Blue Ridge Academy
955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

Regular Scheduled Board Meeting
Blue Ridge Academy
January 27, 2020 – 6:00 pm
1740 Huntington Dr. #205
Duarte, CA 91010

Through Teleconference

Jessie Maron
1740 Huntington Dr. # 205
Duarte, CA 91010

Nikki Sanchez
5060 California Avenue #420
Bakersfield, CA 93309

Arlene Nelson
1740 Huntington Dr. # 205
Duarte, CA 91010

May Hampton
1740 Huntington Dr. # 205
Duarte, CA 91010

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Principal's Report
   a. LCAP Update
   b. January PD Meeting
   c. Director and Officers Insurance Deductible
   d. Form 700s
   e. SB 126
   f. Support for High School Students
5. Discussion and Potential Action on the December Board Meeting Minutes
6. Discussion and Potential Action on November – December Financials
7. Review of Credit Card Purchases by the Principal

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8. Discussion and Potential Action on the 2018 – 2019 Audit Report
9. Discussion and Potential Action on the Co-Principal Job Description
10. Discussion and Potential Action on the Timeline and Process for Hiring a Co-Principal
11. Discussion and Potential Action on the Conflict of Interest Code
12. Discussion and Potential Action on the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy
13. Discussion and Potential Action on the Residency Policy
14. Discussion and Potential Action on the Kindergarten and Transitional Kindergarten Policy
15. Discussion and Potential Action on the Foster Youth Policy
16. Discussion and Potential Action on the Transgender and Gender Nonconforming Students Policy
17. Discussion and Potential Action on the Induction Policy
18. Discussion and Potential Action on the School Closure Policy
19. Discussion and Potential Action on the Educational Materials and Restitution Policy
20. Discussion and Potential Action on the Healthy Youth Act Curriculum
21. Discussion and Potential Action on the Master Agreement
22. Discussion and Potential Action on the Board Meeting Calendar
23. Discussion and Potential Action on the Appointment of Board Member
24. Board of Director's Requests
25. Announcement of Next Regular Scheduled Board Meeting
26. Adjournment

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

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

LCAP Update

We are planning various meetings with stakeholders to review the current LCAP goals and the progress made towards those goals and solicit input regarding the school's LCAP for next year. At a future board meeting (most likely the April Board Meeting) we will be presenting and asking for you to review the input we have received thus far and gain your insight as well. Then in May we will present the draft LCAP to you for final approval at the June Board Meeting.

Underwritten by Scottsdale Insurance Company

A Stock Insurance Company, herein called the **Insurer**
Home Office:
One Nationwide Plaza • Columbus, Ohio 43215
Administrative Office:
8877 North Gainey Center Drive • Scottsdale, Arizona 85258
1-800-423-7675

Business and Management Indemnity Master Policy
Non-Profit Organizations Certificate of Insurance

TERMS THAT APPEAR IN BOLD FACE TYPE HAVE SPECIAL MEANING. PLEASE REFER TO THE APPROPRIATE DEFINITIONS SECTIONS OF THE MASTER POLICY APPLICABLE TO THIS CERTIFICATE OF INSURANCE.

Certificate of Insurance

Certificate of Insurance for Policy Number: EKS3297732

Certificate Number: 3297732-253

Item 1. **Parent Organization**: Inspire Charter School - Kern
Principal Address: 955 Stanislaus Street
Maricopa, CA 93252

Item 2. **Certificate Inception Date**: 11/15/2019
12:01 a.m. local time at the Principal Address shown in Item 1.

Item 3. Coverage Section(s):

Employment Practices

1. Limit of Liability
   a. $1,000,000 maximum aggregate for this Coverage Section
   b. $100,000 maximum aggregate for this Coverage Section for all **Costs, Charges and Expenses** as a result of all **Immigration Claims**
   c. $250,000 maximum aggregate for this Coverage Section for all **Costs, Charges and Expenses** as a result of all **Wage and Hour Claims**
2. Retentions:
   a. $100,000 each **Employment Practices Claim**
   b. $100,000 each **Third Party Claim**
   c. $100,000 each **Immigration Claim**
   d. $100,000 each **Wage and Hour Claim**
3. **Continuity Date**: 7/21/2014
4. **Third Party** Coverage: X Yes ___ No

Insured Person and Organization

1. Limit of Liability
   a. $1,000,000 maximum aggregate for this Coverage Section
   b. N/A maximum aggregate for all **Costs, Charges and Expenses** as a result of all **IEP Claims**
   c. $10,000 Crisis Management Fund
2. Retentions:
   a. $0 each **Claim** as respects **Insured Persons**
   b. $100,000 each **Claim** as respects the **Organization**
   c. N/A each **IEP Claim**
3. **Continuity Date**: 7/21/2014
4. IEP Prior and Pending Date: N/A
5. Crisis Fund Filed Pending Date: 7/21/2014

Fiduciary

1. Limit of Liability
   a. $1,000,000 aggregate for all **Loss** for all **Claims**,
   b. $100,000 aggregate for all **Voluntary Compliance Loss** and **Delinquent Filer Penalties**,
   c. $100,000 aggregate for all **HIPAA Expenses**,
   d. $50,000 aggregate for all **PPACA Violation Expenses**,
   e. $100,000 aggregate for all **IRS Expenses**,
   f. $100,000 aggregate for all **ERISA Expenses**,
   g. $1,000,000 maximum aggregate for this Coverage Section.
2. Retention: $0 each **Claim**
3. **Continuity Date**: 7/21/2014
4. **Voluntary Compliance Loss** and **Delinquent Filer Penalties** Coverage Purchased: YES .

Item 4. Premium: $11,037

Item 5. **Discovery Period**
1. One (1) year 100% of the premium
2. Two (2) years 125% of the premium
3. Three (3) years 150% of the premium

As provided in subsection H. of the General Terms and Conditions, only one of the above **Discovery Period** options may be elected and purchased.

Item 6. Notices to **Insurer**:

Notice of Claims to:	Other Notices to:
Scottsdale Indemnity Company	Scottsdale Indemnity Company
Attention: Claims Manager	Attention: Claims Manager
7 World Trade Center, 33rd Floor	7 World Trade Center, 33rd Floor
250 Greenwich Street	250 Greenwich Street
New York, NY 10007	New York, NY 10007
FSReportALoss@freedomspecialtyins.com	FSReportALoss@freedomspecialtyins.com

Form 700 – Statements of Economic Interest

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.

2. It serves as a reminder to the public official of potential conflicts of interest the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

All board members are required to complete this form on an annual basis and when assuming of leaving a position on the board. We will be filing these forms with the Kern County Board of Supervisors.

SB-126 Charter schools. (2019-2020)

SHARE THIS:

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

Senate Bill No. 126

CHAPTER 3

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

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

LEGISLATIVE COUNSEL'S DIGEST

SB 126, Leyva. Charter schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regular Scheduled Board Meeting - Blue Ridge Academy
December 9, 2019 – 6:00 pm
1740 Huntington Dr. #205, Duarte, CA 91010

Attendance: Jessie Maron, Nikki Sanchez, Arlene Nelson, May Hampton – Teleconference
Absent: None
Also Present: Hollie Smith, Samantha Haynes, Sara Newcomb, and Bryanna Brossman

Call to Order:

Jessie Maron called the meeting to order at 6:01 pm.

Public Comments:

None.

Approval of the Agenda:

Arlene Nelson motioned to approve the agenda. May Hampton seconded.
-Unanimous.

Discussion and Potential Action on the Board Meeting Minutes:

Arlene Nelson motioned to approve the Board Meeting Minutes from November 18, 2019. May Hampton seconded.
-Unanimous.

Appointment of Board Members:

The adhoc committee updated the board on where they were with vetting and nominating potential candidates for the secretary position. No action was taken.

Discussion and Potential Action on Vendor Agreements:

May Hampton motioned to approve the Vendor Agreement. Arlene Nelson seconded.
-Unanimous.

Discussion and Potential Action on the Healthy Youth Act Curriculum:

May Hampton motioned to table the Healthy Youth Act Curriculum to the next regular scheduled board meeting. Arlene Nelson seconded.
-Unanimous.

Discussion and Potential Action on the Regular Scheduled January Board Meeting:

May motioned to move the Regular Scheduled January Meeting to January 27, 2020. Nikki Sanchez seconded.
-Unanimous

BLUE RIDGE ACADEMY
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Phone (616) 525-1176 * Fax (616) 465-4544

Closed Session – Public Employment: Co-Principal

May Hampton motioned to enter closed session at 6:26 pm. Arlene Nelson seconded.
-Unanimous.

Arlene Nelson motioned to exit closed session at 7:01 pm. May Hampton seconded.
-Unanimous.

The board directed the staff to bring back at the next board meeting the job description for the Co-Principal and a budget analysis to see if it would be possible to bring on a third principal for training purposes.

Board of Director's Requests:

Jessie Maron requested that information be presented at a future board meeting about the supports that we provide for high school students.

Arlene Nelson requested that we have a printed copy of the Principal's Evaluation Document at each board meeting moving forward.

Adjournment:

May Hampton motioned to adjourn the meeting at 7:12 pm. Arlene Nelson seconded.
-Unanimous.

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary

CHARTER IMPACT

Blue Ridge Academy

Monthly Financial Presentation – December 2019

BLUE RIDGE ACADEMY - Highlights

- Annual projected revenue increased from November to December by $1.8M due to increased ADA and UPP%.

- Current Pupil:Teacher Ratio is within the 25:1 requirement.

Pupil:Teacher Ratio
22.06 :1

- Spending meets SB740 requirements (40/80 rule).

Cert.	Class.
48.8%	88.0%
6,002,584	5,402,455

BLUE RIDGE ACADEMY - Revenue

- November total revenue was based on 6948 ADA.
- Current forecasted revenue based on 7049 ADA.
- UPP% updated to 38.45%
- Main YTD variance due to timing of EPA, In Lieu & Special Ed. Funds.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 12,331,860	$ 12,645,341	$ (313,481)	$ 64,018,044	$ 62,077,262	$ 1,940,782
Federal Revenue	-	-	-	438,602	438,602	-
Other State Revenue	276,570	957,737	(681,167)	5,268,876	5,016,904	251,972
Other Local Revenue	30	-	30	30	-	30
Total Revenue	**$ 12,608,460**	**$ 13,603,078**	**$ (994,618)**	**$ 69,725,552**	**$ 67,532,768**	**$ 2,192,784**

CHARTER IMPACT

BLUE RIDGE ACADEMY - Expenses

- Salary forecasted based on payroll through 12/31 and staff location correction.
- Annual forecast remain favorable to budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 11,661,096	$ 11,220,637	$ (440,459)	$ 23,307,977	$ 22,441,274	$ (866,703)
Classified Salaries	427,247	92,250	(334,997)	787,039	184,500	(602,539)
Benefits	3,149,193	3,046,128	(103,064)	6,620,289	6,153,409	(466,881)
Books and Supplies	2,167,955	4,753,255	2,585,300	7,437,548	8,098,128	660,581
Subagreement Services	9,098,622	8,300,802	(797,820)	20,852,937	19,839,418	(1,013,519)
Operations	46,699	227,312	180,612	177,006	454,624	277,618
Facilities	9,004	381,795	372,792	9,004	763,591	754,587
Professional Services	1,904,867	2,894,501	989,634	6,059,318	7,836,110	1,776,792
Depreciation	5,487	7,624	2,137	10,974	15,248	4,274
Interest	759,295	890,925	131,630	1,026,055	1,424,850	398,795
Total Expenses	**$ 29,229,465**	**$ 31,815,230**	**$ 2,585,765**	**$ 66,288,146**	**$ 67,211,152**	**$ 923,005**

BLUE RIDGE ACADEMY - Fund Balance

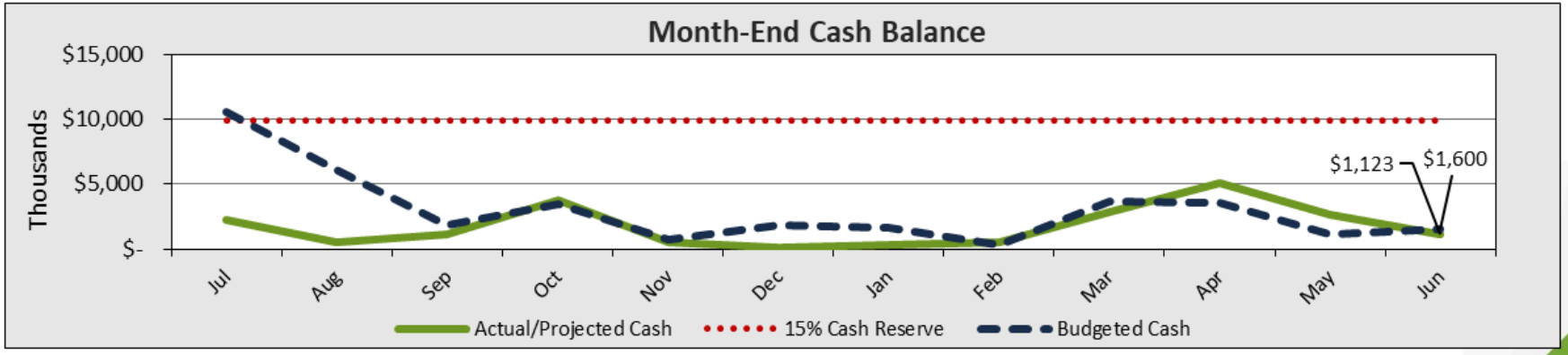
- From November to December, forecasted surplus increased by $1.5M due to ADA & UPP% increase.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (16,621,004)**	**$ (18,212,152)**	**$ 1,591,148**	**$ 3,437,406**	**$ 321,616**	**$ 3,115,790**
Beginning Fund Balance	187,083	187,083		187,083	187,083	
Ending Fund Balance	**$ (16,433,921)**	**$ (18,025,069)**		**$ 3,624,489**	**$ 508,699**	
As a % of Annual Expenses	*-24.8%*	*-26.8%*		*5.5%*	*0.8%*	

CHARTER IMPACT

BLUE RIDGE ACADEMY - Cash Balance

- Cash Balance remain positive until year-end through collection of intercompany receivables.



CHARTER IMPACT

BLUE RIDGE ACADEMY - Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required
DATA TEAM	Jan-07	**CALPADS - Fall 2 Submission Window opens**- Fall 2 data is used for many purposes by the US department of education and California department of education. At the federal and state level, the data is also used in the production of many reports, some of which are used to determine eligibility for funding or grants. Fall 2 reporting includes three main data groups: student course enrollments, staff assignments, FTE percentage and English learner education services. Data is reported as of October 2, 2019. Schools have until late March to submit certified data.	Blue Ridge	No	No
FINANCE	Jan-17	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No
DATA TEAM	Jan-24	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Blue Ridge	No	No
DATA TEAM	Feb-01	**School Accountability Report Card** - All public schools in California are required to prepare an annual SARC (2018/19). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Blue Ridge	Yes	No
FINANCE	Feb-20	**Certification of the First Principal Apportionment** - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes
FINANCE	Feb-22	**CSFA Charter School Revolving Loan Application** - The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to $250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter. Applications are due February 22, 2020.	Blue Ridge with Charter Impact Support	Yes	Yes
FINANCE	Feb-26	**E-Rate FCC Form 470 Due date (FY2020)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 26, 2020 is the deadline to certify an FY2020 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2020 filing window.	Blue Ridge	No	No

