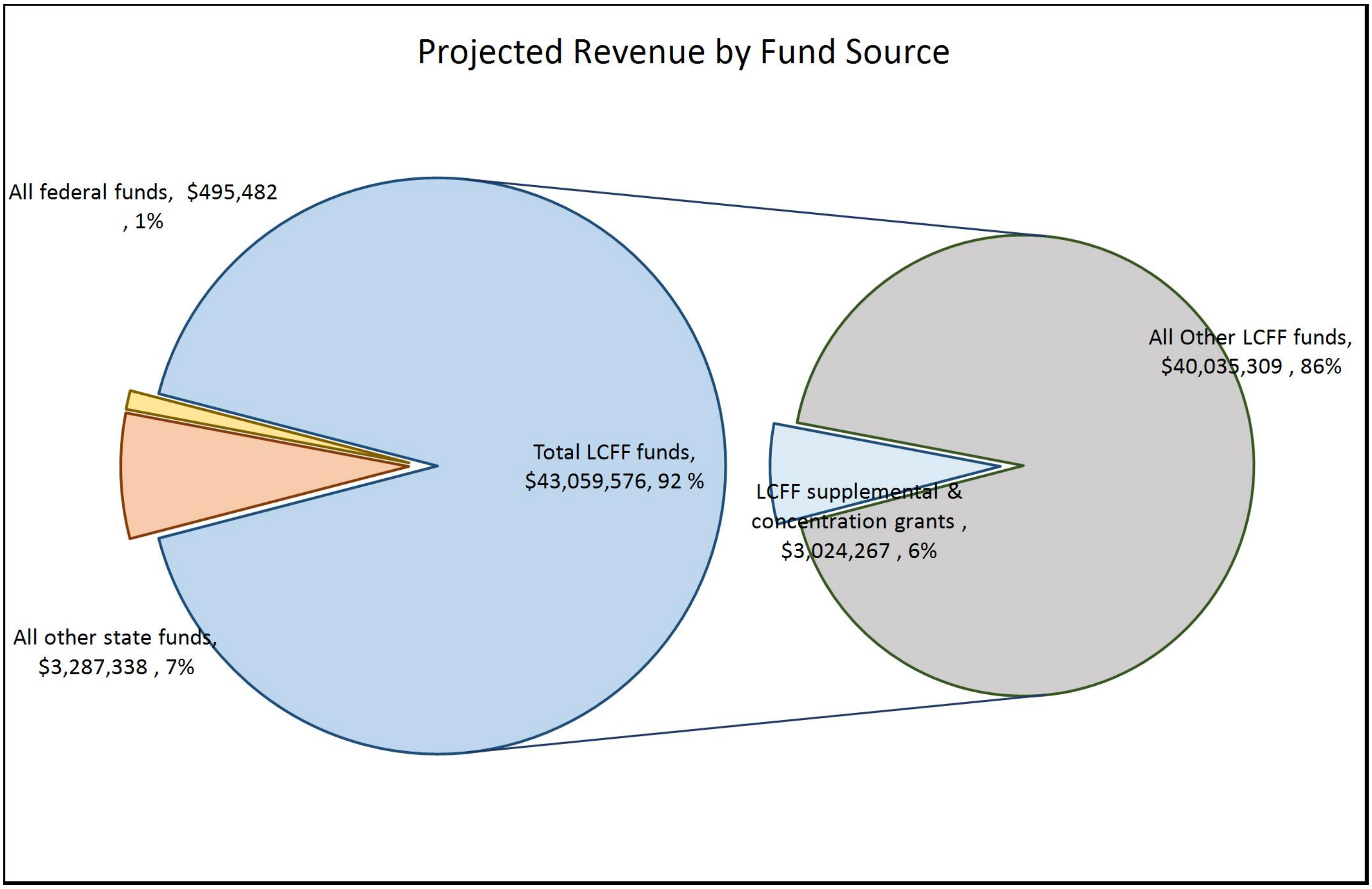
Shona Hall
Board Secretary

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heartland Charter School
CDS Code:
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Courtney McCorkle, Senior Director

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

Budget Overview for the 2019-20 LCAP Year

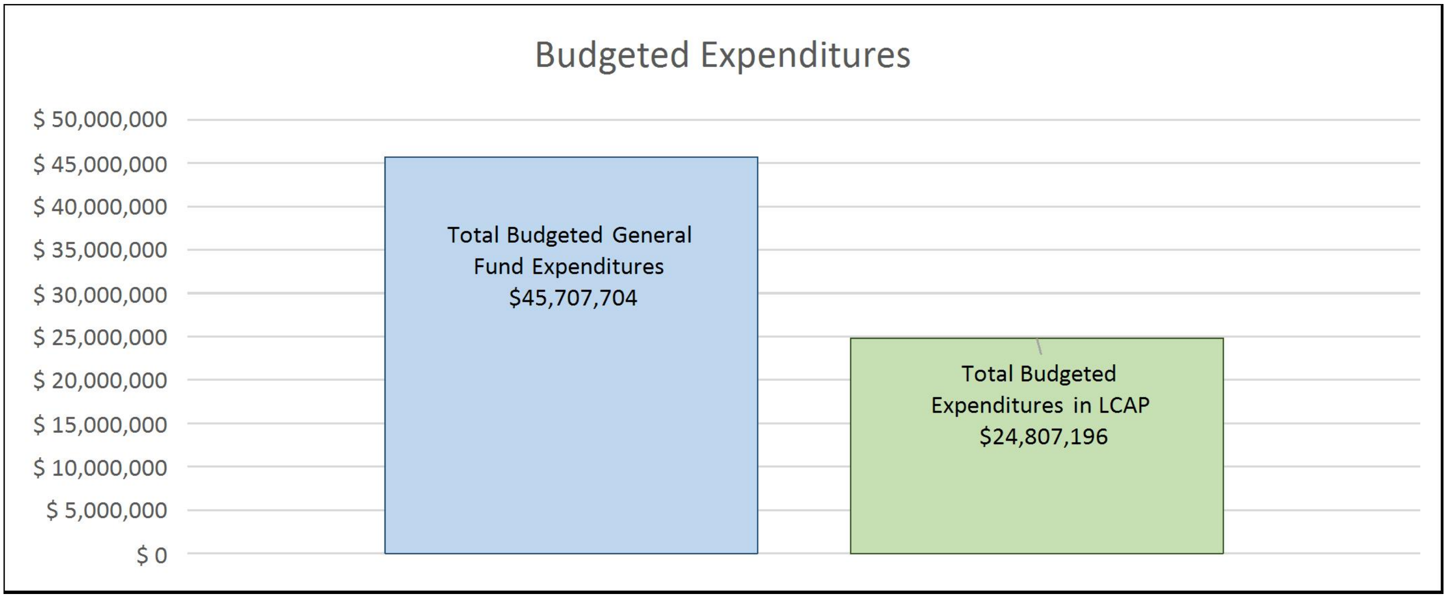


This chart shows the total general purpose revenue Heartland Charter School expects to receive in the coming year from all sources.

The total revenue projected for Heartland Charter School is $46,842,396, of which $43,059,576 is Local Control Funding Formula (LCFF), $3,287,338 is other state funds, $ is local funds, and $495,482 is federal funds. Of the $43,059,576 in LCFF Funds, $3,024,267 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Heartland Charter School plans to spend $45,707,704 for the 2019-20 school year. Of that amount, $24,807,196 is tied to actions/services in the LCAP and $20,900,508 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