BLUE RIDGE ACADEMY - Appendix

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

Blue Ridge Academy

Monthly Cash Flow/Forecast FY19-20

Revised 01/22/20

ADA = 7048.94

	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 Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	1,588,495	1,588,435	2,859,184	2,859,184	2,859,184	2,859,184	2,859,184	8,333,076	8,333,076	8,333,076	8,333,076	10,019,366	**60,824,520**
8012 Education Protection Account	-	-	184,725	-	-	-	184,675	-	-	673,828	-	-	366,561	**1,409,789**
8096 In Lieu of Property Taxes	-	56,094	112,186	74,791	74,791	74,791	74,771	430,840	215,420	215,420	215,420	215,420	23,790	**1,783,735**
	-	1,644,589	1,885,346	2,933,975	2,933,975	2,933,975	3,118,630	3,290,024	8,548,496	9,222,324	8,548,496	8,548,496	10,409,718	**64,018,044**
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	219,301	-	-	109,650	109,650	**438,602**
	-	-	-	-	-	-	-	-	219,301	-	-	109,650	109,650	**438,602**
Other State Revenue														
8311 State Special Education	96,621	96,621	-	-	-	-	872,595	516,751	516,751	516,751	516,751	516,751	0	**3,649,591**
8550 Mandated Cost	-	-	-	-	-	78,094	-	-	-	-	-	-	-	**78,094**
8560 State Lottery	-	-	-	-	-	-	194,871	-	-	191,138	-	-	1,073,123	**1,459,131**
8598 Prior Year Revenue	-	5,234	-	-	-	-	76,826	-	-	-	-	-	-	**82,060**
	96,621	101,855	-	-	-	78,094	1,144,291	516,751	516,751	707,889	516,751	516,751	1,073,123	**5,268,876**
Other Local Revenue														
8699 School Fundraising	-	30	-	-	-	-	-	-	-	-	-	-	-	**30**
	-	30	-	-	-	-	-	-	-	-	-	-	-	**30**
Total Revenue	**96,621**	**1,746,474**	**1,885,346**	**2,933,975**	**2,933,975**	**3,012,069**	**4,262,921**	**3,806,775**	**9,284,548**	**9,930,213**	**9,065,247**	**9,174,897**	**11,592,491**	**69,725,552**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	1,318,515	1,504,669	1,530,041	1,567,500	1,752,329	1,774,574	1,522,578	1,522,578	1,522,578	1,522,578	1,522,578	1,522,578	-	**18,583,094**
1170 Teachers' Substitute Hours	-	-	-	-	-	1,000	-	-	-	-	-	-	-	**1,000**
1175 Teachers' Extra Duty/Stipends	44,950	114,187	215,452	224,772	275,969	233,326	228,387	228,387	228,387	228,387	228,387	228,387	-	**2,478,976**
1200 Pupil Support Salaries	17,049	44,884	53,902	61,217	56,963	112,328	56,713	56,713	56,713	56,713	56,713	56,713	-	**686,622**
1300 Administrators' Salaries	75,250	79,554	83,350	87,183	144,358	113,806	93,710	93,710	93,710	106,210	106,210	106,210	-	**1,183,264**
1900 Other Certificated Salaries	13,538	27,053	32,848	33,509	33,509	33,509	33,509	33,509	33,509	33,509	33,509	33,509	-	**375,021**
	1,469,302	1,770,346	1,915,595	1,974,181	2,263,129	2,268,544	1,934,897	1,934,897	1,934,897	1,947,397	1,947,397	1,947,397	-	**23,307,977**
Classified Salaries														
2100 Instructional Salaries	44,423	25,086	32,575	16,380	18,626	83,973	16,440	16,440	16,440	16,440	16,440	16,440	-	**319,702**
2200 Support Salaries	9,013	20,579	23,835	17,652	(646)	34,299	15,494	15,494	15,494	15,494	15,494	15,494	-	**197,694**
2900 Other Classified Salaries	-	9,574	13,088	28,032	25,316	25,442	28,032	28,032	28,032	28,032	28,032	28,032	-	**269,643**
	53,436	55,239	69,499	62,063	43,296	143,714	59,965	59,965	59,965	59,965	59,965	59,965	-	**787,039**
Benefits														
3101 STRS	247,496	296,668	320,321	118,452	390,766	373,280	331,730	331,730	331,730	333,873	333,873	333,873	-	**3,743,794**
3301 OASDI	3,592	3,680	4,526	3,759	2,642	6,309	3,399	3,399	3,399	3,399	3,399	3,399	-	**44,903**
3311 Medicare	21,519	25,919	27,951	28,637	32,636	33,577	28,917	28,917	28,917	29,099	29,099	29,099	-	**344,287**
3401 Health and Welfare	(41,289)	257,791	195,021	213,478	132,261	270,972	161,333	161,333	161,333	161,333	161,333	161,333	-	**1,996,234**
3501 State Unemployment	40,024	20,357	7,438	5,602	2,825	(504)	43,010	34,408	17,204	8,602	8,602	8,602	-	**196,171**
3601 Workers' Compensation	-	33,834	16,917	16,948	16,917	16,917	27,920	27,920	27,920	28,095	28,095	28,095	-	**269,580**
3901 Other Benefits	-	-	1,954	-	-	-	3,895	3,895	3,895	3,895	3,895	3,895	-	**25,321**
	271,342	638,249	574,127	386,876	578,047	700,551	600,205	591,603	574,399	568,296	568,296	568,296	-	**6,620,289**
Books and Supplies														
4302 School Supplies	138,897	329,733	434,260	491,154	344,579	284,030	409,000	644,048	813,633	662,441	454,715	382,558	849,335	**6,238,384**
4305 Software	11,587	10,363	33,035	2,936	43,204	25,086	29,013	29,013	29,013	29,013	29,013	29,013	-	**300,291**
4310 Office Expense	719	2,772	3,087	4,577	4,810	1,807	9,269	9,269	9,269	9,269	9,269	9,269	-	**73,387**
4311 Business Meals	-	11	-	62	-	81	221	221	221	221	221	221	-	**1,479**
4400 Noncapitalized Equipment	240	66	-	284	551	25	159,660	112,202	141,745	115,406	79,217	66,647	147,965	**824,007**
	151,443	342,945	470,382	499,013	393,143	311,029	607,164	794,753	993,882	816,350	572,436	487,709	997,300	**7,437,548**
Subagreement Services														
5102 Special Education	30,122	164,646	105,602	216,722	240,801	281,048	297,541	297,541	297,541	297,541	297,541	297,541	-	**2,824,186**
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5106 Other Educational Consultants	142,868	235,082	519,639	1,220,558	764,921	1,186,684	1,280,036	899,547	1,136,407	925,236	635,104	534,322	1,186,272	**10,666,675**
5107 Instructional Services	11,111	213,285	1,770,568	664,988	664,988	664,988	562,024	562,024	562,024	562,024	562,024	562,024	-	**7,362,075**
	184,101	613,013	2,395,809	2,102,268	1,670,710	2,132,720	2,139,601	1,759,112	1,995,972	1,784,801	1,494,669	1,393,887	1,186,272	**20,852,937**
Operations and Housekeeping														
5201 Auto and Travel	208	1,988	519	2,180	545	646	2,961	2,961	2,961	2,961	2,961	2,961	-	**23,854**
5300 Dues & Memberships	3,195	4,265	-	(60)	-	-	-	-	-	-	-	-	-	**7,400**
5400 Insurance	171	8,259	4,215	4,734	4,215	4,215	18,757	18,757	18,757	18,757	18,757	18,757	-	**138,350**
5501 Utilities	-	2,848	-	3,307	-	-	-	-	-	-	-	-	-	**6,155**
5502 Janitorial Services	630	-	-	-	-	-	-	-	-	-	-	-	-	**630**
5900 Communications	-	-	570	-	-	-	-	-	-	-	-	-	-	**570**
5901 Postage and Shipping	42	-	-	-	-	5	-	-	-	-	-	-	-	**47**
	4,246	17,360	5,305	10,162	4,760	4,866	21,718	21,718	21,718	21,718	21,718	21,718	-	**177,006**
Facilities, Repairs and Other Leases														
5601 Rent	18,650	11,482	25,630	(55,361)	1,400	(4,200)	-	-	-	-	-	-	-	**(2,400)**
5604 Other Leases	450	-	353	-	1,689	8,780	-	-	-	-	-	-	-	**11,272**
5610 Repairs and Maintenance	-	-	132	-	-	-	-	-	-	-	-	-	-	**132**
	19,100	11,482	26,115	(55,361)	3,089	4,580	-	-	-	-	-	-	-	**9,004**

Blue Ridge Academy

Monthly Cash Flow/Forecast FY19-20

Revised 01/22/20

ADA = 7048.94

	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 Forecast
Professional/Consulting Services														
5802 Audit & Taxes	-	-	-	-	-	5,400	7,888	-	-	-	-	-	-	**13,288**
5803 Legal	206,703	1,013	13,165	14,235	4,039	-	13,863	13,863	13,863	13,863	13,863	13,863	-	**322,331**
5804 Professional Development	-	-	1,857	30	-	-	3,470	3,470	3,470	3,470	3,470	3,470	-	**22,710**
5805 General Consulting	152,492	1,718	-	2,000	750	2,000	4,878	4,878	4,878	4,878	4,878	4,878	-	**188,228**
5806 Special Activities/Field Trips	43,065	66,043	98,090	36,592	19,534	5,943	48,634	161,394	203,891	166,003	113,949	95,867	212,838	**1,271,842**
5807 Bank Charges	-	-	999	869	2,513	584	80	80	80	80	80	80	-	**5,443**
5808 Printing	-	-	510	-	19	31	720	720	720	720	720	720	-	**4,882**
5809 Other taxes and fees	-	(15)	65	10,228	50	20	9,846	9,846	9,846	9,846	9,846	9,846	-	**69,421**
5811 Management Fee	3,382	64,913	538,869	202,388	202,388	202,388	171,051	171,051	171,051	171,051	171,051	171,051	-	**2,240,632**
	405,642	133,671	653,555	266,341	229,292	216,366	260,430	365,302	407,799	369,911	317,856	299,774	2,133,379	**6,059,318**
Depreciation														
6900 Depreciation Expense	915	915	915	915	915	915	915	915	915	915	915	915	-	**10,974**
	915	915	915	915	915	915	915	915	915	915	915	915	-	**10,974**
Interest														
7438 Interest Expense	535,288	44,109	46,315	44,553	44,569	44,460	44,460	44,460	44,460	44,460	44,460	44,460	-	**1,026,055**
	535,288	44,109	46,315	44,553	44,569	44,460	44,460	44,460	44,460	44,460	44,460	44,460	-	**1,026,055**
Total Expenses	**3,094,814**	**3,627,329**	**6,157,615**	**5,291,012**	**5,230,951**	**5,827,744**	**5,669,355**	**5,572,725**	**6,034,006**	**5,613,812**	**5,027,712**	**4,824,121**	**4,316,951**	**66,288,146**
Monthly Surplus (Deficit)	**(2,998,193)**	**(1,880,854)**	**(4,272,269)**	**(2,357,037)**	**(2,296,976)**	**(2,815,675)**	**(1,406,434)**	**(1,765,950)**	**3,250,542**	**4,316,401**	**4,037,535**	**4,350,777**	**7,275,541**	**3,437,406**
														5%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(2,998,193)	(1,880,854)	(4,272,269)	(2,357,037)	(2,296,976)	(2,815,675)	(1,406,434)	(1,765,950)	3,250,542	4,316,401	4,037,535	4,350,777	7,275,541	**3,437,406**
Cash flows from operating activities														
Depreciation/Amortization	915	915	915	915	915	915	915	915	915	915	915	915	-	**10,974**
Public Funding Receivables	3,574,279	343,329	-	224,667	-	-	-	-	-	-	-	-	(11,592,491)	**(7,450,217)**
Due To/From Related Parties	(19,372,083)	1,900,961	6,340,900	5,297,524	1,491,607	4,542,109	4,355,865	2,000,000	(967,902)	(2,050,000)	(496,307)	-	-	**3,042,673**
Prepaid Expenses	20,478	(45,545)	(1,629)	(107,068)	137,407	221	-	-	-	-	-	-	-	**3,864**
Other Assets	-	1,150	-	-	-	(500)	-	-	-	-	-	-	-	**650**
Accounts Payable	(972,382)	157,719	54,678	116,993	(43,643)	(190,235)	-	-	-	-	-	-	4,316,951	**3,440,081**
Accrued Expenses	(340,431)	(794,476)	(162,010)	31,012	50,775	659,402	(201,968)	-	-	-	-	-	-	**(757,696)**
Other Liabilities	6,617	-	-	5,421	-	-	-	-	-	-	-	-	-	**12,038**
Cash flows from financing activities														
Proceeds from Factoring	7,719,600	-	-	-	-	-	-	-	-	-	-	-	-	**7,719,600**
Payments on Factoring	(1,868,400)	(1,373,200)	(1,429,800)	(2,573,700)	(2,573,200)	(2,573,200)	(2,573,200)	-	-	-	-	-	-	**(14,964,700)**
Proceeds from Debt	15,898,227	44,109	44,109	1,989,109	44,109	44,109	-	-	-	-	-	-	-	**18,063,773**
Payments on Debt	-	-	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	-	(20,833)	-	(5,934,241)	(5,934,241)	-	**(11,993,480)**
Total Change in Cash	1,668,626	(1,645,894)	554,061	2,607,002	(3,209,839)	(353,687)	154,344	234,964	2,262,721	2,267,315	(2,392,098)	(1,582,550)		
Cash, Beginning of Month	557,662	2,226,288	580,394	1,134,455	3,741,457	531,618	177,931	332,275	567,239	2,829,961	5,097,276	2,705,178		
Cash, End of Month	**2,226,288**	**580,394**	**1,134,455**	**3,741,457**	**531,618**	**177,931**	**332,275**	**567,239**	**2,829,961**	**5,097,276**	**2,705,178**	**1,122,629**		

Blue Ridge Academy
Budget vs Actual

For the period ended December 31, 2019

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid-Revenue Limit							
LCFF Revenue	2,859,184	2,874,132	(14,948)	11,754,482	11,815,875	(61,393)	59,003,794
Education Protection Account	-	184,675	(184,675)	184,725	369,349	(184,624)	1,368,570
In Lieu of Property Taxes	74,791	73,619	1,172	392,653	460,117	(67,464)	1,704,896
Total State Aid-Revenue Limit	2,933,975	3,132,425	(198,450)	12,331,860	12,645,341	(313,481)	62,077,260
Federal Revenue							
Federal Special Education - IDEA	-	-	-	-	-	-	438,602
Total Federal Revenue	-	-	-	-	-	-	438,602
Other State Revenue							
State Special Education - AB602	-	172,107	(172,107)	193,242	879,660	(686,418)	3,542,886
Mandate Block Grant	78,094	78,077	17	78,094	78,077	17	78,077
State - State Lottery	-	-	-	-	-	-	1,395,941
Prior Year Revenue	-	-	-	5,234	-	5,234	-
Total Other State Revenue	78,094	250,185	(172,091)	276,570	957,737	(681,167)	5,016,904
Local Revenue							
School Fundraising	-	-	-	30	-	30	-
Total Local Revenue	-	-	-	30	-	30	-
Total Revenue	**$ 3,012,069**	**$ 3,382,610**	**$ (370,541)**	**$ 12,608,460**	**$ 13,603,078**	**$ (994,618)**	**$ 67,532,766**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	1,774,574	1,485,000	(289,574)	9,447,628	8,910,000	(537,628)	17,820,000
Certificated Teachers' Substitute Hours	1,000	-	(1,000)	1,000	-	(1,000)	-
Certificated Teachers' Extra Duties/Stipends	233,326	297,000	63,674	1,108,656	1,782,000	673,344	3,564,000
Certificated Pupil Support Salaries	112,328	10,523	(101,805)	346,344	63,137	(283,207)	126,274
Certificated Supervisors' and Administrators' S	113,806	77,583	(36,223)	583,502	465,500	(118,002)	931,000
Other Certificated Salaries	33,509	-	(33,509)	173,966	-	(173,966)	-
Total Certificated Salaries	2,268,544	1,870,106	(398,437)	11,661,096	11,220,637	(440,459)	22,441,274
Classified Salaries							
Classified Instructional Salaries	83,973	15,375	(68,598)	221,063	92,250	(128,813)	184,500
Classified Support Salaries	34,299	-	(34,299)	104,732	-	(104,732)	-
Other Classified Salaries	25,442	-	(25,442)	101,452	-	(101,452)	-
Total Classified Salaries	143,714	15,375	(128,339)	427,247	92,250	(334,997)	184,500
Benefits							
State Teachers' Retirement System, certificate	373,280	312,308	(60,972)	1,746,984	1,873,846	126,863	3,747,693
OASDI/Medicare/Alternative, certificated posi	6,309	953	(5,356)	24,507	5,720	(18,788)	11,439
Medicare certificated positions	33,577	27,339	(6,238)	170,239	164,037	(6,202)	328,074
Health and Welfare Benefits, certificated posit	270,972	130,000	(140,972)	1,028,234	780,000	(248,234)	1,560,000
State Unemployment Insurance, certificated p	(504)	7,644	8,148	75,742	45,864	(29,878)	152,880
Workers' Compensation Insurance, certificate	16,917	26,397	9,480	101,533	158,380	56,847	316,761
Other Benefits, certificated positions	-	3,047	3,047	1,954	18,281	16,328	36,563
Total Benefits	700,551	507,688	(192,863)	3,149,193	3,046,128	(103,064)	6,153,409
Books & Supplies							
Books and Other Reference Materials	-	-	-	-	488,158	488,158	488,158
School Supplies	284,030	433,259	149,228	2,022,653	2,766,035	743,382	4,801,525
Software	25,086	119,979	94,893	126,211	719,874	593,664	1,439,748
Office Expense	1,807	9,875	8,068	17,771	59,249	41,477	118,497
Business Meals	81	295	214	154	1,770	1,616	3,541
Noncapitalized Equipment	25	112,491	112,466	1,165	718,169	717,004	1,246,660
Total Books & Supplies	311,029	675,898	364,869	2,167,955	4,753,255	2,585,300	8,098,128
Subagreement Services							
Special Education	281,048	239,440	(41,608)	1,039,792	1,436,641	396,849	2,873,282
Other Educational Consultants	1,186,684	830,137	(356,547)	4,068,901	5,299,808	1,230,907	9,199,868
Instructional Services	664,988	389,000	(275,988)	3,989,930	1,564,354	(2,425,576)	7,766,268

Blue Ridge Academy
Budget vs Actual

For the period ended December 31, 2019

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	2,132,720	1,458,577	(674,143)	9,098,622	8,300,802	(797,820)	19,839,417
Professional & Consulting Services							
IT	-	517	517	-	3,101	3,101	6,203
Audit and Tax	5,400	6,824	1,424	5,400	20,472	15,072	20,472
Legal	-	1,145	1,145	239,622	6,871	(232,751)	13,743
Professional Development	-	5,969	5,969	1,887	32,832	30,945	68,648
General Consulting	2,000	22,347	20,347	158,492	122,910	(35,582)	256,993
Special Activities	5,943	277,976	272,033	269,266	1,774,672	1,505,406	3,080,630
Bank Charges	584	3	(582)	4,965	16	(4,949)	33
Printing	31	940	909	560	5,168	4,608	10,807
Other Taxes and Fees	20	11,346	11,326	10,348	62,401	52,053	130,475
Management Fee	202,388	118,391	(83,996)	1,214,327	476,108	(738,219)	2,363,647
District Oversight Fee	-	93,973	93,973	-	379,360	379,360	1,862,318
Public Relations	-	1,925	1,925	-	10,590	10,590	22,142
Total Professional & Consulting Services	216,366	541,357	324,991	1,904,867	2,894,501	989,634	7,836,110
Facilities, Repairs, & Other Leases							
Rent	(4,200)	63,274	67,474	(2,400)	379,645	382,045	759,291
Additional Rent	-	358	358	-	2,150	2,150	4,300
Other Leases	8,780	-	(8,780)	11,272	-	(11,272)	-
Repairs and Maintenance	-	-	-	132	-	(132)	-
Total Facilities, Repairs, & Other Leases	4,580	63,633	59,053	9,004	381,795	372,792	763,591
Operations & Housekeeping							
Auto and Travel Expense	646	8,934	8,287	6,087	53,603	47,516	107,206
Dues & Memberships	-	5,059	5,059	7,400	30,351	22,951	60,702
Insurance	4,215	18,700	14,484	25,810	112,197	86,387	224,394
Utilities	-	1,838	1,838	6,155	11,026	4,871	22,052
Janitorial/Trash Removal	-	647	647	630	3,884	3,254	7,768
Communications	-	34	34	570	202	(368)	404
Postage and Shipping	5	2,675	2,670	47	16,049	16,002	32,097
Total Operations & Housekeeping	4,866	37,885	33,019	46,699	227,312	180,612	454,624
Depreciation							
Depreciation Expense	915	1,271	356	5,487	7,624	2,137	15,249
Total Depreciation	915	1,271	356	5,487	7,624	2,137	15,249
Interest							
Interest Expense	44,460	88,988	44,527	759,295	890,925	131,630	1,424,850
Total Interest	44,460	88,988	44,527	759,295	890,925	131,630	1,424,850
Total Expenses	**$ 5,827,744**	**$ 5,260,777**	**$ (566,967)**	**$ 29,229,465**	**$ 31,815,230**	**$ 2,585,765**	**$ 67,211,151**
Change in Net Assets	**(2,815,675)**	**(1,878,167)**	**(937,508)**	**(16,621,004)**	**(18,212,152)**	**1,591,148**	
Net Assets, Beginning of Period	(13,618,246)			187,083			
Net Assets, End of Period	**$ (16,433,921)**			**$ (16,433,921)**			

Inspire Charter Schools - Kern

Statement of Financial Position
December 31, 2019

Assets				
Current Assets				
Cash & Cash Equivalents	177,931	557,662	(379,731)	-68%
Accounts Receivable	40,033	46,650	(6,617)	-14%
Public Funding Receivables	233,575	4,375,850	(4,142,275)	-95%
Factored Receivables	(2,573,200)	-	(2,573,200)	0%
Due To/From Related Parties	5,800,906	6,001,923	(201,017)	-3%
Prepaid Expenses	51,686	55,550	(3,864)	-7%
Total Current Assets	**3,730,931**	**11,037,634**	**(7,306,703)**	**-66%**
Long Term Assets				
Property & Equipment, Net	41,153	46,640	(5,487)	-12%
Deposits	215,166	215,816	(650)	0%
Total Long Term Assets	**256,318**	**262,455**	**(6,137)**	**-2%**
Total Assets	**$ 3,987,249**	**$ 11,300,090**	**$ (7,312,840)**	**-65%**
Liabilities				
Current Liabilities				
Accounts Payable	$ 137,129	$ 1,013,998	$ (876,869)	-86%
Accrued Liabilities	1,993,970	2,549,698	(555,728)	-22%
Deferred Revenue	59,631	7,299,310	(7,239,679)	-99%
Notes Payable, Current Portion	18,105,441	125,000	17,980,441	14384%
Total Current Liabilities	**20,296,170**	**10,988,006**	**9,308,164**	**85%**
Long Term Liabilities				
Notes Payable, Net of Current Portion	125,000	125,000	-	0%
Total Long Term Liabilities	**125,000**	**125,000**	**-**	**0%**
Total Liabilities	**20,421,170**	**11,113,006**	**9,308,164**	**84%**
Total Net Assets	**(16,433,921)**	**187,083**	**(16,621,004)**	**-8884%**
Total Liabilities and Net Assets	**$ 3,987,249**	**$ 11,300,090**	**$ (7,312,840)**	**-65%**

Inspire Charter Schools - Kern

Statement of Cash Flows

For the period ended December 31, 2019

	Month Ended 12/31/2019	YTD Ended 12/31/2019
Cash Flow From Operating Activities		
Changes in Net Assets:	$ (2,815,675)	$ (16,621,004)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	915	5,487
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	-	4,142,275
Grants, Contributions & Pledges Receivable	(2,573,200)	2,579,817
Due from Related Parties	4,542,109	201,017
Prepaid Expenses	221	3,864
Other Assets	(500)	650
(Decrease)/Increase in Operating Liabilities		
Accounts Payable	(190,235)	(876,869)
Accrued Expenses	659,402	(555,728)
Deferred Revenue	-	(7,239,679)
Total Cash Flow from Operating Activities	**(376,963)**	**(18,360,171)**
Cash Flows from Investing Activities		
Purchase of Property & Equipment	-	-
Total Cash Flows from Investing Activities	**-**	**-**
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-term Debt	23,276	17,980,441
Total Cash Flows from Financing Activities	**23,276**	**17,980,441**
Change in Cash & Cash Equivalents	(353,687)	(379,731)
Cash & Cash Equivalents, Beginning of Period	531,618	557,662
Cash and Cash Equivalents, End of Period	**$ 177,931**	**$ 177,931**

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Aerial Warehouse, LLC	005	12/12/2019	1/11/2020	$ 316	$ -	$ -	$ -	$ -	$ 316
All About Learning Press, Inc.	901352	11/13/2019	1/12/2020	203	-	-	-	-	203
All About Learning Press, Inc.	901362	11/13/2019	1/12/2020	159	-	-	-	-	159
All About Learning Press, Inc.	901366	11/13/2019	1/12/2020	55	-	-	-	-	55
All About Learning Press, Inc.	901390	11/18/2019	1/17/2020	155	-	-	-	-	155
All About Learning Press, Inc.	901422	11/25/2019	1/24/2020	68	-	-	-	-	68
All About Learning Press, Inc.	901423	11/25/2019	1/24/2020	158	-	-	-	-	158
All About Learning Press, Inc.	901466	12/4/2019	2/2/2020	217	-	-	-	-	217
All About Learning Press, Inc.	901478	12/5/2019	2/3/2020	89	-	-	-	-	89
All About Learning Press, Inc.	901490	12/5/2019	2/3/2020	163	-	-	-	-	163
All About Learning Press, Inc.	901491	12/5/2019	2/3/2020	247	-	-	-	-	247
All About Learning Press, Inc.	901497	12/5/2019	2/3/2020	56	-	-	-	-	56
All About Learning Press, Inc.	901500	12/5/2019	2/3/2020	158	-	-	-	-	158
All About Learning Press, Inc.	901533	12/9/2019	2/7/2020	260	-	-	-	-	260
All About Learning Press, Inc.	901534	12/9/2019	2/7/2020	388	-	-	-	-	388
Antelope Valley YMCA	PLimonBRA1112	12/13/2019	1/12/2020	113	-	-	-	-	113
Art and Wilderness Institute	BR_FALL2019	12/3/2019	1/2/2020	5,765	-	-	-	-	5,765
Beautiful Feet Books, Inc.	11424	12/11/2019	2/9/2020	221	-	-	-	-	221
Bitsbox	2374	11/14/2019	1/13/2020	168	-	-	-	-	168
Bitsbox	2426	12/12/2019	2/10/2020	87	-	-	-	-	87
Blue Learning	SINV0996	12/6/2019	1/5/2020	400	-	-	-	-	400
C.E.T. Athletics	AN1219	12/13/2019	1/12/2020	240	-	-	-	-	240
CF Dance Academy	111119BRA	11/11/2019	12/11/2019	55	-	-	-	-	55
CF Dance Academy	12219BRA	12/2/2019	1/1/2020	55	-	-	-	-	55
Colleen Dominis	7	12/11/2019	1/10/2020	200	-	-	-	-	200
Dana Bisignano	2019-471544	12/6/2019	1/5/2020	225	-	-	-	-	225
Dance Image	1023	11/14/2019	12/14/2019	473	-	-	-	-	473
David F Simpson	4	12/13/2019	1/12/2020	720	-	-	-	-	720
Depot Fitness Sunset LLC	8	11/18/2019	12/18/2019	110	-	-	-	-	110
Dino Lingo Inc.	70365-P006-BRA	12/5/2019	3/5/2020	79	-	-	-	-	79
Discovery of Learning, LLC	IMRAPO1119	11/14/2019	12/14/2019	2,520	-	-	-	-	2,520
Drivers Ed Direct	1074	12/12/2019	1/11/2020	449	-	-	-	-	449
Dvora Gottlieb	113	12/11/2019	1/10/2020	735	-	-	-	-	735
Education.com Holdings, Inc.	8315	12/9/2019	1/8/2020	160	-	-	-	-	160
eDynamic Learning	19-0269 CREDIT	10/16/2019	11/15/2019	(85)	-	-	-	-	(85)
eDynamic Learning	19-0405	11/27/2019	12/27/2019	85	-	-	-	-	85
eDynamic Learning	19-0429	12/12/2019	1/11/2020	170	-	-	-	-	170
Extensions Performing Arts Academy LLC	463	12/31/2019	1/30/2020	51	-	-	-	-	51
Frog Creek Adventure School	1914	12/10/2019	1/9/2020	1,800	-	-	-	-	1,800
Gabriele Sweeney	17	11/13/2019	12/13/2019	110	-	-	-	-	110
Gabriele Sweeney	18	11/13/2019	12/13/2019	110	-	-	-	-	110
Gabriele Sweeney	19	12/10/2019	1/9/2020	60	-	-	-	-	60
Genesis Gymnastics	19-BRA	11/16/2019	12/16/2019	540	-	-	-	-	540
Gilchrist Farm	38	12/13/2019	1/12/2020	2,060	-	-	-	-	2,060

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Glissando Music School	137	12/9/2019	1/8/2020	730	-	-	-	-	730
Hoffman Professionals, LLC	56869C002BRA	12/13/2019	1/12/2020	200	-	-	-	-	200
Home Science Tools	960897A	11/11/2019	1/10/2020	410	-	-	-	-	410
Home Science Tools	960921A	11/11/2019	1/10/2020	264	-	-	-	-	264
Home Science Tools	961667A	11/13/2019	1/12/2020	26	-	-	-	-	26
Home Science Tools	967289A	12/4/2019	2/2/2020	127	-	-	-	-	127
Ice Station Valencia	600	12/13/2019	1/12/2020	175	-	-	-	-	175
Ice Station Valencia	601	12/13/2019	1/12/2020	180	-	-	-	-	180
Ice Station Valencia	602	12/13/2019	1/12/2020	250	-	-	-	-	250
ILSCA	2019-70724	12/11/2019	1/10/2020	295	-	-	-	-	295
ILSCA	2019-83870	12/11/2019	1/10/2020	280	-	-	-	-	280
Institute for Excellence in Writing	633675	12/5/2019	1/6/2020	173	-	-	-	-	173
Institute for Excellence in Writing	633678	12/5/2019	1/6/2020	196	-	-	-	-	196
LA Galaxy Soccer Center	275115	12/6/2019	1/5/2020	122	-	-	-	-	122
LA Galaxy Soccer Center	275529	12/10/2019	1/9/2020	164	-	-	-	-	164
Lakeshore	2904211019	10/30/2019	1/11/2020	139	-	-	-	-	139
Learningherbs.com, LLC	336	11/18/2019	12/18/2019	97	-	-	-	-	97
LEGO Education	1190411441	11/26/2019	1/25/2020	70	-	-	-	-	70
LEGO Education	1190413255	12/9/2019	2/7/2020	137	-	-	-	-	137
Little Ears Therapy Center	8	11/21/2019	12/21/2019	2,130	-	-	-	-	2,130
Lucky Duck Swim School	0067	12/12/2019	1/11/2020	574	-	-	-	-	574
Makoto Dojo School of Aikido, Inc	3745	12/1/2019	12/31/2019	640	-	-	-	-	640
Mammoth Mountain Ski and Snowboard Team	151	12/12/2019	1/11/2020	1,100	-	-	-	-	1,100
Margie Haber Studio	0025	12/13/2019	1/12/2020	600	-	-	-	-	600
Margie Haber Studio	0027	12/11/2019	1/10/2020	450	-	-	-	-	450
Margie Haber Studio	0029	12/13/2019	1/12/2020	1,200	-	-	-	-	1,200
Marie Gayton	2045	12/8/2019	1/7/2020	100	-	-	-	-	100
Marie Gayton	2046	12/8/2019	1/7/2020	100	-	-	-	-	100
Marie Tarbet	2019-482785	12/11/2019	1/10/2020	200	-	-	-	-	200
Marnie Cooper School of Acting	DODSON1	12/10/2019	1/9/2020	120	-	-	-	-	120
Marnie Cooper School of Acting	FARRAR3	12/13/2019	1/12/2020	220	-	-	-	-	220
Martha Zittel	BRA/MZ-FALL19/2	12/12/2019	1/11/2020	2,120	-	-	-	-	2,120
Math-U-See, Inc.	0587265-IN	11/11/2019	1/10/2020	158	-	-	-	-	158
Math-U-See, Inc.	0587271-IN	11/11/2019	1/10/2020	212	-	-	-	-	212
Math-U-See, Inc.	0587274-IN	11/11/2019	1/10/2020	56	-	-	-	-	56
Math-U-See, Inc.	0587585-IN	11/13/2019	1/12/2020	56	-	-	-	-	56
Math-U-See, Inc.	0587586-IN	11/13/2019	1/12/2020	68	-	-	-	-	68
Math-U-See, Inc.	0587665-IN	11/13/2019	1/12/2020	193	-	-	-	-	193
Math-U-See, Inc.	0587831-IN	11/14/2019	1/13/2020	96	-	-	-	-	96
Math-U-See, Inc.	0588421-IN	11/21/2019	1/20/2020	212	-	-	-	-	212
Math-U-See, Inc.	0588749-IN	11/26/2019	1/25/2020	406	-	-	-	-	406
Math-U-See, Inc.	0589003-IN	12/3/2019	2/1/2020	151	-	-	-	-	151
Math-U-See, Inc.	0589004-IN	12/3/2019	2/1/2020	113	-	-	-	-	113
Math-U-See, Inc.	0589009-IN	12/3/2019	2/1/2020	96	-	-	-	-	96

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Math-U-See, Inc.	0589089-IN	12/3/2019	2/1/2020	116	-	-	-	-	116
Math-U-See, Inc.	0589252-IN	12/4/2019	2/2/2020	212	-	-	-	-	212
Math-U-See, Inc.	0589679-IN	12/9/2019	2/7/2020	116	-	-	-	-	116
Math-U-See, Inc.	0589769-IN	12/11/2019	2/9/2020	193	-	-	-	-	193
Math-U-See, Inc.	0589829-IN	12/11/2019	2/9/2020	136	-	-	-	-	136
Math-U-See, Inc.	0589831-IN	12/11/2019	2/9/2020	120	-	-	-	-	120
Math-U-See, Inc.	0589943-IN	12/12/2019	2/10/2020	68	-	-	-	-	68
Mathnasium of Calabasas	2550	11/27/2019	3/31/2020	308	-	-	-	-	308
Mathnasium of Cypress	6768	12/4/2019	2/29/2020	927	-	-	-	-	927
Mathnasium of Sherman Oaks	5027	11/30/2019	12/30/2019	320	-	-	-	-	320
Matthew Jimmink	0008	11/11/2019	12/11/2019	240	-	-	-	-	240
McClure & Co	1019	12/12/2019	1/11/2020	665	-	-	-	-	665
MEL Science LTD	AG201912119	12/11/2019	1/10/2020	100	-	-	-	-	100
MEL Science LTD	AH201912092	12/9/2019	1/8/2020	377	-	-	-	-	377
MEL Science LTD	CO2019121310	12/13/2019	1/12/2020	100	-	-	-	-	100
MEL Science LTD	ES2019120917	12/9/2019	1/8/2020	377	-	-	-	-	377
MEL Science LTD	GW201912138	12/13/2019	1/12/2020	298	-	-	-	-	298
MEL Science LTD	JH2019121017	12/10/2019	1/9/2020	298	-	-	-	-	298
MEL Science LTD	MS201912101	12/10/2019	1/9/2020	377	-	-	-	-	377
Michael Lyon	4	12/9/2019	1/8/2020	320	-	-	-	-	320
Michelle Diniakos	2	12/6/2019	1/5/2020	375	-	-	-	-	375
MK Education Services	NOVBRA19	11/14/2019	12/14/2019	1,025	-	-	-	-	1,025
Modern Music School	19-2019	11/11/2019	12/11/2019	117	-	-	-	-	117
MORE Academies	0059	12/3/2019	1/2/2020	5,163	-	-	-	-	5,163
Moving Beyond the Page	209036	12/5/2019	1/4/2020	350	-	-	-	-	350
Moving Beyond the Page	209042	12/5/2019	1/4/2020	360	-	-	-	-	360
My First Steps School	203-2016	10/23/2019	11/22/2019	75	-	-	-	-	75
My First Steps School	204-2016	10/23/2019	11/22/2019	75	-	-	-	-	75
Nancy Contreras Terry	019	12/11/2019	1/10/2020	405	-	-	-	-	405
Naomi Stal	12132019-KER	12/13/2019	1/12/2020	500	-	-	-	-	500
Next Level Homeschool	14	12/17/2019	12/17/2019	240	-	-	-	-	240
Nicole Thomas	2111	11/18/2019	12/18/2019	49	-	-	-	-	49
Nuestra Escuelita Spanish Academy	0026	12/9/2019	1/8/2020	705	-	-	-	-	705
One Spark Academy	1843	12/12/2019	1/11/2020	680	-	-	-	-	680
Orange County Riding Academy	0000119	12/10/2019	1/9/2020	600	-	-	-	-	600
Outschool, Inc.	10583	12/9/2019	1/8/2020	35	-	-	-	-	35
Outschool, Inc.	10584	12/9/2019	1/8/2020	72	-	-	-	-	72
Outschool, Inc.	10585	12/9/2019	1/8/2020	72	-	-	-	-	72
Pam Bassuk	10252019	12/13/2019	1/12/2020	300	-	-	-	-	300
PandaTree, Inc	0032	12/11/2019	12/26/2019	380	-	-	-	-	380
PandaTree, Inc	0033	12/11/2019	12/26/2019	210	-	-	-	-	210
PandaTree, Inc	0034	12/11/2019	12/26/2019	210	-	-	-	-	210
PDGA USA, Inc.	578	12/12/2019	1/11/2020	85	-	-	-	-	85
PDGA USA, Inc.	579	12/12/2019	1/11/2020	85	-	-	-	-	85