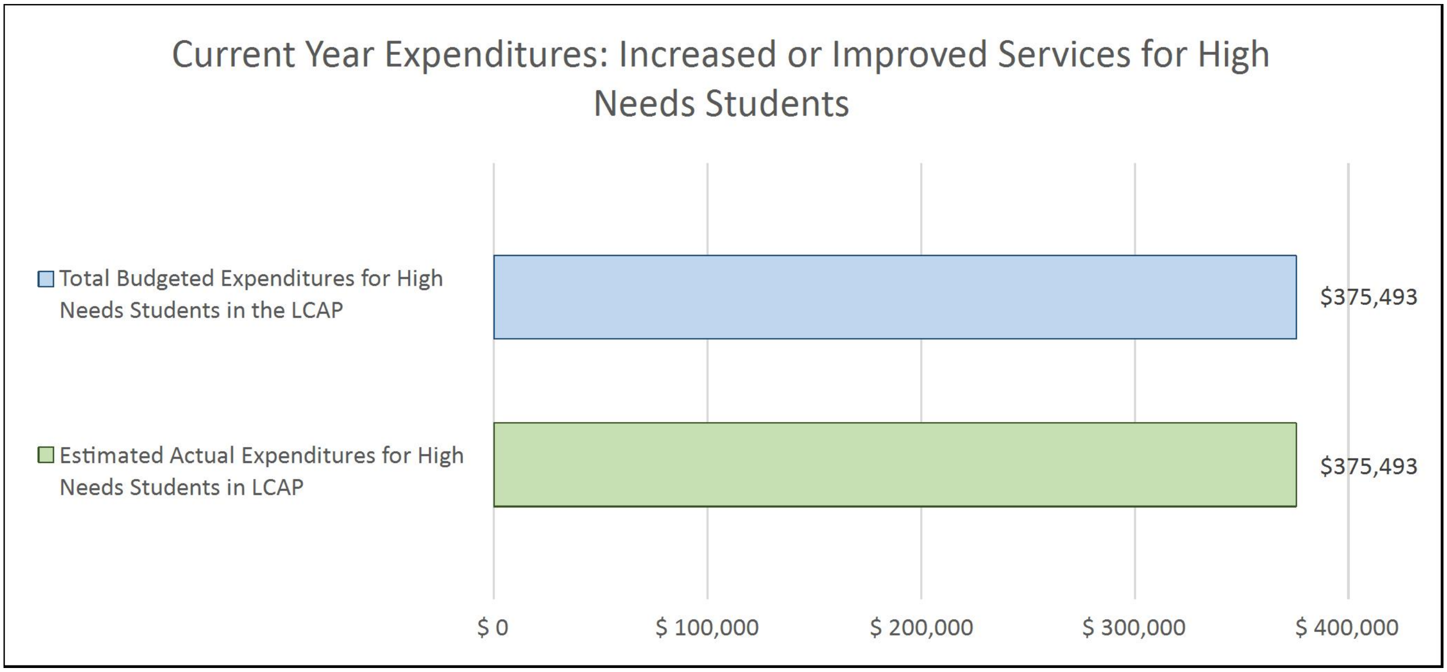
Classified salaries/benefits, administrator salaries/benefits, instructional materials, operations, professional services, and facility-related costs. The cost of our instructional materials is significant because we offer a variety of educational platforms including online courses, blended models of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

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

In 2019-20, Heartland Charter School is projecting it will receive $3,024,267 based on the enrollment of foster youth, English learner, and low-income students. Heartland Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Heartland Charter School plans to spend $3,024,267 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Heartland Charter School's LCAP budgeted $375,493 for planned actions to increase or improve services for high needs students. Heartland Charter School estimates that it will actually spend $375,493 for actions to increase or improve services for high needs students in 2018-19.

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

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LEA Name	Contact Name and Title	Email and Phone
Heartland Charter School	Courtney McCorkle Senior Director	courtney@inspireschools.org (661) 525-1178

2017-20 Plan Summary

The Story

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

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

LCAP Highlights

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

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

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

Review of Performance

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

Greatest Progress

Because we opened this year, we are unable to use the California School Dashboard results to measure our greatest progress. However, we've implemented an RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students, as well as wet labs for science classes. Additionally, we are emphasizing a data-informed culture as evidenced by the hiring of a Dean of Academics, Director of Student Achievement and Accountability, and Coordinator of Professional Development. Further, we have implemented a schoolwide benchmark assessment window after which teachers analyze results and create individualized student goals.

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

Greatest Needs

We are expecting to receive our initial California School Dashboard results in December 2019 and will assess our Dashboard based needs at that point. However, we are addressing our self-identified student needs through several initiatives including collaborating with local colleges to increase the number of Dual Enrollment and Career Technical Education (CTE) courses we offer to students. Further, we are reviewing our CTE course pathways and codes within our Student Information System to track student completion better CTE course sequences. We are also actively collaborating with San Diego State University to conduct a root cause analysis of our CAASPP participation rates and performance to plan actionable steps towards a unified, strategic approach to continuous improvement including timelines, staff responsibilities, and needed materials.

Heartland Charter

This organization does not have any data for the selected release year.

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

Performance Gaps

The California Dashboard has not released any data for Heartland, so performance gaps are indeterminable at this point.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of teachers appropriately assigned and fully credentialed. **18-19** 100% **Baseline** 100%	100% of teachers appropriately assigned and fully credentialed.
Metric/Indicator Increase number of students participating in Enrichment opportunities as measured by student enrollment. **18-19** 40% **Baseline** New program and Baseline data will be available in 2018-19	In 2018-2019, there were 40% students who participated in teacher led field trips.

Expected	Actual
Metric/Indicator Increase opportunities for parent participation in various school activities. **18-19** 11% **Baseline** New program and Baseline data will be available in 2018-19	We had over 11% families participate in our back to school event, and Maker's Fair. All families participate in monthly meetings with their child's home school teacher (HST)
Metric/Indicator Increase parent participation rate for the school climate survey by 10%. **18-19** 16% **Baseline** New program and Baseline data will be available in 2018-19	16% parents returned the LCAP parent survey as of April 15, 2019. While we did increase the number of parents participating in the survey, we will continue to encourage more parents to participate.
Metric/Indicator Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments. **18-19** 95% **Baseline** 95%	Our attendance rate remains steady at 95% or higher for each month.
Metric/Indicator Maintain chronic absenteeism rate at 0%. **18-19** TBD **Baseline** New program and Baseline data will be available in 2018-19	Data not released by CDE
Metric/Indicator Maintain the rate of pupil suspension and expulsions rates. **18-19** TBD	Data not released by CDE

Expected	Actual
Baseline 0%	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	Process and procedures were reviewed and enhanced to ensure 100% of the certificated staff met the teaching standards and held appropriate certificates for subject matter taught.	Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF 4,982,991	Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF $7,415,773

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents. Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. Provide opportunities for families to support their students' educations	At the beginning of the school year, staff was provided professional development calendar with dates for staff and parent meetings. All staff participated in monthly in person professional development to support staff with parent engagement and increase students' academic success. Families were provided opportunities to collaborate with their teacher and school to ensure they had access to school resources and training to support their child's academic success	Professional Development 5700-5799: Transfers Of Direct Costs LCFF 30,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF $24,633

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re-enroll with us to ensure they continue their education.	Expenditures include in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF	Expenditures include in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries 0

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue the use of Parent Portal: Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal Continue to engage parents in use of parent portal (demonstration sessions, how to guides) Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	We send weekly newsletters to parents that include events for the upcoming week, high school specific information, and links to resources for interventions, enrichment and field trips. Additionally, 100% of the parents are provided with a password to our parent portal that access to students logs, assignments, grades, test score, attendance, student schedule, class registration, transcript credit summary, resources for instructional guides and "I Can Statements."	Expenditures include in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

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

All Actions were implemented

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

We determined that all actions effectively helped to meet the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in material differences resulted from increased student enrollment.

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

No changes have been made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP participation rate will be at least 95% **18-19** TBD **Baseline** 95%	Data not released by CDE
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups, will meet or exceed the statewide average **18-19** TBD **Baseline** 40%	Data not released by CDE
Metric/Indicator	Data not released by CDE

Expected	Actual
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups, will meet or exceed the statewide average **18-19** TBD **Baseline** 24%	
Metric/Indicator 10% of English learners will increase one level of proficiency on the ELPAC annually **18-19** TBD **Baseline** 50%	Data not released by CDE
Metric/Indicator At least 10% of EL students will demonstrate eligibility for reclassification **18-19** TBD **Baseline** 16%	Data not released by CDE
Metric/Indicator 95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught. **18-19** TBD **Baseline** 75%	85% of our students participated in the fall quarterly interim benchmark assessment
Metric/Indicator A professional development calendar will be created to include specific CCSS PD. **18-19** TBD	100% of our teachers participated in 15 hours or more of curriculum training for common core state standards (CCSS).