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Peace Hill Press dba Well Trained Mind Press	51683	12/10/2019	1/9/2020	87	-	-	-	-	87
Piano by Melody	11	12/4/2019	1/3/2020	1,620	-	-	-	-	1,620
Pleasant Valley Recreation and Park District	201911	12/12/2019	1/11/2020	366	-	-	-	-	366
Power of One - Lakewood	0008	12/18/2019	1/17/2020	480	-	-	-	-	480
Precision Gymnastics, Inc.	121019	12/10/2019	1/9/2020	970	-	-	-	-	970
Precision Gymnastics, Inc.	121119-3	12/11/2019	1/10/2020	485	-	-	-	-	485
Premier Dance Studio	6	12/12/2019	1/11/2020	195	-	-	-	-	195
Rainbow Resource Center	2795059	11/4/2019	1/3/2020	99	-	-	-	-	99
Rainbow Resource Center	2795062	11/4/2019	1/3/2020	580	-	-	-	-	580
Rainbow Resource Center	2795064	11/4/2019	1/3/2020	79	-	-	-	-	79
Rainbow Resource Center	2795495	11/5/2019	1/4/2020	209	-	-	-	-	209
Rainbow Resource Center	2795496	11/5/2019	1/4/2020	90	-	-	-	-	90
Rainbow Resource Center	2795497	11/5/2019	1/4/2020	193	-	-	-	-	193
Rainbow Resource Center	2795498	11/5/2019	1/4/2020	49	-	-	-	-	49
Rainbow Resource Center	2795499	11/5/2019	1/4/2020	272	-	-	-	-	272
Rainbow Resource Center	2795500	11/5/2019	1/4/2020	20	-	-	-	-	20
Rainbow Resource Center	2795501	11/5/2019	1/4/2020	28	-	-	-	-	28
Rainbow Resource Center	2795502	11/5/2019	1/4/2020	28	-	-	-	-	28
Rainbow Resource Center	2795504	11/5/2019	1/4/2020	50	-	-	-	-	50
Rainbow Resource Center	2795506	11/5/2019	1/4/2020	112	-	-	-	-	112
Rainbow Resource Center	2795633	11/5/2019	1/4/2020	421	-	-	-	-	421
Rainbow Resource Center	2795988	11/5/2019	1/4/2020	59	-	-	-	-	59
Rainbow Resource Center	2795990	11/5/2019	1/4/2020	23	-	-	-	-	23
Rainbow Resource Center	2796004	11/5/2019	1/4/2020	51	-	-	-	-	51
Rainbow Resource Center	2796010	11/5/2019	1/4/2020	54	-	-	-	-	54
Rainbow Resource Center	2796196	11/5/2019	1/4/2020	29	-	-	-	-	29
Rainbow Resource Center	2796913	11/7/2019	1/6/2020	326	-	-	-	-	326
Rainbow Resource Center	2796917	11/7/2019	1/6/2020	243	-	-	-	-	243
Rainbow Resource Center	2796918	11/7/2019	1/6/2020	82	-	-	-	-	82
Rainbow Resource Center	2796919	11/7/2019	1/6/2020	79	-	-	-	-	79
Rainbow Resource Center	2796921	11/7/2019	1/6/2020	180	-	-	-	-	180
Rainbow Resource Center	2796974	11/7/2019	1/6/2020	23	-	-	-	-	23
Rainbow Resource Center	2797105	11/7/2019	1/6/2020	169	-	-	-	-	169
Rainbow Resource Center	2797112	11/7/2019	1/6/2020	447	-	-	-	-	447
Rainbow Resource Center	2797367	11/8/2019	1/7/2020	215	-	-	-	-	215
Rainbow Resource Center	2797408	11/8/2019	1/7/2020	30	-	-	-	-	30
Rainbow Resource Center	2797452	11/8/2019	1/7/2020	166	-	-	-	-	166
Rainbow Resource Center	2797455	11/8/2019	1/7/2020	53	-	-	-	-	53
Rainbow Resource Center	2797456	11/8/2019	1/7/2020	53	-	-	-	-	53
Rainbow Resource Center	2797457	11/8/2019	1/7/2020	38	-	-	-	-	38
Rainbow Resource Center	2797458	11/8/2019	1/7/2020	279	-	-	-	-	279
Rainbow Resource Center	2797459	11/8/2019	1/7/2020	54	-	-	-	-	54
Rainbow Resource Center	2797643	11/8/2019	1/7/2020	126	-	-	-	-	126
Rainbow Resource Center	2797651	11/8/2019	1/7/2020	130	-	-	-	-	130

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2797974	11/11/2019	1/10/2020	142	-	-	-	-	142
Rainbow Resource Center	2797975	11/11/2019	1/10/2020	18	-	-	-	-	18
Rainbow Resource Center	2797977	11/11/2019	1/10/2020	40	-	-	-	-	40
Rainbow Resource Center	2797980	11/11/2019	1/10/2020	33	-	-	-	-	33
Rainbow Resource Center	2798081	11/11/2019	1/10/2020	167	-	-	-	-	167
Rainbow Resource Center	2798086	11/11/2019	1/10/2020	35	-	-	-	-	35
Rainbow Resource Center	2798103	11/11/2019	1/10/2020	35	-	-	-	-	35
Rainbow Resource Center	2798228	11/11/2019	1/10/2020	15	-	-	-	-	15
Rainbow Resource Center	2798235	11/11/2019	1/10/2020	182	-	-	-	-	182
Rainbow Resource Center	2798236	11/11/2019	1/10/2020	48	-	-	-	-	48
Rainbow Resource Center	2798238	11/11/2019	1/10/2020	116	-	-	-	-	116
Rainbow Resource Center	2798248	11/11/2019	1/10/2020	100	-	-	-	-	100
Rainbow Resource Center	2798261	11/11/2019	1/10/2020	255	-	-	-	-	255
Rainbow Resource Center	2798267	11/11/2019	1/10/2020	103	-	-	-	-	103
Rainbow Resource Center	2798275	11/11/2019	1/10/2020	110	-	-	-	-	110
Rainbow Resource Center	2798491	11/12/2019	1/11/2020	239	-	-	-	-	239
Rainbow Resource Center	2798494	11/12/2019	1/11/2020	139	-	-	-	-	139
Rainbow Resource Center	2798496	11/12/2019	1/11/2020	25	-	-	-	-	25
Rainbow Resource Center	2798505	11/12/2019	1/11/2020	30	-	-	-	-	30
Rainbow Resource Center	2798509	11/12/2019	1/11/2020	122	-	-	-	-	122
Rainbow Resource Center	2798514	11/12/2019	1/11/2020	77	-	-	-	-	77
Rainbow Resource Center	2798526	11/12/2019	1/11/2020	136	-	-	-	-	136
Rainbow Resource Center	2799634	11/13/2019	1/12/2020	18	-	-	-	-	18
Rainbow Resource Center	2799635	11/13/2019	1/12/2020	51	-	-	-	-	51
Rainbow Resource Center	2799671	11/13/2019	1/12/2020	161	-	-	-	-	161
Rainbow Resource Center	2799674	11/13/2019	1/12/2020	36	-	-	-	-	36
Rainbow Resource Center	2799798	11/13/2019	1/12/2020	41	-	-	-	-	41
Rainbow Resource Center	2800198	11/14/2019	1/13/2020	124	-	-	-	-	124
Rainbow Resource Center	2800199	11/14/2019	1/13/2020	78	-	-	-	-	78
Rainbow Resource Center	2800201	11/14/2019	1/13/2020	54	-	-	-	-	54
Rainbow Resource Center	2800326	11/14/2019	1/13/2020	52	-	-	-	-	52
Rainbow Resource Center	2800454	11/14/2019	1/13/2020	115	-	-	-	-	115
Rainbow Resource Center	2800622	11/14/2019	1/13/2020	13	-	-	-	-	13
Rainbow Resource Center	2800623	11/14/2019	1/13/2020	35	-	-	-	-	35
Rainbow Resource Center	2800624	11/14/2019	1/13/2020	13	-	-	-	-	13
Rainbow Resource Center	2800625	11/14/2019	1/13/2020	13	-	-	-	-	13
Rainbow Resource Center	2800626	11/14/2019	1/13/2020	13	-	-	-	-	13
Rainbow Resource Center	2800627	11/14/2019	1/13/2020	13	-	-	-	-	13
Rainbow Resource Center	2800628	11/14/2019	1/13/2020	13	-	-	-	-	13
Rainbow Resource Center	2800630	11/4/2019	1/3/2020	13	-	-	-	-	13
Rainbow Resource Center	2800632	11/14/2019	1/13/2020	83	-	-	-	-	83
Rainbow Resource Center	2800700	11/14/2019	1/13/2020	89	-	-	-	-	89
Rainbow Resource Center	2800701	11/14/2019	1/13/2020	90	-	-	-	-	90
Rainbow Resource Center	2800913	11/15/2019	1/14/2020	23	-	-	-	-	23

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2801069	11/15/2019	1/14/2020	142	-	-	-	-	142
Rainbow Resource Center	2801070	11/15/2019	1/14/2020	125	-	-	-	-	125
Rainbow Resource Center	2801073	11/15/2019	1/14/2020	86	-	-	-	-	86
Rainbow Resource Center	2801092	11/15/2019	1/14/2020	37	-	-	-	-	37
Rainbow Resource Center	2801605	11/8/2019	1/7/2020	98	-	-	-	-	98
Rainbow Resource Center	2801640	11/18/2019	1/17/2020	110	-	-	-	-	110
Rainbow Resource Center	2801912	11/19/2019	1/18/2020	108	-	-	-	-	108
Rainbow Resource Center	2802051	11/19/2019	1/18/2020	110	-	-	-	-	110
Rainbow Resource Center	2802185	11/19/2019	1/18/2020	96	-	-	-	-	96
Rainbow Resource Center	2803126	11/20/2019	1/19/2020	49	-	-	-	-	49
Rainbow Resource Center	2803127	11/20/2019	1/19/2020	44	-	-	-	-	44
Rainbow Resource Center	2803128	11/20/2019	1/19/2020	22	-	-	-	-	22
Rainbow Resource Center	2803130	11/20/2019	1/19/2020	19	-	-	-	-	19
Rainbow Resource Center	2803559	11/20/2019	1/19/2020	251	-	-	-	-	251
Rainbow Resource Center	2804132	11/21/2019	1/20/2020	163	-	-	-	-	163
Rainbow Resource Center	2804154	11/21/2019	1/20/2020	111	-	-	-	-	111
Rainbow Resource Center	2804157	11/21/2019	1/20/2020	140	-	-	-	-	140
Rainbow Resource Center	2804523	11/21/2019	1/20/2020	101	-	-	-	-	101
Rainbow Resource Center	2804750	11/22/2019	1/21/2020	23	-	-	-	-	23
Rainbow Resource Center	2805086	11/25/2019	1/24/2020	388	-	-	-	-	388
Rainbow Resource Center	2805087	11/25/2019	1/24/2020	100	-	-	-	-	100
Rainbow Resource Center	2806225	11/26/2019	1/25/2020	58	-	-	-	-	58
Rainbow Resource Center	2806232	12/26/2019	2/24/2020	33	-	-	-	-	33
Rainbow Resource Center	2806620	11/26/2019	1/25/2020	113	-	-	-	-	113
Rainbow Resource Center	2806797	11/27/2019	1/26/2020	55	-	-	-	-	55
Rainbow Resource Center	2807580	12/2/2019	1/31/2020	103	-	-	-	-	103
Rainbow Resource Center	2807594	12/2/2019	1/31/2020	309	-	-	-	-	309
Rainbow Resource Center	2809962	12/3/2019	2/1/2020	56	-	-	-	-	56
Rainbow Resource Center	2811127	12/4/2019	2/2/2020	51	-	-	-	-	51
Rainbow Resource Center	2811129	12/4/2019	2/2/2020	33	-	-	-	-	33
Rainbow Resource Center	2811131	12/4/2019	2/2/2020	22	-	-	-	-	22
Rainbow Resource Center	2811133	12/4/2019	2/2/2020	91	-	-	-	-	91
Rainbow Resource Center	2812694	12/6/2019	2/16/2020	70	-	-	-	-	70
Rainbow Resource Center	2813043	12/6/2019	2/16/2020	78	-	-	-	-	78
Rainbow Resource Center	2813062	12/6/2019	2/16/2020	69	-	-	-	-	69
Rainbow Resource Center	2813158	12/6/2019	2/16/2020	352	-	-	-	-	352
Rainbow Resource Center	2813211	12/6/2019	2/16/2020	16	-	-	-	-	16
Rainbow Resource Center	2813215	12/6/2019	2/16/2020	13	-	-	-	-	13
Rainbow Resource Center	2813223	12/6/2019	2/16/2020	31	-	-	-	-	31
Rainbow Resource Center	2813335	12/5/2019	2/16/2020	30	-	-	-	-	30
Rainbow Resource Center	2813339	12/5/2019	2/16/2020	124	-	-	-	-	124
Rainbow Resource Center	2813355	12/5/2019	2/16/2020	209	-	-	-	-	209
Rainbow Resource Center	2813358	12/5/2019	2/16/2020	108	-	-	-	-	108
Rainbow Resource Center	2813359	12/5/2019	2/16/2020	40	-	-	-	-	40

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2813361	12/5/2019	2/16/2020	16	-	-	-	-	16
Rainbow Resource Center	2813527	12/5/2019	2/16/2020	259	-	-	-	-	259
Rainbow Resource Center	2813578	12/5/2019	2/16/2020	67	-	-	-	-	67
Rainbow Resource Center	2813776	12/6/2019	2/16/2020	23	-	-	-	-	23
Rainbow Resource Center	2813777	12/6/2019	2/16/2020	641	-	-	-	-	641
Rainbow Resource Center	2813778	12/6/2019	2/16/2020	570	-	-	-	-	570
Rainbow Resource Center	2813779	12/6/2019	2/16/2020	164	-	-	-	-	164
Rainbow Resource Center	2813898	12/6/2019	2/16/2020	53	-	-	-	-	53
Rainbow Resource Center	2813900	12/6/2019	2/16/2020	186	-	-	-	-	186
Rainbow Resource Center	2813901	12/6/2019	2/16/2020	54	-	-	-	-	54
Rainbow Resource Center	2814261	12/6/2019	2/16/2020	96	-	-	-	-	96
Rainbow Resource Center	2814269	12/6/2019	2/16/2020	70	-	-	-	-	70
Rainbow Resource Center	2814823	12/9/2019	2/16/2020	160	-	-	-	-	160
Rainbow Resource Center	2814824	12/9/2019	2/16/2020	141	-	-	-	-	141
Rainbow Resource Center	2814825	12/9/2019	2/16/2020	244	-	-	-	-	244
Rainbow Resource Center	2814826	12/9/2019	2/16/2020	161	-	-	-	-	161
Rainbow Resource Center	2814827	12/9/2019	2/16/2020	137	-	-	-	-	137
Rainbow Resource Center	2814828	12/9/2019	2/7/2020	176	-	-	-	-	176
Rainbow Resource Center	2814829	12/9/2019	2/16/2020	227	-	-	-	-	227
Rainbow Resource Center	2814831	12/9/2019	2/16/2020	110	-	-	-	-	110
Rainbow Resource Center	2814832	12/9/2019	2/16/2020	91	-	-	-	-	91
Rainbow Resource Center	2814834	12/9/2019	2/16/2020	34	-	-	-	-	34
Rainbow Resource Center	2814836	12/9/2019	2/16/2020	164	-	-	-	-	164
Rainbow Resource Center	2814837	12/9/2019	2/16/2020	140	-	-	-	-	140
Rainbow Resource Center	2814885	12/9/2019	2/16/2020	165	-	-	-	-	165
Rainbow Resource Center	2815429	12/9/2019	2/16/2020	83	-	-	-	-	83
Rainbow Resource Center	2816772	12/10/2019	2/16/2020	20	-	-	-	-	20
Rock City Studios	6768	12/13/2019	1/12/2020	105	-	-	-	-	105
Rock City Studios	6769	12/13/2019	1/12/2020	280	-	-	-	-	280
Rock Creek Education Center	20193028	10/15/2019	11/14/2019	547	-	-	-	-	547
Scholastic Inc	20369286	11/7/2019	12/7/2019	7	-	-	-	-	7
School Pathways, LLC	63195	11/30/2019	12/30/2019	22,012	-	-	-	-	22,012
Scoil Rince Daryl Rose	7	12/8/2019	1/7/2020	160	-	-	-	-	160
Seaside Learning Center	EHom121219	12/12/2019	1/11/2020	585	-	-	-	-	585
Sew Outside the Box	82	12/10/2019	12/10/2019	104	-	-	-	-	104
Singapore Math Inc.	350733	12/3/2019	1/2/2020	68	-	-	-	-	68
SoCal Kenpo Karate	4	12/4/2019	1/3/2020	1,077	-	-	-	-	1,077
SoundCheck Music School	19-3323 - LR	12/1/2019	12/31/2019	137	-	-	-	-	137
Speech Language & Educational Associates	103444	10/31/2019	1/31/2020	9,030	-	-	-	-	9,030
Speech Pathology Associates, Inc.	11-19	12/17/2019	1/16/2020	715	-	-	-	-	715
STEM Center USA	1212019	12/3/2019	1/2/2020	7,270	-	-	-	-	7,270
Stephen Petree	1641	12/12/2019	1/11/2020	480	-	-	-	-	480
Stepping Stones Riding Program	1142	12/13/2019	12/13/2019	275	-	-	-	-	275
Storybook Bindles	0000051	10/16/2019	11/15/2019	228	-	-	-	-	228

Blue Ridge Academy

Accounts Payable Aging

For the Period ended December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Stronghold Climbing LLC	14	12/9/2019	1/8/2020	135	-	-	-	-	135
Studies Weekly	288780	12/11/2019	1/10/2020	66	-	-	-	-	66
Studies Weekly	288806	12/11/2019	1/10/2020	33	-	-	-	-	33
Sunset Learning Studio	1147	12/14/2019	1/13/2020	350	-	-	-	-	350
Suzanne Kisly Coburn	4	12/14/2019	1/13/2020	1,150	-	-	-	-	1,150
Talent House Academy Inc	19	12/19/2019	1/18/2020	278	-	-	-	-	278
Talent House Academy Inc	20	12/19/2019	1/18/2020	299	-	-	-	-	299
Tang Soo Do University	5	12/13/2019	1/12/2020	450	-	-	-	-	450
Tang Soo Do University	6	12/13/2019	1/12/2020	450	-	-	-	-	450
The Aerial Studio, LLC	75515-C005 Perez	12/11/2019	1/10/2020	123	-	-	-	-	123
The Aerial Studio, LLC	78567-C003 Hochstein	11/10/2019	12/10/2019	406	-	-	-	-	406
The Arbor Learning Community	BRAdec19	12/6/2019	1/5/2020	7,530	-	-	-	-	7,530
Timberdoodle.com	309665	11/7/2019	1/6/2020	119	-	-	-	-	119
Timberdoodle.com	309730	11/8/2019	1/7/2020	90	-	-	-	-	90
Timberdoodle.com	309731	11/8/2019	1/7/2020	620	-	-	-	-	620
Timberdoodle.com	309860	11/13/2019	1/12/2020	1,016	-	-	-	-	1,016
Timberdoodle.com	309872	11/13/2019	1/12/2020	269	-	-	-	-	269
Timberdoodle.com	310418	12/4/2019	2/2/2020	210	-	-	-	-	210
Timberdoodle.com	310419	12/4/2019	2/2/2020	995	-	-	-	-	995
Timberdoodle.com	310420	12/4/2019	2/2/2020	97	-	-	-	-	97
Timberdoodle.com	310436	12/5/2019	2/3/2020	68	-	-	-	-	68
Timberdoodle.com	310762	12/13/2019	2/11/2020	185	-	-	-	-	185
Time4Writing.com	T4W10330	11/20/2019	1/19/2020	119	-	-	-	-	119
Time4Writing.com	T4W10451	12/5/2019	2/3/2020	357	-	-	-	-	357
Urban Homeschoolers	F19-IM-1084	12/13/2019	1/12/2020	473	-	-	-	-	473
Urban Homeschoolers	F19-IM-1085	12/13/2019	1/12/2020	900	-	-	-	-	900
Urban Homeschoolers	F19-IM-1087	12/13/2019	1/12/2020	1,332	-	-	-	-	1,332
Urban Homeschoolers	F19-IM-1088	12/13/2019	1/12/2020	400	-	-	-	-	400
VocabularySpellingCity	1470385	12/6/2019	1/5/2020	35	-	-	-	-	35
Vocal Music Evolution	001	11/13/2019	12/13/2019	$ 600	$ -	$ -	$ -	$ -	$ 600
		Total Outstanding Payables		**137,129**	**-**	**-**	**-**	**-**	**137,129**

Blue Ridge - Hollie Smith - December 2019

Date	First Name	Last Name	Merchant Name	Amount	Budget	Receipt?	Notes	Scope	Category
12/4/2019	Hollie	Smith	Act Cityofpalmdale	($400.00)	Blue Ridge	Y		Blue Ridge	
								Total	**($400.00)**

Inspire Charter School Kern

Bakersfield, CA

Financial Statements & Supplemental Information

Year Ended June 30, 2019

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Inspire Charter School Kern

Financial Statements & Supplemental Information
Year Ended June 30, 2019

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P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Directors
Inspire Charter School Kern
Bakersfield, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Inspire Charter School Kern (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Inspire Charter School Kern as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note A to the financial statements, the School has adopted the provisions of FASB ASU 2016-14, Not-for-Profit Entities (Topic 958) - *Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying additional supplementary information, as required by the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of* Regulations, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2019, on our consideration of Inspire Charter School Kern's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Inspire Charter School Kern's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Inspire Charter School Kern's internal control over financial reporting and compliance.