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	The interim benchmark assessments were administered. Teachers reviewed the data with families and students, provided an intervention plan for students who were below grade level standards.	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to Implement RTI model: Identify at-risk students Continue to use RTI tiers to determine each student's level of need Continue to Implement interventions for at-risk students,such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	An RTI model was used to support students who are not making academic progress. There were 509 students identified for and received reading intervention and another 405 for math intervention. These Student Study Team (SST) established 6 week goals for these students and regularly monitored progress and recommended additional support as needed including online or in person support. The SST includes teachers, parents, intervention specialists, curriculum specialists, and a member of the special	Software, Books and Supplies 4000-4999: Books And Supplies LCFF $632,775	Software, Books and Supplies 4000-4999: Books And Supplies LCFF $628,244

	education team (psychologist or resource specialist). As a result of our RTI model, 88 students in need of speech support, 37 were referred for Tier II support, while 18 received Tier III support.. These Student Study Team (SST) established 6 week goals for these students and regularly monitored progress and recommended additional support as needed including online or in person support.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	We identified English Learners through the administration of home language surveys (as required by law), through Calpads, and through our enrollment interview process. This year, we administered the ELPAC to 63 students. Teachers provide designated ELD instruction through online video conference platforms. This year, we form an EL Committee to monitor the academic progress of ELs.	Expenditures Included in Goal 1, Action 2 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	Expenditures Included in Goal 1, Action 2 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan of students. Committee to review and approve new curriculum and courses Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.	We continue to improve services related to college and career readiness. This year, we offered 181 A-G courses, an increase of 47 from last year (note: the number listed last year, 234, is incorrect and should be 134). This year, we added a CTE, VAPA based pathway. We are connecting with local community colleges such as Palomar and San Diego City College to form partnership in supporting student's with access to CTE courses and dual enrollment. In addition, we have a committee to review and approve new curriculum and courses as well a College and Career Readiness Committee. Our HSTs continue to meet with students and families to inform them of available courses and support students with dual enrollment.	Expenditures Included in Goal 1, Action 2 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	Expenditures Included in Goal 1, Action 2 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a slight material differences in expenditures for action 2.

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

We did not make any changes to this goal, expected outcomes, metrics, actions or services.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase High School Cohort graduation rate **18-19** TBD **Baseline** 27.8%	Data not released by CDE
Metric/Indicator Increase the number of students taking Career Technical Education sequences or programs **Baseline** New high school program and baseline will be established 2018- 2019 school year.	This year, 48 students have enrolled in CTE Pathways. We plan to modify this metric to reflect progress on the College Career Indicator (California Schools Dashboard).
Metric/Indicator Increase high school students on track to graduate with A-G requirements	55% of our 9th and 10th graders are on track to graduate

Expected	Actual
fulfilled **Baseline** 40% 9th and 10th graders on track	
Metric/Indicator Increase the number of students participating in the SAT /ACT/ PSAT. **Baseline** Baseline will be established 2018- 2019 school year.	Data not released by CDE
Metric/Indicator Increase the number of students taking college level course through AP or with concurrent enrollment in community colleges. **Baseline** New metric	This year, our students enrolled in 97 (fall 50, spring 47) dual enrollment courses.
Metric/Indicator Maintain CA state standards-aligned instructional materials (text and e-text) sufficiency at 100% for all core subject areas **Baseline** 100%	100% of our students have access to standards-aligned instructional materials in core subject areas.
Metric/Indicator Decrease the high school cohort dropout rate. **Baseline** Baseline will be established 2018- 2019 school year.	Data not released by CDE
Metric/Indicator Decrease the middle school dropout rate. **Baseline** New action and Baseline data is pending	Our SIS does not identify any middle school students as dropouts.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Project Recovery for students who did not continue with Inspire the following school year to decrease the dropout rates in middle and high school.	We added 2 FTEs to proactively monitor that all students graduate within four years including enrollment in correct courses, calculating projected graduation rates, to follow up with students/families as needed, as well as to provide related professional development to staff.	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide targeted, research-based math & ELA support for struggling students.	We are providing a variety of curriculum options for students who are credit deficient to assist them with credit recovery. In addition, the HST works closely with students to ensure student is on track and their academic needs are met.	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	During monthly professional development, staff received focused professional development to support high school students with college and career readiness, a-g requirements, individual	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0

	graduation plans, and dual enrollment.

Analysis

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

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

All actions were implemented.

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

This is our first year and as such, the CDE has not released Dashboard data. It is too early to determine the effectiveness of actions to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences in expenditures.

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

We added to FTEs to help monitor our graduate rates.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of students will have access to a computer **Baseline** 100%	100% of our students have access to a computer.
Metric/Indicator 100% of the students will have a broad course of study through vendor lobby electives and enrichment opportunities. **Baseline** New action	100% of our students have a broad course of study including enrichment opportunities through vendors and field trips.
Metric/Indicator Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in. **Baseline**	In 2018-2019 school year, students participated in the Yearbook Committee, Student Council, Meet the Masters, National Honor Society (10th -12th), National Jr. Honor Society (7th - 9th) Inventors Fair and two new programs: Academic Decathlon and a Robotics. Students from Academic Decathlon are going to national competition and The Robotics will be participating in the world competition. There was one student who is going to the National for

Expected	Actual
Baseline data will be created in 2018-19	Spelling Bee competition.
Metric/Indicator Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log. **Baseline** 100%	Our website plays a critical role in communicating FAQs, policies, and program descriptions (that are updated regularly). According to google analytics, are website traffic is as follows: 1 day active users 13 (100%) 7 day active users 144 (100%) 14 day active users 291 (100%) 28 active users 553 (100%)
Metric/Indicator Continue to provide access to online courses as well as textbook based courses to meet the needs of diverse learners. **Baseline** 100%	100% of our students have access to both online and in person courses. Students have an option to use textbooks, or online curriculum or blend of both. Teachers work closely with families to ensure student is making academic progress with curriculum being used.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.	Each student receives fund to use towards electives such as VAPA, enrichment opportunities through various approved vendors to ensure all students have access to broad course of study.	4000-4999: Books And Supplies LCFF $267,651	5000-5999: Services And Other Operating Expenditures LCFF $7,142,206

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Collect data to ensure students have access to technology to create technology based projects or participating in programs such as coding.	All students have access to technology and programs to enhance their technology skills including software programs to learn different programs and applications within the changing world of technology.	No additional expenses 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.	We were not as successful implementing this action as we would have liked.	No additional expenses 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures Included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	This year we added Academic decathlon, National Honor Society, National Jr Honor Society, and a robotics program for students to participate in leadership opportunities.	No additional expenses 4000-4999: Books And Supplies LCFF 0	4000-4999: Books And Supplies LCFF $1,217,036

Analysis

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

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

The overall implementation of the actions and services allowed students to develop and implement a board course of study allowing students to collaboratively learning opportunities to navigate technology and communicate effectively

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

Overall, the effectiveness of the actions and services in this goal were successful. Students were offered numerous opportunities for collaboration and to develop leadership skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The significant increase in expenditures for Action 1 is a result of enrolling more students than anticipated. The same is true for Action 4. We received many student requests to participate in opportunities to develop leadership skills.

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

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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

- December 6, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused on progress toward LCAP goals.
- February 4, 2019: In-service staff training focused on state and college readiness tests, including the CAASPP, SAT, ACT, and AP.
- February 7, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused state assessments and their relation to the LCAP .
- February-May 2019: Online weekly parent forum meetings led by the testing and assessment director focused on student achievement goals, assessment goals, and participation in the CAASPP.
- March 7, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused on Smarter Balanced Assessment tools and resources.
- April 2, 2019: High School Expo: Students and parents invited to learn more about college and career readiness and opportunities.
- April 3 – June 5, 2019: Online monthly parent meetings focused on Brave Writer curriculum.
- April 4, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused LCAP goals for 2019-2020.
- April 5, 2019: Staff meeting focused on feedback for 2019-20 LCAP goals, including four-year cohort graduation rate.
- April 8, 2019: LCAP Parent and Student Surveys sent via email.
- April 12, 2019: LCAP Staff Surveys sent via email including questions regarding our four-year cohort graduation rate.
- April 15 and 18, 2019: Parent workshop focused on supporting and preparing students for assessments.
- April 22, 2019: Parent meeting focused on increasing involvement and opportunities, including the California Homeschool Parent Association.
- May 1-2, 2019: District and site administrator meeting focused on LCAP goals/actions, including progress, planned modifications, and Dashboard performance.
- May 7, 2019: HSTs met with students and parents to assist with completion of Parent and Student LCAP Survey.
- May 8-9, 2019: Online community forum led by curriculum director focused on LCAP goals/actions. Staff, community members, and parents were encouraged to provided feedback.
- May 29, 2019: LCAP public hearing- held during a Board meeting.

Impact on LCAP and Annual Update

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

The following themes emerged during our stakeholder input meetings:

1. Enrichment Opportunities- Both parents and students indicate they enjoy field trips because they help contextualize learning and would like more of them. In particular, students are interested in more science and local history based field trips. Also, parents indicate they enjoy hands-on enrichment academies and believe they would be even more beneficial if enrollment in academies were based on grade-level. LCAP Goal 1, Action 3 is intended to support enrichment opportunities. We will embed parent and students suggestions regarding enrichment opportunities within this Action.

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

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

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

5. In Person Socializing- Both parents and students indicate a desire for increased opportunities to socialize with peers. LCAP Goal 4, Action 5 focuses on facilitating opportunities to improve confidence and leadership skills. We will embed parent and students suggestions regarding opportunities to socialize within this Action.

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

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

All	All Schools Specific Grade Spans: K-12

OR

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

Actions/Services

	New Action	Unchanged Action
	Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments	Ensure teachers are appropriate credentialed and assigned.

	Implement a performance review process that evaluates teacher implementation of CCSS effectively.	

Budgeted Expenditures

Amount		$9,350,850	$13,198,500
Budget Reference		1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
		Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$39,557
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 3

All	All Schools

OR

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

Actions/Services

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

Budgeted Expenditures

Amount		$772,717	$7,536,010
Budget Reference		1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries

Action 4

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

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

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

OR

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

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

Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

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

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

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Implementation of Academic Standards

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	Baseline will be based on 18-19 results	N/A	TBD in Fall 2019	
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups	Baseline will be based on 18-19 results	N/A	TBD in Fall 2019	

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

Planned Actions / Services

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

Action 1

All	All Schools

OR

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

Actions/Services

	New Action	Unchanged Action
	Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.

Budgeted Expenditures

Amount		$1,179,610	$0
Source			LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries No additional costs

Action 2

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$1,008,862
Source			LCFF
Budget Reference		See software costs listed in goal 1 action 4	4000-4999: Books And Supplies

Action 3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.

Budgeted Expenditures

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

Action 4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents.	Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	0
Source			Low Performing Student Block Grant (LPSBG)
Budget Reference		Included in 1100 salary costs listed in goal 1, action 1	5000-5999: Services And Other Operating Expenditures Included in 5104 PD costs listed in Goal 1, Action 2

Action 5

All	All Schools

OR

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

Actions/Services

	New Action	Unchanged Action

	Continue to provide targeted, research-based math & ELA support for struggling students	This action is embedded within Action 4 of this Goal and thus discontinued.

Budgeted Expenditures

Action 6

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

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

OR

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

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

Actions/Services

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

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

	Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students taking college level courses (concurrent enrollment or within community colleges)	144	N/A	144 students enrolled in college level courses.	
Counselors and HST teachers will meet with	Baseline will be based on 18-19 results	N/A	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
each student and family to a create personalized learning plan				
Increase the number of Career Technical Pathways	Baseline will be based on 18-19 results	N/A	TBD	
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	Baseline will be based on 18-19 results	N/A	TBD in Fall 2019	
Percent of students that pass AP examination with a score of 3 or higher	Baseline will be based on 18-19 results	N/A	TBD	

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

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

Action 2

All	All Schools

OR

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

Actions/Services

	New Action	Modified Action
	Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.

Budgeted Expenditures

Amount			0
Source			LCFF
Budget Reference		No additional expenses	5800: Professional/Consulting Services And Operating Expenditures Professional/consulting services and operating expenditures costs included in Goal 1, Action 2

Action 3

All	All Schools

OR

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

Actions/Services

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

Budgeted Expenditures

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

Action 4

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

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

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

OR

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

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

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

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

Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

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

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

Modified Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: • Parent Involvement and Engagement • School Climate Survey

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number of students participating in Enrichment opportunities as measured by student enrollment	53%	N/A	53% of students participated in Enrichment academies.	
Increased student participation academic and leadership	Baseline will be based on 18-19 results	N/A	TBD	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in				
Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics	Baseline will be based on 18-19 results	N/A	TBD	
Maintain chronic absenteeism rate at 0%.	Baseline will be based on 18-19 results	N/A	TBD	
Maintain the rate of pupil suspension and expulsions rates.	Baseline will be based on 18-19 results	N/A	TBD	
Increase high school cohort graduation rate	Baseline will be based on 18-19 results	N/A	TBD	
Decrease the high school cohort dropout rate	Baseline will be based on 18-19 results	N/A	TBD	
Decrease the middle school dropout rate	Our SIS does not identify any middle school students as dropouts.	N/A	Our SIS does not identify any middle school students as dropouts.	
Increase parent participation rate for the school climate survey by 10%	Baseline will be based on 18-19 results	N/A	Thus far, 16% parents returned the LCAP parent survey.	
Maintain current attendance rates of 95% or higher by ensuring	Baseline will be based on 18-19 results	N/A	TBD	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the timely completion of assignments				

Planned Actions / Services

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

Action 1

All	All Schools

OR

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

Actions/Services

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

Budgeted Expenditures

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

Action 2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$156,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 3

[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools Specific Grade Spans: K-12 [Add Location(s) selection here]

Actions/Services

	New Action	New Action
	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every	Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs

	student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education	

Budgeted Expenditures

Amount			$156,000
Source			Supplemental and Concentration
Budget Reference		No additional expense	1000-1999: Certificated Personnel Salaries

Action 4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education.	Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$300,00
Source			Supplemental and Concentration
Budget Reference		No additional cost	1000-1999: Certificated Personnel Salaries

Action 5

All [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.

Budgeted Expenditures

Amount			$2,526,267
Source			Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 6

All	All Schools

OR

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

Actions/Services

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

Budgeted Expenditures

Amount			0
Source			LCFF
Budget Reference		no additional expenses	1000-1999: Certificated Personnel Salaries No specific cost, included in services provided by district office

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,024,267	7.55%

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

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

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

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

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

Action 2)

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

emotional needs (Goal 4, Action 3)
- Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction (Goal 2, Action 3)

- Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year to decrease the dropout rates in middle and high school (Goal 4, Action 4)
- Increase opportunities for unduplicated students to participate in leadership and academic events to develop confidence and skills (Goal 4, Action 5)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$375,493	5%

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

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

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

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$	%

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,913,417.00	16,427,892.00	0.00	11,303,177.00	24,807,196.00	36,110,373.00
	0.00	0.00	0.00	11,303,177.00	20,774,067.00	32,077,244.00
General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	5,913,417.00	16,427,892.00	0.00	0.00	1,008,862.00	1,008,862.00
Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	3,024,267.00	3,024,267.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	5,913,417.00	16,427,892.00	0.00	11,303,177.00	24,807,196.00	36,110,373.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	4,982,991.00	7,415,773.00	0.00	11,303,177.00	21,232,510.00	32,535,687.00
4000-4999: Books And Supplies	900,426.00	1,845,280.00	0.00	0.00	1,008,862.00	1,008,862.00
5000-5999: Services And Other Operating Expenditures	0.00	7,142,206.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	30,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	24,633.00	0.00	0.00	2,565,824.00	2,565,824.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	5,913,417.00	16,427,892.00	0.00	11,303,177.00	24,807,196.00	36,110,373.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	11,303,177.00	20,734,510.00	32,037,687.00
1000-1999: Certificated Personnel Salaries	General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	4,982,991.00	7,415,773.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	498,000.00	498,000.00
4000-4999: Books And Supplies	LCFF	900,426.00	1,845,280.00	0.00	0.00	1,008,862.00	1,008,862.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	7,142,206.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF	30,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	39,557.00	39,557.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	24,633.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	2,526,267.00	2,526,267.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	5,012,991.00	7,440,406.00	0.00	10,123,567.00	20,774,067.00	30,897,634.00
Goal 2	632,775.00	628,244.00	0.00	1,179,610.00	1,164,862.00	2,344,472.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	267,651.00	8,359,242.00	0.00	0.00	2,868,267.00	2,868,267.00