Wilkinson Hadley King + Co LLP

El Cajon, California
December 16, 2019

Financial Statements

Inspire Charter School Kern

Statement of Financial Position

June 30, 2019

Assets	
Cash and cash equivalents	$ 557,662
Accounts receivable	4,422,500
Accounts receivable related entity	7,379,089
Prepaid expenses	55,550
Security deposits	215,816
Property and equipment, net	46,640
Total Assets	$ 12,677,257
Liabilities and Net Assets	
Liabilities	
Accounts payable	$ 1,122,261
Accrued expenses and other liabilities	2,441,438
Accounts payable related entity	1,377,166
Note payable	250,000
Short term loan payable	7,299,310
Total Liabilities	12,490,175
Net Assets	
Without donor restrictions	
Undesignated	140,442
Invested in property and equipment, net of related debt	46,640
	187,082
With donor restrictions	
	-
Total Net Assets	187,082
Total Liabilities and Net Assets	$ 12,677,257

The accompanying notes to the financial statements are an integral part of this statement.

Inspire Charter School Kern

Statement of Activities

June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	$ 30,699,779	$ -	$ 30,699,779
Education protection account state aid	738,898	-	738,898
Transfers in lieu of property taxes	934,891	-	934,891
Total LCFF sources	32,373,568	-	32,373,568
Federal contracts and grants	-	575,097	575,097
State contracts and grants	2,324,182	1,957,841	4,282,023
Donations	3,950	-	3,950
Net assets released from restriction -			
Grant restrictions satisfied	2,532,938	(2,532,938)	-
Total revenue, support, and gains	37,234,638	-	37,234,638
Expenses and Losses			
Program services expense	27,238,554	-	27,238,554
Supporting services expense	6,208,318	-	6,208,318
Total expenses and losses	33,446,872	-	33,446,872
Change in Net Assets	3,787,766	-	3,787,766
Net Assets, Beginning of Year	(3,600,684)	-	(3,600,684)
Net Assets, End of Year	$ 187,082	$ -	$ 187,082

The accompanying notes to the financial statements are an integral part of this statement.

Inspire Charter School Kern

Statement of Functional Expenses

June 30, 2019

	Program Services	Supporting Services		
	Educational Programs	Management and General	Fundraising and Development	Total
Salaries and Wages	$ 9,944,262	$ 849,982	$ -	$ 10,794,244
Pension expense	1,359,816	116,230	-	1,476,046
Other employee benefits	1,425,666	121,858	-	1,547,524
Payroll taxes	152,349	13,022	-	165,371
Fees for services:				-
Management	-	1,299,426	-	1,299,426
Legal	-	7,924	-	7,924
Audit	-	12,400	-	12,400
Other fees profssional consulting	5,572,361	127,798	-	5,700,159
Other fees district oversight	-	971,601	-	971,601
Other fees banking and service charges	-	103,595	-	103,595
Advertising and promotion	-	12,942	-	12,942
Office expenses	72,252	-	-	72,252
Information technology	5,683	-	-	5,683
Occupancy	428,850	-	-	428,850
Travel	-	59,306	-	59,306
Conferences, conventions, and meetings	-	18,184	-	18,184
Interest	-	2,341,669	-	2,341,669
Depreciation	8,230	-	-	8,230
Insurance	-	117,936	-	117,936
Other expenses:				-
Books and supplies	5,769,454	-	-	5,769,454
Special education	2,499,631	-	-	2,499,631
Dues and memberships	-	34,445	-	34,445
Total expenses by function	27,238,554	6,208,318	-	33,446,872
Total expenses included in the expense section on the statement of activities	$ 27,238,554	$ 6,208,318	$ -	$ 33,446,872

The accompanying notes to the financial statements are an integral part of this statement.

Inspire Charter School Kern

Statement of Cash Flows

June 30, 2019

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	$ 38,790,091
Receipts from property taxes	934,891
Receipts from contributions or donations	3,950
Payments for salaries, benefits and payroll taxes	(13,017,803)
Payments to vendors	(22,722,538)
Interest paid	(2,341,669)
Net Cash from Operating Activities	1,646,922
Cash Flows from Investing Activities	
Purchases of property and equipment	(54,870)
Net Cash used for Investing Activities	(54,870)
Cash Flows from Financing Activities	
Proceeds from issuance of bonds and notes	7,549,310
Principal payments on bonds, notes and capital leases	(8,800,299)
Net Cash from Financing Activities	(1,250,989)
Net Change in Cash and Cash Equivalents	341,063
Cash and Cash Equivalents - Beginning of Year	216,599
Cash and Cash Equivalents - End of Year	$ 557,662

Reconciliation of Change in Net Assets to Net Cash from Operating Activities

Change in net assets	3,787,766
Adjustments to reconcile change in net assets to net cash from operating activities:	
Depreciation and amortization	8,230
Realized and unrelaized (gain) loss on operating investments	
Changes in operating assets and liabilities	
Accounts receivable	2,494,294
Accounts receivable related entity	(5,923,440)
Prepaid expenses	250,718
Security deposits	(14,816)
Accounts payable	18,695
Accrued expenses and other liabilities	965,382
Accounts payable related entity	60,093
Net Cash from Operating Activities	1,646,922

The accompanying notes to the financial statements are an integral part of this statement.

A. Organization and Significant Accounting Policies

Organization

Inspire Charter School - Kern (the School) was formed on April 14, 2016 as a charter school pursuant to California Education Code §47600 under a charter agreement with Maricopa Unified School District (the District). The School became a nonprofit public benefit corporation in 2016. The charter agreement was approved by Westside School District and submitted to the California Board of Education in September 2016. The School began operations on September 1, 2016.

Inspire Charter School - Kern is a tuition-free, K-12 independent study charter school. The School offers both online and offline based curricula, academically accelerated instructional program with thematic units, project-based learning, and enriched to support students who have the desire to work ahead or work deeper in their studies.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The Corporation uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

Property and Equipment

The School records property and equipment additions over $5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2019

Investments

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue and Revenue Recognition

The School recognizes revenue from sales when the products are transferred and services are provided. The school records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. The schools federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense. Consequently, at June 30, 2019 there were no conditional contributions, federal, state and local contracts and grants for which no amounts had been received in advance, have not been recognized in the accompanying financial statements.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the School's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2019.

Advertising Costs

Advertising costs are expensed as incurred, and approximated $12,942 for the year ended June 30, 2019.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2019, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2019.

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the School and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year to year basis, the School believes that the investment policies and guidelines are prudent for the long-term welfare of the organization.

Change in Accounting Principles

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and has adjusted the presentation in these financial statements accordingly.

In August 2016, FASB issued ASU 2016-15, *Statement of Cash Flows (Topic 230), Classification of Certain Cash Receipts and Cash Payments.* This guidance is intended to reduce the diversity in practice in how certain transactions are classified in the statement of cash flows. In addition, in November 2016, FASB issued ASU 2016-18, *Statement of Cash Flows (Topic 230), Restricted Cash*. This ASU provides additional guidance related to transfers between cash and restricted cash and how entities present, in their statement of cash flows, the cash receipts and cash payments that directly affect the restricted cash accounts. The School has adopted these provisions in the accompanying financial statements.

FASB Accounting Standards Codification Topic 606, *Revenue from Contracts with Customers*, as amended, supersedes or replaces nearly all GAAP revenue recognition guidance. These standards establish a new contract and control-based revenue recognition model, change the basis for deciding when revenue is recognized over time or at a point in time, and expand disclosures about revenue. The School has implemented Topic 606 and has adjusted the presentation in these financial statements accordingly.

In June 2018, FASB issued ASU 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. This standard assists entities in evaluating whether transactions should be accounted for as contributions or exchange transactions and determining whether a contribution is conditional. The School has implemented the provisions of ASU 2018-08 applicable to both contributions received and to contributions made in the accompanying financial statements under a modified prospective basis. Accordingly, there is no effect on net assets in connection with the implementation of ASU 2018-08.

Subsequent Events

The School has evaluated subsequent events through December 16, 2019, the date the financial statements were available to be issued.

B. Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the date of the statement of financial position, comprise the following:

Cash and cash equivalents	$	557,662
Accounts receivable		4,422,500
Accounts receivable related entity		7,379,089
	$	12,359,251

C. Cash and Cash Equivalents

Cash and cash equivalents at June 30, 2019 consisted of the following:

Cash in bank accounts	$	557,662
Total cash and cash equivalents	$	557,662

Cash in Bank

The remainder of the School's cash ($557,662 as of June 30, 2019) is held in financial institutions which are either insured by the Federal Deposit Insurance School (FDIC) up to a limit of $250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2019, the School held $399,724 in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

D. Accounts Receivable

As of June 30, 2019, accounts receivable consisted of the following:

Federal Government		
Special Education	$	575,097
State Government		
State Aid		2,096,528
Mandated Funds		408,633
Lottery Funding		502,818
Education Protection Account		184,000
Low Performing Student Grant		235,147
Special Education		108,182
Local Government		
Property tax payments		265,445
Other Local Sources		
Other local sources		46,650
Total Accounts Receivable	$	4,422,500

E. Prepaid Expenses

As of June 30, 2019, prepaid expenses consisted of the following:

Prepaid expenses		
Vendors		40,770
Rent		14,780
Total Accounts Receivable	$	55,550

F. Property and Equipment

Property and equipment consisted of the following at June 30, 2019:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Leasehold Improvements	$ -	$ 54,870	$ -	$ 54,870
Total Depreciable Capital Assets	-	54,870	-	54,870
Total Capital Assets	-	54,870	-	54,870
Less Accumulated Depreciation	-	(8,230)	-	(8,230)
Capital Assets, Net	-	46,640	-	46,640

The accompanying notes to the financial statements are an integral part of this statement.

G. Bonds and Notes Payable

Short Term Loan Payable

During the 2018-19 year the School entered into agreements with Charter School Capital (CSC), whereby CSC provided discounted cash up front secured by future accounts receivables. The receivables get collected by the School following which a payment is made to CSC. The total face value and discount of receivables is shown below.

Date of Agreement	Face Value of Receivable	Discount of Receivable	Cash Received	Effective Interest Rate
7/3/2018	3,298,800	223,119	3,075,681	23.75%
7/27/2018	3,231,300	227,662	3,003,638	21.07%
8/16/2018	2,913,000	210,826	2,702,174	23.38%
9/11/2018	3,112,500	276,063	2,836,437	27.44%
10/10/2018	2,913,000	260,084	2,652,916	27.16%
10/29/2018	614,200	38,371	575,829	24.54%
11/9/2018	1,680,300	146,176	1,534,124	26.91%
11/27/2018	1,680,300	162,536	1,517,764	26.95%
12/5/2018	84,200	7,592	76,608	26.76%
1/28/2019	1,883,500	143,926	1,739,574	28.17%
2/12/2019	1,883,500	148,543	1,734,957	25.03%
4/15/2019	3,241,600	225,807	3,015,793	26.78%
6/25/2019	4,003,500	270,964	3,732,536	27.00%
Total	$30,539,700	$ 2,341,669	$28,198,031	

The amount of the short term loan that is outstanding as of June 30, 2019 is as follows:

	Beginning Balance	New Agreements	Amounts Paid	Ending Balance
2018-19 Short Term Loans	$ 8,800,299	$30,539,700	$32,040,689	$ 7,299,310

Notes Payable

Inspire Charter School Kern entered into a loan agreement with California School Finance Authority during the 2018-19 year for $250,000. The interest rate is 2.44%

Year Ending June 30,	Principal	Interest	Total
2020	$ 124,998	$ 4,128	$ 129,126
2021	125,002	2,405	127,407
	$ 250,000	$ 6,533	$ 256,533

The accompanying notes to the financial statements are an integral part of this statement.

H. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

1. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.

2. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.

3. If the Schools choose to stop participating in some of its multi-employer plans, the Schools may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Schools participation in these plans for the fiscal year ended June 30, 2019, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2019, 2018 and 2017 is for the plan's year-end at June 30, 2019, 2018and 2017, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Inspire Charter School Kern increased in CalSTRS contributions from 2017 to 2018 by 139.55% followed by a decrease in 2019 of 29.34%. The changes in both 2018 and 2019 were due to fluctuations in student population.

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30, 2019	2018	2017	FIP/RP Status Pending/ Implemented
CalSTRS	15048	Yellow	Yellow	Yellow	No

Pension Fund	Contributions 2019	2018	2017	Number of Employees	Surcharge Imposed
CalSTRS	$ 1,359,816	$ 1,924,450	$ 803,365	277	No
Total	$ 1,359,816	$ 1,924,450	$ 803,365	277	

The accompanying notes to the financial statements are an integral part of this statement.

CalSTRS:

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2019, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.28% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2019 the State contributed $1,287,315 (15.412% of certificated salaries) on behalf of the School.

I. Related Party Transactions

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Cabrillo Charter School, Clarksville Charter School, Feather River Charter School, Heartland Charter School, Inspire Charter School Central, Inspire Charter School Kern, Inspire Charter School Los Angeles, Pacific Coast Academy, Inspire District Office, Inspire Foundation and Jitterbug Learning are related parties through common executive leadership and activities. These organizations utilize efficiency in purchasing and payroll through macro transactions that benefit all the schools within the Inspire umbrella and then having each individual school be responsible for their portion. This saves money through eliminating extra intermediary costs and lets the group utilize discounted bulk purchasing options.

As of June 30, 2019 the following amounts are due from other locations to Cabrillo Charter School:

Affiliated Organization	Receivable	Purpose	Repayment Term
Inspire Charter School Los Angeles	$ 885,069	Expenses and support	Due within 90 days
Clarksville Charter School	156,196	Expenses and support	Due within 90 days
Pacific Coast Academy	260,407	Expenses and support	Due within 90 days
Inspire District Office	5,202,417	Expenses and support	Due within 90 days
Inspire Foundation	555,000	Expenses and support	Due within 90 days
Jitterbug Learning	320,000	Expenses and support	Due within 90 days
Total	$ 7,379,089		

The accompanying notes to the financial statements are an integral part of this statement.

As of June 30, 2019 the following amounts are owed to other location from Cabrillo Charter School:

Affiliated Organization	Payable	Purpose	Repayment Term
Inspire Charter School Winship	$ 189,069	Expenses and support	Due within 90 days
Feather River Charter School	335,766	Expenses and support	Due within 90 days
Inspire Charter School Central	41,743	Expenses and support	Due within 90 days
Cabrillo Charter School	604,406	Expenses and support	Due within 90 days
Heartland Charter School	206,182	Expenses and support	Due within 90 days
Total	$ 1,377,166		

J. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective during the 2019-20 fiscal year:

1. FASB ASU 2019-04 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments*
2. FASB ASU 2018-20 *Leases (Topic 842): Narrow-Scope Improvements for Lessors*
3. FASB ASU 2018-16 *Derivatives and Hedging (Topic 815): Inclusion of the Secured Overnight Financing Rate (SOFR) Overnight Index Swap (OIS) Rate as a benchmark Interest Rate for Hedge Accounting Purposes*
4. FASB ASU 2018-11 *Leases (Topic 842): Targeted Improvements*
5. FASB ASU 2018-10 *Improvements to Topic 842, Leases*
6. FASB ASU 2018-09 *Codification Improvements*
7. FASB ASU 2018-08 *Not-For-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*
8. FASB ASU 2018-02 *Income Statement – Reporting Comprehensive Income (Topic 220): Reclassification of Certain Tax Effects from Accumulated Other Comprehensive Income*
9. FASB ASU 2018-01 *Leases (Topic 842): Land Easement Practical Expedient for Transition to Topic 842*
10. FASB ASU 2017-15 *Codification Improvements to Topic 995, U.S. Steamship Entities: Elimination of Topic 995*
11. FASB ASU 2017-12 *Derivatives and Hedging (Topic 815): Targeted Improvements to Accounting for Hedging Activities*
12. FASB ASU 2017-10 *Service Concession Arrangements (Topic 853): Determining the Customer of the Operation Services*
13. FASB ASU 2017-07 *Compensation – Retirement Benefits (Topic 715): Improving the Presentation of Net Periodic Pension Cost and Net Periodic Postretirement Benefit Cost*
14. FASB ASU 2017-06 *Plan Accounting: Defined Benefit Pension Plans (Topic 960), Defined Contribution Pension Plans (Topic 962), Health and Welfare Benefit Plans (Topic 965): Employee Benefit Plan Master Trust Reporting*
15. FASB ASU 2017-01 *Business Combinations (Topic 805): Clarifying the Definition of a Business*
16. FASB ASU 2016-18 *Statement of Cash Flows (Topic 230): Restricted Cash*
17. FASB ASU 2016-15 *Statement of Cash Flows (Topic 230): Classification of Certain Cash Receipts and Cash Payments*

The accompanying notes to the financial statements are an integral part of this statement.

18. FASB ASU 2016-02 *Leases (Topic 842)*

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the 2019-20 fiscal year will not impact the financial accounting or presentation for the School.

Supplementary Information

Inspire Charter School Kern

Organization Structure

June 30, 2019

Inspire Charter School Kern began operations in the 2016-17 school year (#1816) and was authorized by Maricopa Unified School District.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Jeff Pray	President	Two Year Term Expires June 30, 2019
Nicole Panero	Chairman	Two Year Term Expires June 30, 2019
Jennifer Woodward	Treasurer	Two Year Term Expires June 30, 2019
Nikki Sanchez	Secretary	Two Year Term Expires June 30, 2019
Michelle Hunter	Director	Two Year Term Expires June 30, 2019

ADMINISTRATION

Ana Mejia
Principal

See accompanying notes to supplementary information.

Inspire Charter School Kern

Schedule of Average Daily Attendance

Year Ended June 30, 2019

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	922CF68D	N/A	C5A821EA	N/A
Non-Classroom Based Attendance				
Grades TK/K-3	1,655.77	N/A	1,674.89	N/A
Grades 4-6	956.66	N/A	962.20	N/A
Grades 7-8	555.40	N/A	555.53	N/A
Grades 9-12	526.66	N/A	525.06	N/A
Total Non-Classroom Based Attendance	3,694.49	N/A	3,717.68	N/A
Total ADA	3,694.49	N/A	3,717.68	N/A

See accompanying notes to supplementary information.

Inspire Charter School Kern

Schedule of Instructional Time

Year Ended June 30, 2019

Grade Level	Minutes Requirement	2018-19 Actual Minutes	Number of Traditional Days	Status
Track A	N/A	N/A	180	Complied
Track B	N/A	N/A	181	Complied
Track C	N/A	N/A	175	Complied

See accompanying notes to supplementary information.

Inspire Charter School Kern

Schedule of Financial Trends and Analysis

Year Ended June 30, 2019

	Budget 2020	2019	2018	2017
Revenues	$67,532,766	$37,234,638	$40,732,042	$17,745,960
Expenses	67,211,151	33,446,872	37,694,514	23,794,910
Change in Net Assets	321,615	3,787,766	3,037,528	(6,048,950)
Ending Net Assets	$ 508,697	$ 187,082	$ (3,600,684)	$ (6,638,212)
Unrestricted Net Assets	$ 508,697	$ 187,082	$ (3,600,684)	$ (6,638,212)
Unrestricted net assets as a percentage of total expenses	0.76%	0.56%	-9.55%	-27.90%
Total Long Term Debt	$ 125,000	$ 250,000	$ -	$ -
ADA at P2	6,843	3,694	4,435	1,973

The School's ending net assets has increased by $6,825,294 (102.82%) over the past three fiscal years. The significant increase is in large due to a growing student population. The average daily attendance (ADA) reported by the School has increased by 1,721 (87.23%) over the past three years. The 2019-20 fiscal year budget projects an increase in net assets of $321,615 (171.91%) and an increase in ADA of 3,149 (85.25%).

See accompanying notes to supplementary information.

Inspire Charter School Kern

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

Year Ended June 30, 2019

June 30, 2019 annual financial alternative form net assets:	$	78,903
Adjustments and reclassifications:		
Understatement of accounts receivable		1,485,348
Understatement of accounts payable		(1,377,169)
Total adjustments and reclassifications		108,179
June 30, 2019 audited financial statements net assets:	$	187,082

See accompanying notes to supplementary information.

A. Purpose of Schedules

Organization Structure

This schedule provides information about the schools' charter numbers, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The schools neither met nor exceeded their LCFF target.

Schedule of Financial Trends and Analysis

Budget information for 2020 is presented for analysis purposes only and is based on estimates of the 2019-20 fiscal year. The information has not been subject to audit.

This schedule discloses the School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Other Independent Auditors' Reports

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Inspire Charter School Kern
Bakersfield, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Inspire Charter School Kern (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 16, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Inspire Charter School Kern's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Inspire Charter School Kern's internal control. Accordingly, we do not express an opinion on the effectiveness of Inspire Charter School Kern's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Inspire Charter School Kern's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King + Co LLP

El Cajon, California
December 16, 2019

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on State Compliance

To the Board of Directors
Inspire Charter School Kern
Bakersfield, CA

Report on State Compliance

We have audited the Corporation's compliance with the types of compliance requirements described in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* prescribed in Title 5, *California Code of Regulations,* section 19810, that could have a direct and material effect on each of the school's state programs identified below for the fiscal year ended June 30, 2019.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit Guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance,* prescribed in Title 5, *California Code of Regulations,* section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* prescribed in Title 5, *California Code of Regulations,* section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Corporation's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the school's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other Than Charter Schools	
A. Attendance	N/A
B. Teacher Certification and Misassignments	N/A
C. Kindergarten Continuance	N/A
D. Independent Study	N/A
E. Continuation Education	N/A
F. Instructional Time	N/A
G. Instructional Materials	N/A
H. Ratio of Administrative Employees to Teachers	N/A
I. Classroom Teacher Salaries	N/A
J. Early Retirement Incentive	N/A
K. Gann Limit Calculation	N/A
L. School Accountability Report Card	N/A
M. Juvenile Court Schools	N/A
N. Middle or Early College High Schools	N/A
O. K-3 Grade Span Adjustment	N/A
P. Transportation Maintenance of Effort	N/A
Q. Apprenticeship: Related and Supplemental Instruction	N/A
R. Comprehensive School Safety Plan	N/A
S. District of Choice	N/A
School Districts, County Offices of Education, and Charter Schools	
T. California Clean Energy Jobs Act	N/A
U. After/Before School Education and Safety Program	N/A
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study - Course Based	N/A
Charter Schools	
AA. Attendance	Yes
BB. Mode of Instruction	Yes
CC. Nonclassroom Based Instruction/Independent Study	Yes
DD. Determination of Funding for Nonclassroom Based Instruction	Yes
EE. Annual Instructional Minutes - Classroom Based	N/A
FF. Charter School Facility Grant Program	N/A

The term N/A is used above to mean either the school did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Inspire Charter School Kern complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2019.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley Kirby + Co LLP

El Cajon, California
December 16, 2019

Auditor's Results, Findings & Recommendations

Inspire Charter School Kern

Schedule of Auditor's Results

Year Ended June 30, 2019

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified			
Internal control over financial reporting:				
One or more material weakness(es) identified?		Yes	X	No
One or more significant deficiencies identified that are not considered material weakness(es)?		Yes	X	No
Noncompliance material to financial statements noted?		Yes	X	No

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *2018-19 Guide for Annual Audits of California K-12 Local Education Agencies?*		Yes	X	No
Type of auditor's report issued on compliance for state programs:	Unmodified			

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards,* Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *201-198 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

There are no findings to report.

B. State Award Findings

There are no findings to report.

Inspire Charter School Kern

Schedule of Prior Year Audit Findings

Year Ended June 30, 2019

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings reported in the prior year audit.	N/A	N/A

Blue Ridge Academy
955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

Job Description
Senior Director/Co-Principal

Job Title:	Senior Director/Co-Principal
Direct Report:	School Board
Region:	Los Angeles & Ventura Counties
Supervises:	Teachers & Classified Staff
FSLA Status:	Exempt
Contract Type:	A
Posting	Internal & External

Summary of Position:

The Senior Director/Co-Principal is responsible for the support and growth of his/her assigned county including both teaching and support staff as well as students and families. The 12 month position requires the Senior Director/Co-Principal work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Senior Director/Co-Principal will uphold and promote the school's mission and vision at all times.

The salary range is $145,000 - 185,000 and is based on experience and region's size. The Senior Director/Principal is not required to carry a caseload of students.

Duties and Responsibilities include but are not limited to:

- Be professional, fair, and a team player in all duties, actions, and communications
- Primarily responsible for hiring new Assistant Director, Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process
- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner

- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review the Regional Tracker and ensure Parent Resource Site is kept accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Work with the Enrollment Department to complete student assignments
- Complete student transfers
- Monitor and report teacher and student numbers, as needed
- Seek Board approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure the supports to Homeschool Teachers during school breaks and summer months are in place
- Work with NTTC to schedule and plan Homeschool Teacher training as needed
- Attend regular Admin/Leadership meetings and assist with the planning of Regional meetings
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Execute staff contracts
- Post board member vacancies
- Attend board meetings
- Approve policy exceptions
- Complete Form 700
- Execute contracts
- Ensure SPED services are provided appropriately
- Ensure Intervention services are provided appropriately
- Develop and monitor LCAP goals
- Maintain regular communication and positive relationship with Authorizer
- Report Local Dashboard Indicators
- Monitor and approve budget, including day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs

- Foster positive authorizer relationships
- Be responsive and address parent concerns and calls
- Implement WASC Action Plan
- Complete and approve P1, P2, and P3 attendance data
- Other duties as assigned

Qualifications and Requirements:

- Minimum 1 year of leadership experience
- Master's Degree required
- Administrative Credential – Obtained or Pathway (preferred)
- Must live, or be willing to relocate, within Blue Ridge Academy's primary counties, Los Angeles or Ventura
- Demonstrated excellent interpersonal communication skills
- Proven track record of compliance
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Blue Ridge Academy
955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

Blue Ridge Co-Principal Hiring Proposed Plans

Timeline:
-After January Board Meeting: District Office post job opening externally, Blue Ridge post internally
-Early February: Virtual and/or in-person interviews of candidates
-March Board Meeting: Make final selection

District Office Role
-Will post job opening and job description to Edjoin
-Conduct initial screening of candidates based on baseline requirements
Baseline Requirements:
    -at least one full year of previous leadership experience
    -Must live/willing to relocate, within Blue Ridge Academy's primary counties (LA/Ventura)
    -experience in a virtual school setting or homeschool setting
    -valid CA teaching credential (single or multiple subject)
-Schedule virtual interviews based on interview panel availability
-Schedule in-person interviews based on interview panel availability

Principals' Role
-Determine who will serve on the Interview Committee
-Interview all eligible candidates virtually and/or in person
-Create interview questions
-Make a recommendation to the board of the who they believe would be the best candidate(s)
-Bring the recommended candidate(s) to the Board for interview and/or approval

Other Items/Next Steps
-Financial Impact
-Board compile potential questions
-Determine who will serve on the Interview Committee

INSPIRE CHARTER SCHOOL - KERN

CONFLICT OF INTEREST CODE

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

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

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

APPENDIX A

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

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

APPENDIX B

Disclosure Categories

Category 1 Reporting:

Designated positions assigned to this category must report:

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

Category 2 Reporting:

Designated positions assigned to this category must report:

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

Category 3 Reporting:

Designated positions assigned to this category must report:

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

Anti–Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy

Blue Ridge Academy is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, which includes, but is not limited to, such hairstyles as braids, locks and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category. Blue Ridge Academy prohibits any such discrimination, harassment, intimidation, or bullying.

The purpose of the Blue Ridge Academy Governing Board approving this Anti–Harassment/Discrimination/Intimidation/Bullying/ Retaliation Policy is to accomplish the following:

1. Define Harassment, Discrimination, Intimidation, and Bullying
2. Identify Who the Policy Applies to
3. Identify Where the Policy Applies
4. Establish the Responsibility of Reporting
5. Identify Reporting Procedures
6. Identify Investigation/Complaint Procedures
7. Identify the Consequences of Retaliation
8. Outline the Protection of Individuals with Immigration Status
9. Outline the Procedures for Notifying Parents of Their Children's Right to a Free Public Education, Regardless of Immigration Status or Religious Beliefs

1. Definitions:

- **Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student or staff member because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent. Examples of such conduct include, but are not limited to:
    - Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group

- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials or statements
- Graphic and written offensive or derogatory statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

- **Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender–based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

  - Unwanted sexual advances
  - Offering educational benefits in exchange for sexual favors
  - Making or threatening reprisals after a negative response to sexual advances
  - Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
  - Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
  - Verbal sexual advances or propositions
  - Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
  - Physical conduct: Touching, assault, impeding or blocking movements

- **Intimidation:** Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

- **Bullying:** Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference

with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate–motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school–sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

- **Retaliation:** Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

2. **Who the Policy Applies to:** It shall be a violation of this policy for any student, teacher, administrator or other employee of Blue Ridge Academy to discriminate against, harass, intimidate or bully another student, teacher, administrator, other employee or anyone associated with Blue Ridge Academy through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees

or someone not directly connected to Blue Ridge Academy (e.g. an outside vendor, consultant or customer).

3. **Where the Policy Applies:** Conduct prohibited by these policies is unacceptable in the workplace and in any work–related setting outside the workplace, such as during business or field trips, meetings and business or school–related social events.

4. **Responsibility:** All Blue Ridge Academy employees have a responsibility for keeping our work environment free of discrimination, harassment, intimidation, and bullying.

5. **Reporting:** Blue Ridge Academy encourages reporting of all perceived incidents of discrimination, harassment, intimidation, bullying, or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. In addition, Blue Ridge Academy encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. Blue Ridge Academy recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. Blue Ridge Academy is serious about enforcing its policy against harassment; however, Blue Ridge Academy cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to Blue Ridge Academy's attention so it can take whatever steps are necessary to correct the problems.

6. **Investigation/Complaint Procedure:** All complaints of harassment or discrimination will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

   Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. Blue Ridge Academy encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

   Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Blue Ridge

Academy believes appropriate under the circumstances. Willful false and malicious complaints of harassment, discrimination or retaliation may be subject to appropriate disciplinary action.

7. **Consequences for Retaliation:** Retaliation against an individual who has a complaint or has formally reported discrimination, harassment, intimidation, or bullying or has participated in an investigation of such a complaint is a serious violation of this policy and, like discrimination, harassment, intimidation, or retaliation itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

8. **Immigration Status:** If the Charter School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

   Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

   - Discuss the varying immigration experiences among members of the student body and school community;
   - Discuss bullying–prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
   - Identify the signs of bullying or harassing behavior;
   - Take immediate corrective action when bullying is observed; and
   - Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

9. **Parental Notification:** Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

10. **Sexual Harassment Poster:** The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

    This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at

the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

11. **Posting:** This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Residency Policy

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

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

1. Define Residency
2. Outline Residency for a Student on an Extended Vacation
3. Establish the Location Materials Will Be Mailed To
4. Outline the Procedures When a Student's Residency is in Question
5. Outline the Parent/Guardian/Education Rights Holder's Right Regarding Determination of Nonresidency
6. Outline the Procedures for Children of Military Families
7. Outline the Procedures for Homeless Youth

1. **Definition of Residency:** A student has residency in the state and county of the residence of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a student to attend Blue Ridge Academy, unless it can be shown that the student is also living in the home at least three days per week during the school year.

2. **Residency for a Student on an Extended Vacation:** A student on an extended vacation lasting longer than four weeks, but less than six months, will not be deemed to have lost California residency.

3. **The Location Material Will Be Mailed To:** All materials will be mailed to, and any in person services will be held at, the address identified in the student's records in his/her proof of residence documentation, unless an alternative location is agreed upon by the teacher of record.

4. **Student's Residency is in Question**: If there is reason to believe that a student's residency is in question, Blue Ridge Academy may investigate in order to determine authenticity of the home address. When it is determined that a student lives outside of California and/or an authorized county, Blue Ridge Academy will provide written notice of the determination of nonresidency within five days of Blue Ridge Academy's intention to disenroll the student.

5. **Parent/Guardian/Education Rights Holder's Right Regarding Determination of**

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

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

    1. Allow the student to continue his or her education in Blue Ridge Academy, regardless of change of residence of the military family during that school year, for the duration of the student's status as a child of a military family; or
    2. For a student whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:

        a. If the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue his or her education in Blue Ridge Academy through the duration of that academic school year;

        b. If the child is enrolled in high school, allow the student to continue his or her education in Blue Ridge Academy through graduation.

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

    Once Blue Ridge Academy is notified that a student is identified as a child of a military family, Blue Ridge Academy will require the parent/guardian submit the following documentation:

    - Written proof of the transfer, including the time period for the transfer and location of the transfer
    - A signed affidavit that states that the student is only enrolled in [School Name] and not in any other full-day educational program and that the student qualifies as a child of a military family as defined in Education Code section 49701.

    For high school students, the aforementioned documentation will need to be resubmitted on an annual basis. Blue Ridge Academy reserves the right to re-verify all of the above at any time throughout the school year.

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

    1. Allow the student to continue his or her education in Blue Ridge Academy for the duration of homelessness.

2. If the pupil is no longer homeless before the end of the academic year, either of the following apply:

    a. If the homeless youth is in high school, the Blue Ridge Academy shall allow the formerly homeless child to continue his or her education in the Blue Ridge Academy through graduation.

    b. If the homeless youth is in kindergarten or any of grades 1 to 8, inclusive, the Blue Ridge Academy shall allow the formerly homeless youth to continue his or her education in Blue Ridge Academy through the duration of the academic year.

The term "homeless youth" or "homeless pupil" shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC section 11302(a)(1)); and includes—

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 42 USC section 11302(a)(2)(C));

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

4. migratory children (as such term is defined in 20 USC section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

8. **Foster Youth:** Blue Ridge Academy will be considered to be a pupil's school of origin for a foster youth when the child attended the Blue Ridge Academy at the initial detention or placement, or any subsequent change in placement of a foster child for the duration of the jurisdiction of the court. Blue Ridge Academy will serve former foster youth, as defined below, whose residency has changed as follows:

    1. If the jurisdiction of the court is terminated before the end of an academic year, the Blue Ridge Academy shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education in the school of origin through the duration of the academic school year.

    2. If the jurisdiction of the court is terminated while a foster child is in high school, Blue Ridge Academy shall allow the former foster child to continue his or her education in Blue Ridge Academy through graduation.

    The term "foster youth" means a child who has been removed from his or her home pursuant to Welfare and Institutions ("W&I") Code section 309, is the subject of a petition filed under W&I Code sections 300 or 602 or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

9. **Migratory Youth:** Blue Ridge Academy will be considered to be a pupil's school of origin for a migratory youth when the child attended the Blue Ridge Academy at the time the pupil's status changed to a pupil who is a migratory youth. Blue Ridge Academy will serve migratory youth, as defined below, whose residency has changed as follows:

   1. If the migratory youth is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the pupil to continue their education in Blue Ridge Academy through the duration of that academic school year.

   2. If the migratory youth is enrolled in high school, allow the pupil to continue their education in Blue Ridge Academy through graduation.

   The term "migratory youth" means a child who has moved with a parent, guardian or other person having custody, from one school to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Migratory youth" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

Kindergarten and Transitional Kindergarten Policy

Blue Ridge Academy is committed to providing educational instruction to all students. The Executive Director or designee shall ensure that the Charter School provides a non-discriminatory and equal enrollment process for students of Transitional Kindergarten and Kindergarten age, in compliance with current state requirements.