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

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

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

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

P2 of 2943.21	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	2,163,958	25,967,494
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	169,768.59	169,769	169,769	169,769	169,769	169,769	169,769	169,769	169,769	169,769	169,769	169,769	2,037,223
Other Local Revenue	62	62	62	62	62	62	62	62	62	62	62	62	738
Total Revenue:	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**2,333,788**	**28,005,455**
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Expected	Expected	
Certificated Salaries	534,940	633,229	807,482	800,760	964,327	527,999	816,319	890,310	890,310	890,310	890,310	890,310	9,536,605
Classified Salaries	-	-	-	3,538	3,384	3,231	3,538	3,272	3,272	3,272	3,272	3,272	30,050
Benefits	122,144	122,740	204,734	164,566	242,689	521,230	221,226	241,526	241,526	241,526	241,526	241,526	2,806,962
Books and Supplies	39,376	248,023	304,565	421,077	444,197	183,923	233,030	343,899	343,899	343,899	343,899	343,899	3,593,689
Subagreement Services	-	37,609	799,838	493,967	356,770	466,108	1,172,060	833,081	833,081	833,081	833,081	833,081	7,491,756
Professional/Consulting Services	-	14,436	192,689	8,622	19,243	3,945	244,477	307,377	307,377	307,377	307,377	307,377	2,020,297
Facilities, Repairs and Other Leases	-	300	1,400	1,400	1,400	2,075	1,400	1,400	1,400	1,400	1,400	1,400	14,975
Operations and Housekeeping	6,932	19,001	10,591	11,616	3,524	6,708	11,376	21,129	21,129	21,129	21,129	21,129	175,395
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	254,970	-	409,696	146,713	185,069	181,553	21,863	21,863	21,863	21,863	21,863	1,287,316
Total Expenses:	**703,392**	**1,330,309**	**2,321,299**	**2,315,242**	**2,182,247**	**1,900,288**	**2,884,980**	**2,663,858**	**2,663,858**	**2,663,858**	**2,663,858**	**2,663,858**	**26,957,047**
Surplus/Deficit	1,630,396	1,003,479	12,488	18,546	151,541	433,499	(551,192)	(330,070)	(330,070)	(330,070)	(330,070)	(330,070)	**1,048,408**
Cumulative Fund Balance	**1,630,396**	**2,633,875**	**2,646,364**	**2,664,910**	**2,816,451**	**3,249,950**	**2,698,758**	**2,368,688**	**2,038,618**	**1,708,548**	**1,378,478**	**1,048,408**	
Beginning Fund Balance	-	1,630,396	2,633,875	2,646,364	2,664,910	2,816,451	3,249,950	2,698,758	2,368,688	2,038,618	1,708,548	1,378,478	
Ending Fund Balance	1,630,396	2,633,875	2,646,364	2,664,910	2,816,451	3,249,950	2,698,758	2,368,688	2,038,618	1,708,548	1,378,478	1,048,408	

Heartland Charter School

Monthly Cash Flow/Forecast FY18-19

Revised 05/18/19

ADA = 2966.82

CHARTER IMPACT

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															**ADA =**	**2400.00**
State Aid - Revenue Limit																
8011 LCFF State Aid	-	-	5,449,847	-	-	-	6,744,640	-	2,485,438	2,485,438	2,485,438	2,485,438	2,498,707	**24,634,946**	19,341,948	5,292,999
8012 Education Protection Account	-	-	-	92,400	-	-	183,470	-	-	167,973	-	-	149,521	**593,364**	480,000	113,364
8096 In Lieu of Property Taxes	-	25,940	-	34,567	34,587	34,587	34,587	34,587	255,597	5,349	173,143	173,143	(66,904)	**739,183**	907,920	(168,737)
	-	25,940	5,449,847	126,967	34,587	34,587	6,962,697	34,587	2,741,035	2,658,760	2,658,581	2,658,581	2,581,324	**25,967,494**	**20,729,868**	**5,237,626**
Other State Revenue																
8311 State Special Education	-	-	-	-	-	-	-	-	281,956	281,956	281,956	281,956	281,956	**1,409,780**	1,252,800	156,980
8560 State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	575,563	**575,563**	465,600	109,963
8599 Other State Revenue	-	-	-	51,880	-	-	-	-	-	-	-	-	-	**51,880**	-	51,880
	-	-	-	51,880	-	-	-	-	281,956	281,956	281,956	281,956	857,519	**2,037,223**	**1,718,400**	**318,823**
Other Local Revenue																
8699 School Fundraising	-	-	-	-	-	-	738	-	-	-	-	-	-	**738**	-	738
	-	-	-	-	-	-	738	-	-	-	-	-	-	**738**	**-**	**738**
Total Revenue	**-**	**25,940**	**5,449,847**	**178,847**	**34,587**	**34,587**	**6,963,435**	**34,587**	**3,022,991**	**2,940,716**	**2,940,537**	**2,940,537**	**3,438,843**	**28,005,455**	**22,448,268**	**5,557,187**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	482,849	557,117	626,279	662,417	684,173	380,282	667,638	672,010	684,663	685,636	666,102	666,102	-	**7,435,266**	5,981,736	(1,453,530)
1170 Teachers' Substitute Hours	-	-	-	-	2,940	-	-	-	-	-	-	-	-	**2,940**	-	(2,940)
1175 Teachers' Extra Duty/Stipends	52,092	76,111	181,203	138,342	277,215	147,717	148,681	141,031	402,540	217,476	153,204	153,204	-	**2,088,815**	897,260	(1,191,555)
1300 Administrators' Salaries	-	-	-	-	-	-	-	-	-	9,583	-	-	-	**9,583**	-	(9,583)
	534,940	633,229	807,482	800,760	964,327	527,999	816,319	813,041	1,087,203	912,695	819,306	819,306	-	**9,536,605**	**6,998,632**	**(2,537,973)**
Classified Salaries																
2100 Instructional Salaries	-	-	-	3,538	3,384	3,231	3,538	3,077	3,231	3,384	3,333	3,333	-	**30,050**	-	(30,050)
	-	-	-	3,538	3,384	3,231	3,538	3,077	3,231	3,384	3,333	3,333	-	**30,050**	**-**	**(30,050)**
Benefits																
3101 STRS	84,657	100,618	128,115	126,302	145,926	274,883	127,268	128,251	167,331	129,423	126,051	126,051	-	**1,664,873**	1,139,377	(525,495)
3301 OASDI	-	-	-	219	166	157	176	147	157	166	-	-	-	**1,188**	-	(1,188)
3311 Medicare	7,529	8,932	11,435	11,345	13,376	87,458	11,572	11,499	15,476	12,946	13,287	13,287	-	**218,141**	101,480	(116,660)
3401 Health and Welfare	22,697	4,080	55,102	18,967	69,256	151,519	46,395	55,982	69,196	68,763	78,088	78,088	-	**718,133**	1,371,032	652,899
3501 State Unemployment	1,370	3,219	4,191	1,842	649	2,243	25,450	5,949	392	549	3,084	3,084	-	**52,022**	54,156	2,134
3601 Workers' Compensation	5,892	5,892	5,892	5,892	13,314	4,971	10,366	6,636	17,926	12,281	7,784	7,784	-	**104,630**	97,981	(6,649)
3901 Other Benefits	-	-	-	-	-	-	-	47,976	-	-	-	-	-	**47,976**	-	(47,976)
	122,144	122,740	204,734	164,566	242,689	521,230	221,226	256,439	270,477	224,128	228,294	228,294	-	**2,806,962**	**2,764,027**	**(42,935)**
Books and Supplies																
4200 Books and Reference Materials	31,772	42,034	2,222	-	-	-	-	-	-	-	-	-	-	**76,028**	422,770	346,742
4302 School Supplies	6,404	156,312	199,189	222,865	165,104	114,504	155,344	109,756	122,773	89,653	155,007	53,157	-	**1,550,068**	1,096,962	(453,107)
4303 Special Activities/Field Trips	1,200	8,663	20,517	112,017	256,598	19,750	39,271	23,590	50,047	21,551	121,704	542,129	-	**1,217,036**	321,986	(895,050)
4305 Software	-	39,634	55,257	39,856	19,410	19,660	27,141	60,975	9,048	11,422	127,594	102,075	-	**512,072**	1,472,211	960,138
4400 Noncapitalized Equipment	-	1,380	27,380	46,340	3,085	30,009	11,274	915	11,219	10,220	23,848	72,814	-	**238,485**	858,850	620,365
	39,376	248,023	304,565	421,077	444,197	183,923	233,030	195,236	193,086	132,847	428,153	770,176	-	**3,593,689**	**4,347,549**	**753,860**
Subagreement Services																
5102 Special Education	-	-	5,117	3,275	14,325	608	31,883	40,320	49,457	17,707	93,429	93,429	-	**349,550**	224,572	(124,978)
5106 Other Educational Consultants	-	37,609	794,721	490,692	342,445	465,500	1,140,176	436,799	803,984	675,316	728,220	1,226,743	-	**7,142,206**	4,857,088	(2,285,118)
	-	37,609	799,838	493,967	356,770	466,108	1,172,060	477,119	853,441	693,023	821,649	1,320,172	-	**7,491,756**	**5,081,660**	**(2,410,096)**
Professional/Consulting Services																
5801 IT	-	12,222	-	-	7,718	-	-	-	-	-	-	-	-	**19,941**	-	(19,941)
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	1,000	1,200	-	**2,200**	9,700	7,500
5803 Legal	-	1,306	-	964	-	1,587	-	50,221	-	-	1,667	1,667	-	**57,410**	20,000	(37,410)
5804 Professional Development	-	-	1,944	648	10,314	648	783	648	648	828	3,000	3,000	-	**22,461**	30,000	7,539
5805 General Consulting	-	-	-	750	-	500	-	43,786	1,250	-	-	-	-	**46,286**	-	(46,286)
5811 Management Fee	-	908	190,745	6,260	1,211	1,211	243,694	1,211	105,805	102,925	102,919	102,919	120,385	**980,191**	785,689	(194,502)
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	79,757	79,757	619,510	**779,025**	621,896	(157,129)
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	22,556	22,556	67,669	**112,782**	-	(112,782)
	-	14,436	192,689	8,622	19,243	3,945	244,477	95,866	107,703	103,753	210,899	211,099	807,564	**2,020,297**	**1,488,285**	**(532,012)**