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

1. Establish the Enrollment in Kindergarten
2. Establish the Enrollment for Transitional Kindergarten Eligible Students
3. Establish Enrollment in Transitional Kindergarten
4. Outline Adherence to All Non-Discrimination Laws

1. **Enrollment in Kindergarten:** Pursuant to EC 48000(a), a child is eligible for kindergarten if the child will have their fifth birthday by September 1.

2. **Enrollment in Kindergarten for Transitional Kindergarten Eligible Students:** Pursuant to EC 48000(b), A child having attained the age of five years at any time during the school year with the approval of the parent or guardian, may be admitted to kindergarten subject to the following conditions:

   - The governing board determines that the admittance is in the best interests of the child. Determination will be based on standard criteria set by school administration and is based on standardized guidelines for academic and developmental readiness for kindergarten. Staff determination of grade level placement will be made based on multiple measures including grade level appropriate formal assessments and student observations.
   - The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

3. **Enrollment in Transitional Kindergarten:** Pursuant to EC 48000(c)(3)(B)(i), Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

Students must be five years old between September 2nd and December 2nd ~~February28th~~ to qualify for transitional kindergarten each school year subject to the following conditions:

   - The governing board determines that the admittance is in the best interests of the child. Determination will be based on standard criteria set by school administration and is based on standardized guidelines for academic and developmental readiness for transitional kindergarten. Staff determination of grade level placement will be made

based on multiple measures including grade level appropriate formal assessments and student observations.

- The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

4. **Adherence to All Non-Discrimination Laws:** This policy adheres to all non-discrimination laws and is subject to the same enrollment processes as all otherwise qualified students. Enrollment into the charter school will be consistent with all other enrollment guidelines. In the event that a parent or guardian disagrees with the enrollment or grade level placement recommendations of staff, they may appeal the decision in accordance with the school's complaint procedures.

Foster Youth Policy

The Governing Board of Blue Ridge Academy (the "Charter School") desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student's status as foster youth.

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

1. Define Foster Child/Student/Youth and School of Origin
2. Establish a Foster Child Liaison
3. Outline Admission Requirements for Foster Children
4. Outline the Rights of a Former Foster Children
5. Outline Course Work and Graduation Requirements for Foster Children
6. Establish Transportation Requirements for a Foster Children
7. Outline Who Has Access to Records for Foster Children

1. Definitions:

- **Foster child/student/youth** means a child who has been removed from his or her home pursuant to Welfare and Institutions ("W&I") Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

- The Charter School is the **school of origin** when the student attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

2. Foster Child Liaison: The School's foster child liaison is: Co-Principal, Samantha Haynes, Samantha.Haynes@theblueridgeacademy.org.

The School's foster child liaison is required to do all of the following:

- Ensure and facilitate the proper educational placement, enrollment in school and checkout from school of foster children.

- Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- Notify the foster child's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act, pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act, and, if the foster child is an individual with exceptional needs, pending manifestation determinations if the School has proposed a change in placement due to an act for which he decision to recommend expulsion is at the discretion of the principal.
- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be enrolled in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.
- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be enrolled in the new school.

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

   If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

   If a dispute arises regarding the request of a foster child to remain in Blue Ridge Academy as the school of origin, the foster child has the right to remain in Blue Ridge Academy pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

   Admission in Blue Ridge Academy as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend Blue Ridge Academy. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement.

4. **Former Foster Children:** If the jurisdiction of the court is terminated before the end of an academic year, the Blue Ridge Academy shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

   If the jurisdiction of the court is terminated while a foster child is in high school, Blue Ridge Academy shall allow the former foster child to continue his or her education in Blue Ridge Academy as the school of origin through graduation.

5. **Course Work and Graduation Requirements:** The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed.

   The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

   A foster youth shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

   A foster student who transfers between schools any time after the completion of the student's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

   If the School determines that the foster student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Inform the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon

agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student.

To determine whether a foster student is in the third of fourth year of high school, either the number of credits the pupil has earned to the date of transfer or the length of the student's school admission may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a foster student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer in foster care, if the student otherwise qualifies for the exemption.

A foster student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a foster student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a foster student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a foster student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a foster student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a foster student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer a foster student while the student is admitted in

the School or if a foster student who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a foster student to transfer schools in order to qualify the student for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

6. **Transportation:** If the foster student requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

7. **Records:** A foster family agency with jurisdiction over a currently admitted or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster pupil.

   A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and admitting the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

   A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

Transgender and Gender Nonconforming Students Policy

Blue Ridge Academy (the "Charter School") is committed to fostering an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression; facilitating compliance with local, state and federal laws concerning bullying, harassment, privacy and discrimination; and ensuring that all students have the opportunity to express themselves and live authentically.

The purpose of the Blue Ridge Academy Governing Board approving this Transgender and Gender Nonconforming Students Policy is to accomplish the following:

1. Define Gender, Gender Identify, Gender Expression, Gender Nonconforming, Intersex, Nonbinary/Genderqueer, Sex, Sexual Orientation, Transgender, and Transition
2. Outline Guiding Principles and Requirements of the Charter School
3. Establish Privacy and Confidentiality
4. Outline the Requirements of Pupil Records
5. Establish the Authorization to Use Name and Gender With Which the Student Identifies
6. Outline the Requirements of the Student's Preferred Name and Pronoun
7. Outline the Requirements of Student Safety
8. Establish Restroom Accessibility
9. Outline Sports, Athletics, and Physical Education Requirements
10. Establish Access to School Activities and Programs
11. Establish Course Accessibility and Instruction
12. Outline the Training and Publication of the Transgender and Gender Nonconforming Students Policy

1. **Definitions**: These definitions are provided not for the purpose of labeling students but rather to assist in understanding this policy and the legal obligations of the school. Students may or may not use these terms to describe themselves or their experiences.

- Gender: A person's actual or perceived sex, including a person's gender identity and gender expression.
- Gender Identity: A person's gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person's physiology or assigned sex at birth. Gender identity may include being female, male, another gender or no gender. The responsibility for determining an individual's gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial development.
- Gender Expression: A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Gender expression refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

- Gender Nonconforming: One's gender expression, gender characteristics or gender identity that does not conform to gender stereotypes "typically" associated with one's legal sex assigned at birth, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, gender fluid or nonbinary.
- Intersex: An umbrella term used to describe natural bodily variations, which can include external genitalia, internal sex organs, chromosomes or hormonal differences that transcend typical ideas of male and female.
- Nonbinary/Genderqueer: An umbrella term for people with gender identities that fall somewhere outside of the traditional conceptions of strictly either female or male. People with nonbinary gender identities may or may not identity as transgender, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns, and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant.
- Sex: It includes, but is not limited to, a person's sex assigned or presumed at birth based on physical characteristics commonly associated with males or females, and is inclusive of a person's gender.
- Sexual Orientation: It means heterosexuality, homosexuality, and bisexuality and is considered to be a person's romantic, emotional, mental and/or sexual attraction to another person based on the gender of the other person.
- Transgender: An umbrella term used to describe people whose gender identity or gender expression is different from the gender they were assigned or presumed at birth. Some individuals who identify as transgender have medically transitioned, are undergoing gender affirming surgeries and hormonal treatments, while others do not choose any form of medical transition. There is no uniform set of procedures that are sought. Individuals may identify as female, male or nonbinary, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant. A transgender girl is a girl who was thought to be a male when she was born. A transgender boy is a boy who was thought to be female when he was born.
- Transition: The unique process in which one goes from living and identifying as one gender to live in alignment with one or more dimensions of the gender with which one identifies. Gender transition can occur at any age and can include social, medical and/or a legal transition.

2. **Guiding Principles and Requirements:** The school shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected. Students may initiate a process to change their name, pronoun, attire and access to School programs, activities and facilities. The school shall customize support to optimize each student's access according to their gender identity.

3. **Privacy and Confidentiality:** All persons, including students, have a right to privacy. This includes keeping a student's actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis.

   Students have the right to openly discuss and express their gender identity and expression, and

to decide when, with whom, and how much information to share.

School personnel may encounter situations where students have not publicly disclosed their gender identity; therefore, school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression.

When communicating with a student's parent, legal guardian, or educational rights holder ("parent"), school personnel should be aware that the student may not have disclosed their gender identity to their parents. When school personnel find it important to discuss a student's gender identity or expression with parents (if, for example, the student is being bullied based on their gender identity or expression), school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

4. **Pupil Records:** The School is required to maintain in perpetuity mandatory permanent pupil records which include the legal name and sex of the student as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. Mandatory interim pupil records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, Individualized Education Programs (IEP) and Section 504 Plans. Permitted pupil records may include, but are not limited to, objective counselor and/or teacher ratings, standardized test scores older than three years, routine discipline data and verified reports of relevant behavior patterns. Per California law, student enrollment forms allow a parent to designate their child's gender as male, female or nonbinary.

   The School will change a student's name and gender, or that of a former student, on pupil records when the name and/or gender of the student are changed. The student or former student may document the gender change by any of the following: State issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender change or both. The new name and/or gender are the student's legal name and gender for all purposes, including school registration. Upon the submission of proper evidence of the aforementioned documentation, the student's legal name and/or gender in all school records shall be changed to reflect the legal name and/or gender change.

5. **Authorization to Use Name and Gender With Which the Student Identifies:** The School shall permit students to use the name and gender with which they identify on school records, including pupil records. The records may include, but are not limited to, identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated records.

   Upon authorization, the School shall input the student's name and gender with which they identify in the appropriate fields of the School's electronic data system to indicate how the student's name and/or gender will appear on documents issued by the school. If the

authorization does not amount to a legal change in name or gender, the change will be reflected in the preferred name section of the School's electronic data system.

After the school receives and verifies the contents of the completed legal authorization, the School shall change the name and/or gender of the student in the School's electronic data system and enter or cross- reference the name as AKA in the cumulative folder and registration card. This change is effective for School records only. If a student were to transfer to another school, the student should inquire at that school about a similar process.

6. **Names/Pronouns:** Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.

   Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.

   If school personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians. For communications with a student's parent/legal guardian, educational rights holders, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."

   Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy and may constitute discrimination under State law.

7. **Student Safety:** School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying or intimidation, which may include providing interim safety and emotional support measures. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression.

   School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.

   School administration shall respond immediately to incidents of discrimination, harassment, bullying or intimidation by taking actions that include, but are not limited to the following: a) intervening to stop the behavior; b) investigating and documenting the matter; c) determining and enforcing appropriate interim measures and corrective actions; and d) monitoring to ensure that the behavior does not reoccur.

   School staff should take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Interim safety measures may include increased monitoring of the parties, providing options for the parties to avoid or

minimize contact in academic and extracurricular settings, safety plans, training and educational materials to address climate, and provision of support resources (e.g., academic support, counseling, health and mental health services).
Students shall not be disciplined on the basis of their actual or perceived gender identity or expression.

Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX/Bullying Complaint Manager in cases where they may be a target or witness.

Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying or intimidation.

In addition to or instead of filing a complaint at a site, any student or their duly authorized representative has the right to file a discrimination, harassment, bullying or intimidation complaint involving gender identity and expression under the Uniform Complaint Procedures with the School's Co-Principal, Samantha Haynes at:
Samantha.Haynes@theblueridgeacademy.org.

8. **Restroom Accessibility:** Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity. Students who identify as nonbinary should be granted access to the facility which they find best aligns with their gender identity.

   If a student desires increased privacy, regardless of the reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms.

9. **Sports, Athletics and Physical Education:** When conducting physical education classes and fitness evaluations, teachers will address and evaluate students by their gender identity.

   Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported. Students are to be tested according to their gender identity when students identify with a gender different from that in their pupil records. Test administration on this instrument allows for a designation of nonbinary or for students to not disclose their gender to the test administrator. However, the Healthy Fitness Zone charts, or health- related standards used to evaluate performance, are based on female and male genders only. In these events, physical education teachers shall make every effort to maintain confidentiality of student information.

   Participation in competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity and in accordance with the California Interscholastic Federation constitution and bylaws. Students who identify as nonbinary should be granted the opportunity to participate in athletic activities they find best align with their gender identity.

10. **School Activities and Programs:** Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, field trips, afterschool activities and programs, and all extra-curricular activities.

11. **Course Accessibility and Instruction:** Students have the right to equitable learning opportunities in their school. Students shall not be required to take or be denied enrollment in a course on the basis of their actual or perceived gender identity or expression in any educational and academic program.

12. **Training and Publication:** The School shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees.

    This policy will be distributed annually to students, parents/guardians and staff and it will also be included in any student codes of conduct, student handbooks and school websites.

Teacher Induction Policy

The Governing Board of Blue Ridge Academy (the "Charter School") committed to providing a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught.

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

1. Outline the California Credentialing System
2. Outline the Induction Program
3. Establish the Individual Learning Plan of a Participating Teacher
4. Establish an Early Completion Option
5. Outline the Qualifications, Selection and Training of Coaches
6. Outline the Selection of Participating Teachers
7. Outline Participating Teacher Competence for the Clear Credential Recommendation

1. **California Credentialing System:** California has a two-tiered credentialing system for teachers. Preliminary programs prepare candidates to obtain an initial teaching credential through successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. The second tier of preparation is a two-year job-embedded individualized induction program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching. Blue Ridge Academy's induction program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

2. **Induction Program Generally:** The Blue Ridge Academy's Induction program is a two-year program that is free of charge to participating teachers. Within the first 30 days of the participant's enrollment in the Blue Ridge Academy's Induction program, the Blue Ridge Academy shall identify and assign an Induction coach to each participating teacher. The coach and participating teacher match is made according to the credentials held, grade level and/or subject area, as appropriate to the participating teacher's employment.

   Each participating teacher shall receive an average of not less than one hour per week of individualized support and mentoring coordinated and/or provided by the coach.

3. **Individual Learning Plan:** Within the first 60 days of the participating teacher's enrollment in the induction program, goals for each participating teacher must be developed within the context of the Individual Learning Plan ("ILP"). The ILP shall be designed and implemented only for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

The ILP is developed based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Coaching support for participating teachers must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design shall serve to strengthen the participating teacher's professional practice and contribute to the participating teacher's retention in the profession.

The ILP must address the *California Standards for the Teaching Profession* and provide the road map for the participating teachers' induction work during their time in the program along with guidance for the coach in providing support. The ILP must be collaboratively developed at the beginning of the Induction by the participating teacher and coach, with input from the Blue Ridge Academy regarding the participating teacher's job assignment, and guidance from the program staff.

The ILP It must include the following:

- Candidate professional growth goals
- A description of how the participating teacher will meet those goals
- Defined and measurable outcomes for the participating teacher
- Planned opportunities to reflect on progress and modify the ILP as needed

4. **Early Completion Option:** The Blue Ridge Academy shall make available and advise participants of an early completion option for "experienced and exceptional" candidates who meet the program's established criteria. In order to qualify for the early completion option, participating teachers must be in year one of the Induction program, have five years of verified superior teaching experience, and have a letter of recommendation from their Regional Coordinator, Program Specialist or Senior Director.

5. **Qualifications, Selection and Training of Coaches:** The Induction program assigns qualified coaches and provides guidance and clear expectations for the coaching experience based on the program's design. Qualifications for coaches shall include the following:
   - Knowledge of the context and content area of the participating teacher's assignment
   - Demonstrated commitment to professional learning and collaboration
   - Possession of a Clear Teaching Credential
   - Ability, willingness, and flexibility to meet candidate needs for support
   - Minimum of three years of effective teaching experience

   Coaches are required to provide "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills. Coaches facilitate participating teacher growth and development through modeling, guided reflection on practice and feedback on classroom instruction. The coaches connect participating teachers with available resources to support their professional growth and accomplishment of the ILP.

   Coaches will be provided ongoing training and support that includes two required trainings with Center for Teacher Innovation (Coach Preview and Induction Orientation), coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual coaching challenges, reflection on coaching practice and opportunities to engage with coaching peers in professional learning networks, and program

processes designed to support participating teacher growth and effectiveness.

Coaches may carry up to 2 participating teachers per year and must have a credential that matches that of the participating teacher(s). Coaches will receive One Thousand Dollars ($1,000.00) per year paid out in equal amounts (less required deductions) over a ten (10) month period. If a coach leaves the employ of Blue Ridge Academy before the end of the ten (10) month period, the coach is not entitled to any unpaid amounts if the coach has not completed his/her coaching obligations.

6. **Selection of Participating Teachers:** Each candidate is reviewed in the Commission on Teacher Credentialing database for credential verification and reviewed for early completion option eligibility.

7. **Participating Teacher Competence for the Clear Credential Recommendation:** The Induction program shall assess the participating teacher's progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of participating teacher progress must reflect the learning and professional growth goals indicated within the ILP and evidence of the participating teacher's successful completion of the activities outlined in the ILP.

   Prior to recommending a candidate for a Clear Credential, the Blue Ridge Academy must verify that the participating teacher has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The Blue Ridge Academy's verification is based on a review of observed and documented evidence, collaboratively assembled by the participating teacher, the coach and/or other colleagues, according to the program's design.

   As part of the Induction program's recommendation verification process also includes a systematic process of reviewing documentation. If a participating teacher is not recommended for a Clear Credential, the participating teacher may rewrite or expand the reflection, revisit the context and illustrate a better understanding of the context and/or next steps. Alternatively, the participating teacher may complete a written appeal form available from [insert title of person] providing additional evidence, as that participating teacher feels is appropriate. In the discretion of the Induction Program, a participating teacher may repeat portions of the program.

School Closure Policy

The Governing Board of Blue Ridge Academy (the "Charter School") is committed to following all applicable laws and related to school closure.

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

1. Establish the Official Action of the Board of Directors to Close the Charter School
2. Outline the Notification Process of a School Closure
3. Outline the Management of Student Records
4. Establish the Preparation of Final Financial Records
5. Outline the Management of Assets of the Charter School
6. Outline Who is Responsible for Liabilities
7. Establish Compliance with the California Corporations Code
8. Establish the Release of Claims

1. **Official Action of the Board of Directors:** Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person(s) responsible for closure-related activities.

2. **Notification of School Closure:** The Board of Directors will promptly notify parents/guardians and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (*e.g.*, Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. A copy of this Policy will also be provided to the Charter School's SELPA. If required by the Charter School's SELPA, the Charter School will provide additional information to ensure: 1) Appropriate transition of special education services for students served by the Charter School; 2) Compliance with state and federal laws; 3) Compliance with state and federal funding requirements; and/or 4) Accuracy and reliability of any data submitted to the Charter School SELPA.

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

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

   As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The records of the Charter School should remain with the nonprofit entity, at least until the nonprofit closes, in which case the records should be maintained by other Charter School-related agencies. If all of the aforementioned agencies have closed, the Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine suitable alternative location for storage.