Heartland Charter School

CHARTER IMPACT

Monthly Cash Flow/Forecast FY18-19

Revised 05/18/19

ADA = 2966.82

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5601 Rent	-	300	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	**14,300**	-	(14,300)
5610 Repairs and Maintenance	-	-	-	-	-	675	-	-	-	-	-	-	-	**675**	-	(675)
	-	300	1,400	1,400	1,400	2,075	1,400	1,400	1,400	1,400	1,400	1,400	-	**14,975**	**-**	**(14,975)**
Operations and Housekeeping																
5201 Auto and Travel	1,688	11,630	367	705	(6,964)	(1,200)	874	770	1,306	1,463	2,083	2,083	-	**14,807**	25,000	10,193
5203 Business Meals	-	-	-	-	-	-	-	-	233	-	208	208	-	**649**	2,500	1,851
5300 Dues & Memberships	-	750	-	-	-	-	2,618	2,618	2,618	2,618	1,375	1,375	-	**13,970**	16,500	2,530
5400 Insurance	4,439	4,439	5,527	5,326	5,489	6,034	5,995	13,566	99	6,426	4,917	4,917	-	**67,173**	59,000	(8,173)
5502 Janitorial/Trash Removal	-	-	150	-	150	150	200	150	150	200	-	-	-	**1,150**	-	(1,150)
5510 Office Expense	-	846	2,161	4,020	1,861	1,720	1,689	1,055	865	3,787	2,583	2,583	-	**23,170**	31,000	7,830
5511 Postage and Shipping	625	1,311	704	1,302	-	-	-	58	-	37	1,425	1,425	-	**6,886**	14,250	7,364
5512 Printing	-	-	-	263	570	-	-	-	2,071	138	295	295	-	**3,632**	2,950	(682)
5513 Other taxes and fees	-	25	1,679	-	1,714	(90)	-	-	-	28,210	3,455	3,455	-	**38,448**	34,550	(3,898)
5514 Bank Charges	180	-	4	-	5	94	-	37	89	925	670	670	-	**2,673**	6,700	4,027
5515 Public Relations/Recruitment	-	-	-	-	700	-	-	2,137	-	-	-	-	-	**2,837**	-	(2,837)
	6,932	19,001	10,591	11,616	3,524	6,708	11,376	20,390	7,430	43,803	17,012	17,012	-	**175,395**	**474,653**	**299,258**
Interest																
7438 Interest Expense	-	254,970	-	409,696	146,713	185,069	181,553	21,863	21,863	21,863	21,863	21,863	-	**1,287,316**	1,165,126	(122,191)
	-	254,970	-	409,696	146,713	185,069	181,553	21,863	21,863	21,863	21,863	21,863	-	**1,287,316**	**1,165,126**	**(122,191)**
Total Expenses	**703,392**	**1,330,309**	**2,321,299**	**2,315,242**	**2,182,247**	**1,900,288**	**2,884,980**	**1,884,431**	**2,545,833**	**2,136,897**	**2,551,909**	**3,392,655**	**807,564**	**26,957,047**	**22,319,932**	**(4,637,114)**
Monthly Surplus (Deficit)	**(703,392)**	**(1,304,369)**	**3,128,548**	**(2,136,395)**	**(2,147,660)**	**(1,865,701)**	**4,078,455**	**(1,849,844)**	**477,158**	**803,819**	**388,628**	**(452,118)**	**2,631,279**	**1,048,408**	**128,336**	**920,073**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(703,392)	(1,304,369)	3,128,548	(2,136,395)	(2,147,660)	(1,865,701)	4,078,455	(1,849,844)	477,158	803,819	388,628	(452,118)	2,631,279	**1,048,408**		
Cash flows from operating activities																
Public Funding Receivables	-	-	-	-	-	(34,587)	(6,710,053)	6,710,053	34,587	-	-	-	(3,438,843)	**(3,438,843)**		
Grants and Contributions Rec.	-	-	-	-	(200)	-	200	-	-	-	-	-	-	**-**		
Due To/From Related Parties	662,213	(1,742,907)	373,791	(2,408,219)	(641,248)	(1,208,643)	(316,337)	(155,544)	(434,982)	733,354	1,500,000	2,750,000	-	**(888,520)**		
Prepaid Expenses	-	(1,400)	(49,589)	14,535	(11,189)	(89,055)	(58,292)	(5)	1,837	76,548	-	-	-	**(116,610)**		
Other Assets	-	-	(49,383)	-	-		-	-	-	-	-	-	-	**(49,383)**		
Accounts Payable	15,886	66,998	136,717	21,341	32,690	(45,501)	6,529	(162,433)	47,729	30,331	-	-	807,564	**957,851**		
Accrued Expenses	13,841	75,471	18,122	70,664	(46,426)	(16,511)	272,242	(28,476)	131,991	(98,671)	21,863	21,863	-	**435,973**		
Other Liabilities	500	-	-	-	-	-	-	-	-	-	-	-	-	**500**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	49,383	-	-	-	-	-	-	-	-	-	**49,383**		
Cash flows from financing activities																
Proceeds from Factoring	-	4,904,800	-	6,070,200	1,912,100	2,151,100	2,095,800	-	-	-	-	-	-	**17,134,000**		
Payments on Factoring	-	-	(4,904,800)	-	-	-	-	(6,070,200)	(1,912,100)	(2,151,100)	(2,095,800)	-	-	**(17,134,000)**		
Proceeds(Payments) on Debt/IAD	-	-	-	-	-	-	-	4,365,536	21,863	21,863	-	(2,385,000)	-	**2,024,262**		
Total Change in Cash	(10,952)	1,998,594	(1,346,594)	1,681,509	(901,933)	(1,108,899)	(631,455)	2,809,087	(1,631,917)	(583,857)	(185,309)	(65,255)				
Cash, Beginning of Month	-	(10,952)	1,987,642	641,048	2,322,557	1,420,624	311,725	(319,729)	2,489,358	857,441	273,584	88,275				
Cash, End of Month	**(10,952)**	**1,987,642**	**641,048**	**2,322,557**	**1,420,624**	**311,725**	**(319,729)**	**2,489,358**	**857,441**	**273,584**	**88,275**	**23,020**				

Budget and Projected Fund Balance - 2019-20 - Heartland Charter School

Projected ADA of 4764.25	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	3,588,298	43,059,576
Federal Revenue	41,290	41,290	41,290	41,290	41,290	41,290	41,290	41,290	41,290	41,290	41,290	41,290	495,482
Other State Revenue	273,945	273,945	273,945	273,945	273,945	273,945	273,945	273,945	273,945	273,945	273,945	273,945	3,287,338
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue:	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**3,903,533**	**46,842,396**
	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
Certificated Salaries	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	16,546,140
Classified Salaries	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	41,000
Benefits	376,486	376,486	376,486	376,486	376,486	376,486	396,968	391,847	381,606	376,486	376,486	376,486	4,558,793
Books and Supplies	113,870	173,942	430,260	378,285	346,260	279,787	498,922	261,828	389,387	406,995	401,856	590,682	4,272,073
Subagreement Services	77,501	375,357	1,019,093	993,413	915,673	837,769	1,362,931	816,113	1,512,711	1,524,787	1,494,913	2,675,546	13,605,808
Professional/Consulting Services	37,416	164,225	354,233	376,841	355,049	338,243	479,663	349,474	654,985	645,094	636,302	1,152,947	5,544,473
Facilities, Repairs and Other Leases	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	24,048
Operations and Housekeeping	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	165,470
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	297,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	949,900
Total Expenses:	**2,300,653**	**2,547,389**	**3,637,451**	**3,582,404**	**3,450,848**	**3,289,665**	**4,195,864**	**3,276,642**	**4,396,069**	**4,410,742**	**4,366,936**	**6,253,041**	**45,707,704**
Surplus/Deficit	1,602,880	1,356,144	266,082	321,129	452,685	613,868	(292,331)	626,891	(492,536)	(507,209)	(463,403)	(2,349,508)	**1,134,692**
Cumulative Fund Balance	**1,602,880**	**2,959,024**	**3,225,106**	**3,546,235**	**3,998,920**	**4,612,788**	**4,320,457**	**4,947,348**	**4,454,812**	**3,947,604**	**3,484,201**	**1,134,692**	
Beginning Fund Balance	574,885	2,177,765	3,533,909	3,799,991	4,121,119	4,573,805	5,187,673	4,895,342	5,522,233	5,029,697	4,522,488	4,059,085	
Ending Fund Balance	2,177,765	3,533,909	3,799,991	4,121,119	4,573,805	5,187,673	4,895,342	5,522,233	5,029,697	4,522,488	4,059,085	1,709,577	

Heartland Charter School

Monthly Cash Flow/Budget FY19-20

Revised 6/2/19

CHARTER IMPACT

ADA = 4764.25

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	1,277,681	1,277,681	2,299,825	2,299,825	2,299,825	2,299,825	2,299,825	5,373,045	5,373,045	5,373,045	5,373,045	5,373,045	**40,919,713**
8012 Education Protection Account	-	-	148,341	-	-	148,341	-	-	417,956	-	-	-	238,213	**952,850**
8096 In Lieu of Property Taxes	44,351	88,702	59,135	59,135	59,135	59,135	59,135	252,762	126,381	126,381	126,381	126,381	-	**1,187,013**
	44,351	1,366,383	1,485,156	2,358,960	2,358,960	2,507,301	2,358,960	2,552,587	5,917,382	5,499,426	5,499,426	5,499,426	5,611,258	**43,059,576**
Federal Revenue														
8181 Special Education - Entitlement	15,427	15,427	27,769	27,769	27,769	27,769	27,769	65,156	65,156	65,156	65,156	65,156	0	**495,482**
	15,427	15,427	27,769	27,769	27,769	27,769	27,769	65,156	65,156	65,156	65,156	65,156	0	**495,482**
Other State Revenue														
8311 State Special Education	70,165	70,165	126,298	126,298	126,298	126,298	126,298	296,334	296,334	296,334	296,334	296,334	(0)	**2,253,490**
8550 Mandated Cost	-	-	-	-	-	61,941	-	-	-	-	-	-	-	**61,941**
8560 State Lottery	-	-	-	-	-	-	151,308	-	-	151,308	-	-	669,291	**971,907**
	70,165	70,165	126,298	126,298	126,298	188,239	277,605	296,334	296,334	447,642	296,334	296,334	669,291	**3,287,338**
Total Revenue	**129,944**	**1,451,975**	**1,639,223**	**2,513,027**	**2,513,027**	**2,723,309**	**2,664,334**	**2,914,078**	**6,278,872**	**6,012,225**	**5,860,917**	**5,860,917**	**6,280,549**	**46,842,396**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	1,099,875	-	**13,198,500**
1175 Teachers' Extra Duty/Stipends	263,970	263,970	263,970	263,970	263,970	263,970	263,970	263,970	263,970	263,970	263,970	263,970	-	**3,167,640**
1300 Administrators' Salaries	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	-	**180,000**
	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	1,378,845	-	**16,546,140**
Classified Salaries														
2100 Instructional Salaries	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	-	**41,000**
	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	-	**41,000**
Benefits														
3101 STRS	230,267	230,267	230,267	230,267	230,267	230,267	230,267	230,267	230,267	230,267	230,267	230,267	-	**2,763,205**
3301 OASDI	212	212	212	212	212	212	212	212	212	212	212	212	-	**2,542**
3311 Medicare	20,043	20,043	20,043	20,043	20,043	20,043	20,043	20,043	20,043	20,043	20,043	20,043	-	**240,514**
3401 Health and Welfare	95,333	95,333	95,333	95,333	95,333	95,333	95,333	95,333	95,333	95,333	95,333	95,333	-	**1,144,000**
3501 State Unemployment	5,121	5,121	5,121	5,121	5,121	5,121	25,603	20,482	10,241	5,121	5,121	5,121	-	**102,410**
3601 Workers' Compensation	19,352	19,352	19,352	19,352	19,352	19,352	19,352	19,352	19,352	19,352	19,352	19,352	-	**232,220**
3901 Other Benefits	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	-	**73,902**
	376,486	376,486	376,486	376,486	376,486	376,486	396,968	391,847	381,606	376,486	376,486	376,486	-	**4,558,793**
Books and Supplies														
4200 Books and Reference Materials	24,418	24,418	24,418	24,418	24,418	-	-	-	-	-	-	-	-	**122,089**
4302 School Supplies	2,016	54,078	276,218	231,174	203,419	166,972	356,887	151,407	261,958	277,217	272,764	436,412	-	**2,690,521**
4305 Software	84,072	84,072	84,072	84,072	84,072	84,072	84,072	84,072	84,072	84,072	84,072	84,072	-	**1,008,862**
4310 Office Expense	2,940	2,940	2,940	2,940	2,940	2,940	2,940	2,940	2,940	2,940	2,940	2,940	-	**35,275**
4311 Business Meals	115	115	115	115	115	115	115	115	115	115	115	115	-	**1,377**
4400 Noncapitalized Equipment	310	8,320	42,497	35,567	31,297	25,689	54,909	23,295	40,303	42,651	41,966	67,144	-	**413,948**
	113,870	173,942	430,260	378,285	346,260	279,787	498,922	261,828	389,387	406,995	401,856	590,682	-	**4,272,073**
Subagreement Services														
5102 Special Education	56,910	56,910	56,910	56,910	56,910	56,910	56,910	56,910	56,910	56,910	56,910	56,910	-	**682,922**
5106 Other Educational Consultants	5,647	151,469	773,673	647,505	569,765	467,679	999,623	424,084	733,730	776,471	763,997	1,222,368	-	**7,536,010**
5107 Instructional Services	14,944	166,977	188,511	288,998	288,998	313,181	306,398	335,119	722,070	691,406	674,005	674,005	722,263	**5,386,876**
	77,501	375,357	1,019,093	993,413	915,673	837,769	1,362,931	816,113	1,512,711	1,524,787	1,494,913	1,953,283	722,263	**13,605,808**
Operations and Housekeeping														
5201 Auto and Travel	2,064	2,064	2,064	2,064	2,064	2,064	2,064	2,064	2,064	2,064	2,064	2,064	-	**24,774**
5300 Dues & Memberships	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	-	**20,438**
5400 Insurance	8,787	8,787	8,787	8,787	8,787	8,787	8,787	8,787	8,787	8,787	8,787	8,787	-	**105,446**
5502 Janitorial Services	127	127	127	127	127	127	127	127	127	127	127	127	-	**1,526**
5901 Postage and Shipping	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	-	**13,287**
	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	13,789	-	**165,470**

Heartland Charter School

Monthly Cash Flow/Budget FY19-20

Revised 6/2/19

CHARTER IMPACT

ADA = 4764.25

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget
Facilities, Repairs and Other Leases														
5601 Rent	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	-	**22,964**
5610 Repairs and Maintenance	90	90	90	90	90	90	90	90	90	90	90	90	-	**1,084**
	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	-	**24,048**
Professional/Consulting Services														
5801 IT	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	-	**32,022**
5802 Audit & Taxes	-	-	-	1,178	1,178	1,178	-	-	-	-	-	-	-	**3,533**
5803 Legal	7,906	7,906	7,906	7,906	7,906	7,906	7,906	7,906	7,906	7,906	7,906	7,906	-	**94,869**
5804 Professional Development	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	-	**39,557**
5805 General Consulting	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	-	**74,329**
5806 Special Activities/Field Trips	1,583	42,459	216,873	181,506	159,714	131,098	280,210	118,877	205,676	217,657	214,160	342,649	-	**2,112,462**
5807 Bank Charges	324	324	324	324	324	324	324	324	324	324	324	324	-	**3,882**
5808 Printing	507	507	507	507	507	507	507	507	507	507	507	507	-	**6,085**
5809 Other taxes and fees	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	-	**21,989**
5811 Management Fee	4,548	50,819	57,373	87,956	87,956	95,316	93,252	101,993	219,761	210,428	205,132	205,132	219,819	**1,639,484**
5812 District Oversight Fee	1,331	40,991	44,555	70,769	70,769	75,219	70,769	76,578	177,521	164,983	164,983	164,983	168,338	**1,291,787**
5814 SPED Encroachment	6,847	6,847	12,325	12,325	12,325	12,325	12,325	28,919	28,919	28,919	28,919	28,919	0	**219,918**
5815 Public Relations/Recruitment	380	380	380	380	380	380	380	380	380	380	380	380	-	**4,556**
	37,416	164,225	354,233	376,841	355,049	338,243	479,663	349,474	654,985	645,094	636,302	764,790	388,157	**5,544,473**
Interest														
7438 Interest Expense	297,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	-	**949,900**
	297,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	59,325	-	**949,900**
Total Expenses	**2,300,653**	**2,547,389**	**3,637,451**	**3,582,404**	**3,450,848**	**3,289,665**	**4,195,864**	**3,276,642**	**4,396,069**	**4,410,742**	**4,366,936**	**5,142,621**	**1,110,420**	**45,707,704**
Monthly Surplus (Deficit)	**(2,170,709)**	**(1,095,414)**	**(1,998,228)**	**(1,069,378)**	**(937,821)**	**(566,356)**	**(1,531,530)**	**(362,564)**	**1,882,804**	**1,601,483**	**1,493,981**	**718,296**	**5,170,129**	**1,134,692**
														2%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(2,170,709)	(1,095,414)	(1,998,228)	(1,069,378)	(937,821)	(566,356)	(1,531,530)	(362,564)	1,882,804	1,601,483	1,493,981	718,296	5,170,129	**1,134,692**
Cash flows from operating activities														
Public Funding Receivables	2,695,486	-	-	575,563	-	-	-	-	-	-	-	-	(6,280,549)	**(3,009,500)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	(5,000,000)	-	-	-	3,500,000	-	-	-	-	-	2,500,000	3,000,000	-	**4,000,000**
Accounts Payable	(694,338)	-	-	-	-	-	-	-	-	-	-	-	1,110,420	**416,082**
Cash flows from financing activities														
Proceeds from Debt	14,238,000	-	-	-	-	-	-	-	-	-	-	-	-	**14,238,000**
Payments on Debt	(1,958,673)	-	-	-	-	-	-	-	-	-	(4,746,000)	(4,746,000)	-	**(11,450,673)**
Total Change in Cash	7,109,766	(1,095,414)	(1,998,228)	(493,815)	2,562,179	(566,356)	(1,531,530)	(362,564)	1,882,804	1,601,483	(752,019)	(1,027,704)		
Cash, Beginning of Month	(3,384,660)	3,725,106	2,629,692	631,464	137,649	2,699,828	2,133,472	601,942	239,378	2,122,181	3,723,664	2,971,645		
Cash, End of Month	**3,725,106**	**2,629,692**	**631,464**	**137,649**	**2,699,828**	**2,133,472**	**601,942**	**239,378**	**2,122,181**	**3,723,664**	**2,971,645**	**1,943,941**		

HEARTLAND CHARTER SCHOOL

BOARD RESOLUTION – 2019 - 1

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

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

NOWTHEREFORE BE IT RESOLVED, that the Board of Directors approve the annual salary for the Heartland Charter School Principal in the amount of $185,000.

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

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

NOWTHEREFORE BE IT RESOLVED, that the Board of Directors approve the supplemental benefits/extra pay in the amount of $700 a month and will include the following:

i. Vehicle & Cell Phone stipend

SECRETARY'S CERTIFICATE

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

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

AYES:

NOES:

ABSTAIN:

ABSENT:

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

WITNESS my hand on ______________, 2019.

____
Secretary of the Board of Directors of
Heartland Charter School

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

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

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

WHEREAS, School is authorized by Lucerne Valley Unified School District ("***District***") to operate a California charter school for a term of five (5) years, from July 1, 2018 through June 30, 2023, pursuant to a petition granted by District dated May 17, 2018 ("***Charter***").

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

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

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

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

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

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

b. School shall at all times remain an independent, self-governing public body that shall comply with applicable transparency laws, including but not limited to the California Brown Act, Public Records Act, Political Reform Act, and effective January 1, 2020, the provisions of Government Code section 1090, et seq..

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

b. Quality Standards. School shall not utilize the Inspire IP in any manner that would diminish their value or harm the reputation of IDO or any other Inspire organization. The nature and quality of all services rendered by School in connection with the Inspire IP, all goods sold by School under the Inspire IP, and all related advertising, promotional and other related uses of the Inspire IP by School shall conform to standards set by and be under the control of IDO.

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

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

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

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

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

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

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

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

11. Confidentiality. Each Party acknowledges that during the term of this Agreement, it will have access to certain Confidential Information of the other Party, as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Party's Confidential Information.

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

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

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

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

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

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

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

b. IDO shall not use or disclose pupil records, including personally identifiable information, received from or on behalf of School except as necessary to provide the Services, as required by law, or as otherwise authorized in writing by School. IDO shall protect the pupil records it receives from or on behalf of School no less rigorously than it protects its own Confidential Information. IDO will designate and train responsible individuals to ensure the security and confidentiality of pupil records. IDO shall develop, implement, maintain and use reasonable administrative, technical and physical security measures to preserve the confidentiality and availability of all electronically transmitted pupil records received from or on behalf of School. In the event of an unauthorized disclosure of PII, IDO shall notify School as soon as practicable, and shall, upon School's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means suchas electronic mail.

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

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

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

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

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

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

13. Insurance.

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

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

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

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

14. Termination.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To IDO:

Email: dr.jayne.gray@gmail.com

To School:

Email: tonymiranda3445@gmail.com

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

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

22. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this Agreement. If School seeks to enter into a lease, promissory notes or other negotiable instruments, or to enter into a lease-purchase agreement or other financing relationships with IDO, such agreements shall be separate documents and not be incorporated into this Agreement or any amendments thereto. Such agreements shall be consistent with the School's authority to terminate IDO and continue operation of the School.

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

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

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

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

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

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

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

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

Heartland Charter School, a California nonprofit public benefit corporation and charter school

By: ____________________________________
Name: Anthony Miranda
Its: Board President
Date: _____________________, 2019

ATTACHMENT A
DESCRIPTION OF IDO SERVICES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. <u>Files and Records</u>. *IDO* shall maintain custody and provide ready access to all School files and records relating to the Services. *IDO* acknowledges that all records, data, communications, and other property of *SCHOOL* entrusted or loaned to *IDO* during the term of this *Agreement* are *SCHOOL*'s property and *IDO* agrees to return any such material to *SCHOOL* immediately upon the termination of this Agreement. IDO shall support School's responses to requests for records, including Public Records Act requests, at the direction of School.

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

10. Educational Services

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

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

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

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

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

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

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

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

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

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

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

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

Attachment B

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

HEARTLAND CHARTER SCHOOL

RESOLUTIONS OF THE BOARD OF DIRECTORS

(Revenue Notes Series 2019B and 2019C)

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

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

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

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

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

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

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

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

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

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

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

Anthony Miranda	Chief Executive Officer
Jennifer Woodward	Secretary
Nicole Panero	Chief Financial Officer

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

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

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

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

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

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

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

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

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

Certificate of Secretary

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

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

Jenniofer Woodward, Secretary

Schedule 1

Transaction Documents

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

HEARTLAND CHARTER SCHOOL

BOARD RESOLUTION – 2019 – 2

I. Adoption of Heartland Charter School Employee Higher Education Scholarship

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

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

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

SECRETARY'S CERTIFICATE

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

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

AYES:

NOES:

ABSTAIN:

ABSENT:

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

WITNESS my hand on ______________, 2019.

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Secretary of the Board of Directors of
Heartland Charter School

HEARTLAND CHARTER SCHOOL

BOARD RESOLUTION – 2019 – 3

I. Adoption of Heartland Charter School Approving the Graduation of General Studies Students

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

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

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

SECRETARY'S CERTIFICATE

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

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

AYES:

NOES:

ABSTAIN:

ABSENT:

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

WITNESS my hand on ______________, 2019.

____

Secretary of the Board of Directors of
Heartland Charter School