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

4. **Final Financial Records:** As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

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

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

8. **Release of Claims:** When the Charter School closes, the Charter School shall release and discharge the Charter SELPA and its past and present principals, members, partners, officers, directors, affiliate employees, agents, successors, assigns, attorneys and insurers, collectively with the Charter SELPA, from any and all claims arising out of the operations of the Charter School. Accordingly, the closing Charter School shall promptly withdraw and/or cause to be filed dismissals with prejudice of all applications, requests, reports, complaints or appeals, if any, filed or made as to any such claims.

   Consistent with the release language above, closure of a Charter School terminates the ability for the Charter School and associated entities affiliated with the Charter School to submit claims to any funding or to any Charter SELPA Risk Pool (*e.g.*, Legal Risk Pool, SELPA Set Aside, Rate Smoothing Pool, etc.) effective the date of the Charter School closure and/or termination of membership pursuant to CEO Policy 26. Termination of the ability to submit funding and SELPA Risk Pool claims may be suspended for an Organization Partner with local educational agencies that will continue as Charter SELPA members.

Educational Materials and Restitution Policy

This policy supports Blue Ridge Academy's ("School") efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Blue Ridge Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

1. Provide an Overview for the Educational Materials and Restitution Policy
2. Outline the Procedures for the Restitution Process

1. **Overview:** Students attending School may receive access to certain School property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $10,000.

   The School shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damage any property, or loses or fails to return property, borrowed or personal belonging to the School. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

   The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

   Withholding Grades, Diploma and Transcripts and Transferring Students
   The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. **When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. If the student transfers to a K-12 school, a copy of the student's permanent record must be sent to the requesting district.** The permanent record, or copy, must

be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

2. Procedures:

1. School shall use inventory systems clearly identify the student and type of school property issued to the student.

2. School shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.

3. School shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.

a. The School shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").

b. The Written Notice will inform families the School may contact law enforcement and/or refer the debt to a collections agency.

c. If the parent/guardian disagrees with the School's Written Notice, they may appeal the Written Notice in writing to **[INSERT SCHOOL OFFICIAL]**. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.

d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.

4. Upon receiving notification of the School's decision ("Second Written Notice"), the parent or guardian must pay the outstanding obligation payable to the School or return missing property.

5. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, School may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if the School is withholding the transcript, diploma,

and grades until the parent/guardian pays or remedies the outstanding debt.

6. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.

7. The purpose of this policy is to provide families reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid the School having to seek a legal recourse. If the Second Written Notice is unsuccessful, the School may consider referring the debt to a collections agency as a last resort.

ATTACHMENT A

SAMPLE WRITTEN NOTICE FOR OVERDUE MATERIALS

RE: WRITTEN NOTICE OF OVERDUE MATERIALS & UNPAID FINES

Dear Parent or Guardian:

As part of [**INSERT STUDENT NAME**]'s enrollment with Blue Ridge Academy ("School"), your child was given access to school property for **[INSERT SCHOOL YEAR]**. You were required to return these educational materials at the end of the school year. You have failed to return the following: **[INSERT PROPERTY]**.

California law provides that parents/guardians are responsible for school property loaned to students; therefore, we are requiring that the materials listed above be returned or payment of **[INSERT COST OF PROPERTY]** by [**INSERT DUE DATE**].

The School is authorized to withhold the grades, diploma, and official transcripts of the student, or to deny participation in school activities that are deemed until the debt is addressed. If you do not resolve this debt, the School may contact law enforcement for theft or refer this debt to a collections agency.

You have an opportunity to appeal the imposition of any fees or charges. If you wish to appeal this notice, you must provide a written appeal to **[INSERT NAME AND CONTACT INFORMATION]** by [**INSERT DUE DATE – Same one as due date for payment**]. This appeal must include the reasons why a fee should not be imposed.

If an appeal is submitted, after reviewing any information provided by the parent/guardian and student, the Principal (or his/her designee) shall determine whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian and student shall be notified in writing of the decision. The decision is final. There is no appeal beyond the school level.

If you do not file an appeal or if the School confirms you owe the amount described above after the appeal, you are required to make a payment to the School to resolve the debt incurred for not returning School property. The School, in its discretion, may withhold grades, diplomas, and official transcripts until this debt is discharged.

If you have any questions or concerns about this letter, please contact the Co-Principal, Samantha Haynes at: Samantha.Haynes@theblueridgeacademy.org.

SAMPLE SECOND WRITTEN NOTICE FOR OVERDUE MATERIALS WHERE FAMILY DID NOT RESPOND TO FIRST WRITTEN NOTICE

RE: SECOND NOTICE OF OVERDUE MATERIALS & UNPAID FINES

Dear Parent or Guardian:

As part of [**INSERT STUDENT NAME**]'s enrollment with Blue Ridge Academy ("School"), your child was given access to school property for **[INSERT SCHOOL YEAR]**. You were required to return these educational materials the end of the school year. You have failed to return the following: **[INSERT PROPERTY]**.

California law provides that parents/guardians are responsible for school property loaned to students; therefore, we are requiring that the materials listed above be returned or payment of **[INSERT COST OF PROPERTY]** by [**INSERT DUE DATE**].

You did not respond to the Written Notice provided by the School on **[INSERT DATE OF WRITTEN NOTICE]**. Therefore, the School will withhold the grades, diploma, and official transcripts of [**INSERT STUDENT NAME**] as of the date listed above on this letter.

If you do not resolve this debt by [INSERT DUE DATE], the School intends to refer this debt to a collections agency. Please note that the School intends to also provide your contact information to law enforcement because your failure to return school property may constitute theft. Of course, we prefer avoiding these sorts of actions and trust you will return the school property immediately to resolve this matter. Your failure to return the educational materials harms your child and other school children who would otherwise benefit from these educational materials.

If you have any questions or concerns about this letter, please contact the Co-Principal, Samantha Haynes at: Samantha.Haynes@theblueridgeacademy.org.

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

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

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

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

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

Blue Ridge Academy
Master Agreement for Independent Study

Student:
Student Number:
Address:
Location:
1st Phone Number:
DOB:
Program Placement:

Contract Term: Full Year
Beginning Date:
End Date:
Year:
2nd Phone Number:
Grade Level:
School for Classroom Option:

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established programs's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record(AWR)Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value

Methods of Study: Specific methods of study will be designated on the Assignment and Work (AWR)Record and are incorporated herein. Examples of methods of study for the student will include but are not limited to: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) Forms and are incorporated herein.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, Finals.

Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Email, Online, Phone. Time: ~~8-5 p.m.~~ 8:30 am - 5:00 pm Day: M-F. Frequency: at least once every 20 school days. Location: Virtual or In-Person. The duration of these Master Agreement requirements shall be for: Full Year.

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Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil maybe required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the board policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 2 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Additional Courses: Additional courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature	Date
Parent/Guardian/Caregiver Signature	Date
Supervising Teacher Signature	Date
Other Signature	Date
Other Signature	Date
Other Signature	Date
Other Signature	Date

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Blue Ridge Academy
Acknowledgement of Responsibilities

Student:
Student Number:
Address:
Location:
1st Phone Number:
DOB:
Program Placement:

Contract Term: Full Year
Beginning Date:
End Date:
Year:
2nd Phone Number:
Grade Level:
School for Classroom Option:

Students Agreement/Responsibilities

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

Parent/Legal Guardians Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my childs scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my childs placement in accordance with the schools policies and procedures.

Independent Study Teachers Agreement

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

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We, the undersigned, understand the voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Student Signature	Date
Parent/Guardian/Caregiver Signature	Date
Teacher Signature	Date
Other Signature	Date

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Blue Ridge Academy

2019-2020 Board Meeting Calendar

August 2019

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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February 2020

Su	M	Tu	W	Th	F	Sa
						1
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March 2020

Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
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12	13	14	15	16	17	18
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26	27	28	29	30		

May 2020

Su	M	Tu	W	Th	F	Sa
					1	2
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24	25	26	27	28	29	30
31						

June 2020

Su	M	Tu	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30				

July 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Board Meetings

Sep 21	Board Training 9:00am - 4:00pm
Oct 21	Board Meeting 6:00 pm
Nov 18	Board Meeting 6:00 pm
Dec 9	Board Meeting 6:00 pm

Jan 27	Board Meeting 6:00 pm
Feb 24	Board Meeting 6:00 pm
Mar 23	Board Meeting 6:00 pm
April 20	Board Meeting 6:00 pm
May 18	Board Meeting 6:00 pm
Jun 15	Board Meeting 6:00 pm

Nicole Villarreal-Zolfo M.A., M.S.

EDUCATION

California Southern University, Costa Mesa, California 2017 - 2020
Psy.D. in Psychology
Industrial and Organizational Psychology
Expected Completion May 2020

University of La Verne, La Verne, California 2013 - 2017
Psy.D. in Clinical Psychology

University of La Verne, La Verne, California 2009 - 2012
Master of Science in Clinical Psychology

Azusa Pacific University, Azusa, California 2006 - 2008
Master of Arts in Clinical Psychology
Marriage and Family Therapy
Alpha Chi National College Honor Society

University of La Verne, La Verne, California 2004 - 2006
Bachelor of Science
Psychology
Psi Chi National Honor Society in Psychology

Citrus College, Glendora, California 2002 - 2004
Associate of Arts
Social and Behavioral Sciences

CLINICAL & PROFESSIONAL EXPERIENCE

Occidental College, Emmons Wellness Center, Los Angeles 2016 – 2017
Pre-doctoral Psychology Intern
Under the supervision of three licensed clinical psychologists, provided direct mental health services to students and indirect services to the college community. Conducted intake interviews with students requesting counseling services and completed required clinical documentation via electronic recordkeeping system within the same day. Provided individual and group counseling to students on a scheduled basis or through crisis intervention. Consulted with supervisors and staff as needed. Provided outreach workshops and lectures to the campus community. Acted as a campus resource on psychology and represented Counseling and Psychological Services in the university community. Acted as a liaison between client and campus or community resources as needed. Provided consultation to staff, faculty, and parents seeking assistance with troubled students or those with serious mental health issues. Attended training seminars, staff meetings and supervision on a weekly basis and in a prompt manner. Represented the department and division at public relations events as requested. Interacted with staff and students in a professional and ethical manner. Participated in supervision and training with openness to learning and receiving feedback.
Supervisors: Jennifer Heetderks, Psy.D.
Matthew Calkins, Psy.D.
Anna Rivera, Ph.D.

National Eating Disorders Association (NEDA), New York, NY 2016 – present
Online Forum Moderator
Oversee all comments and posts from members of the NEDA online community. Using the community guidelines and knowledge obtained through reading the forum guidelines, monitor new posts and add comments to posts that need to be addressed. Occasionally reach out to the community to encourage them to contact the NEDA Helpline for support and to mediate serious conversations. The forum moderator's goal is to keep the online chat free of triggering material by deleting any post that could be harmful to others, and maintaining a positive atmosphere encouraging that recovery is possible, and that NEDA is available for support. Weekly supervision and feedback were provided.
Supervisor: Lauren Smolar

Reservoir Therapy, Los Angeles, Ca 2015 – 2017
Program Development
Under the supervision of a licensed pediatric psychologist in private practice, in process of reviewing literature to develop empirically supported educational modules. Modules will assist in the training of individuals to provide in-home support for eating disorder patients. The program leads will implement strategies to help parents and families provide structure and support to children and adolescents with eating disorders before, during and after meals.
Supervisor: Mery Macaluso Taylor, Ph.D.

Children's Hospital of Orange County (CHOC), Orange County, Ca 2012 – 2018
Pediatric Psychology Research Assistant
Under the supervision of a licensed pediatric psychologist, completed and submitted all documentation for initial institutional review board evaluation. Obtained permissions to use survey measures. Conducted internet-based and library research. Edited and resubmitted protocols and other required research documentation. Recruited research subjects and obtained informed consent. Coded data in preparation for computer entry and prepared and managed online survey database.
Supervisor: Mery Macaluso Taylor, Ph.D.

Children's Hospital of Orange County (CHOC), Orange County, Ca 2011 – 2012
Pediatric Psychology Outpatient Extern
Under the supervision of a licensed pediatric psychologist, experienced a variety of positions through a yearlong participation in both inpatient and outpatient psychology services at CHOC. Completed intakes to assess appropriateness of applicants requesting services. Ensured that all current and background information, records, documents and test results that might be relevant to the treatment matching process are readily available. Assigned accepted clients to the waiting list and monitored for available psychologist.
Provided a broad range of out-patient mental health services for children and adolescents with a variety of medical and psychological diagnoses including group and individual counseling, case management, information and referral, charting and documentation, treatment planning, and other related professional duties within the context of a multi-disciplinary children's hospital.
Supervisor: Mery Macaluso Taylor, Ph.D.

Pediatric Consultation & Liaison Extern
Provided inpatient consultation services with a faculty supervisor to medical sections in the hospital. Assessed psychosocial concerns and provided appropriate interventions during patient's hospital stay. Psychological interventions may address coping/adjustment, developmentally appropriate understanding of diagnosis/treatment, procedural distress, grief, traumatic stress, or other emotional/behavioral difficulties. Served as liaison between the medical provider and patient/family to better enhance communication and facilitate understanding. After an initial assessment, interventions may range from a referral for outpatient psychotherapy to referrals for neuropsychological assessment to interventions with the child and/or family while in the hospital.
Supervisor: Mery Macaluso Taylor, Ph.D.

Pediatric Endocrinology Clinic Extern
Provided outpatient consultation services to diabetes patients and their families. Worked closely with a multi-disciplinary endocrinology treatment team comprised of physicians, diabetes nurse educators, nutritionists, and social workers, with a focus on patients with diabetes. Consultations have included coping with new diagnosis or treatment, adherence issues, school issues, and psychological factors affecting medical conditions.
Supervisor: Mery Macaluso Taylor, Ph.D.

Casa Colina Centers for Rehabilitation, Pomona, Ca 2010 – 2011
Neuropsychology Doctoral Extern
Under the supervision of the Director of Neuropsychology, conducted clinical neuropsychological assessments for inpatient and outpatient children, adults, and older adults. Wrote individual psychological assessment battery reports and gave recommendations to a multidisciplinary treatment team to inform patient treatment planning. Worked with various rehabilitation professionals: clinical neuropsychologists, physicians from various specialties, occupational therapists, physical therapists, speech/language pathologists, and case managers. Populations serviced are ethnically and religiously diverse, including adult patients who have a primary medical neurological diagnosis (e.g., head injury, spinal cord injury, stroke, neurodegenerative disorders, brain tumors, chronic pain; and child and adolescent patients who have either a primary medical/neurological diagnosis (e.g., brain tumor, head injury, epilepsy) or a neurodevelopmental disorder (e.g., autism spectrum disorder, ADHD, learning disability). Many patients have co-morbid psychological/psychiatric disorders (e.g., adjustment disorder due to traumatic injury, mood disorders, anxiety disorders, substance abuse problems, and occasionally psychotic disorders).
Supervisor: Laura Siebert, Ph.D.

West End Family Counseling Services, Ontario, Ca 2007 - 2008
Norton-Fisher Child and Family Center
Marriage and Family Therapist Trainee
Under the direction of a licensed clinical social worker, provided a broad range of outpatient mental health services within two elementary schools. These included individual, family, and group counseling, case management, information and referral, charting and documentation, inter-agency communication, staff consultation, and other related professional duties within the context of a multi-program community mental health center.
Supervisor: Jodi Smith, LCSW-RPTS

Live Oak Canyon School, Covina, Ca 2006 - 2008
Classroom Instructional Aide
Assisted certified classroom teacher with instructional activities such as aiding small groups of students in various subject areas. Encouraged children to work independently. Assisted students individually with special assignments and academic problems. Encouraged safety habits in work and play as well as enriched classroom activities through the use of personal experiences and interests. Organizational responsibilities included recording attendance, preparing classroom instruction, and gathering resource and supplementary materials.
Supervisor: Jackie Wilson

One on One Instructional Aide
Assisted a certified teacher in reinforcing instructional and behavioral management to one assigned student in the classroom and overall program. An aide is needed as defined through the student's Individual Educational Plan (IEP). Coordinated with teacher to create lesson plans and assignments to reinforce learning concepts. Tutored individual student by reinforcing instruction as directed, monitored and oversaw student assignments and tests. Prepared, typed and duplicated instructional materials, scored papers, recorded grades and maintained student file as assigned.
Supervisor: Jackie Wilson

Counselor Aide
Assisted staff and faculty with behavioral management of students in classrooms, around the campus and during transportation to and from school. Supervised student movement outside of classroom and kept accurate records of behavioral management data. Wrote incident reports with regards to aggressive and violent behavior that resulted in injury to the student or others.
Supervisor: Fred Gonzalez

Allen's Teen Care, Covina, Ca 2004 - 2005
Child Care Worker
Provided care for young girls between 13 and 18 years of age in a residential treatment facility setting. Responsibilities included meal preparation, travel to school and various appointments and outings, enforcing disciplinary guidelines, and providing a safe environment. Distributed medications both over the counter and as prescribed. Frequent interaction with assigned social workers, therapists, and psychiatrists necessary to maintain accurate records of health and behavioral changes.
Supervisor: Linda Allen

The David & Margaret Home, La Verne, Ca 2004 - 2005
Mentor
Assigned to mentor a young adolescent female who required an adequate support system while under the care of the State of California. Interacted with case managers and therapists with regards to behavioral changes. Used positive role modeling to assist in the development of self-esteem, coping skills, and social abilities. Facilitated responsible decision-making by listening, encouraging, and demonstrating maturity through personal actions.
Supervisor: Renee Gomez

TEACHING EXPERIENCE

University of La Verne, La Verne, Ca 2009 - 2010
Counseling and Interview Skills
Teaching Assistant
Assisted undergraduate students during classroom lab hours. Facilitated role-play therapy sessions utilizing and applying theory based helping skills learned throughout the semester.
Supervisor: Christopher Liang, Ph.D.

OUTREACH & VOLUNTEER WORK

Occidental College, Emmons Wellness Center, Los Angeles, Ca
The Benefits and Practice of Mindfulness
Created and presented a psycho-educational workshop to assistants belonging to the Project Safe prevention and intervention program dedicated to ending sexual violence on the Occidental College campus. Provided an introduction to mindfulness and lead groups in mindfulness exercises.
Supervisor: Anna Rivera Ph.D.

Occidental College, Emmons Wellness Center, Los Angeles, Ca
Behind Closed Doors
Participated in the observation and feedback of Occidental College residential advisors (RA's) training to respond to students in distress. Feedback was provided to students during role-play vignettes addressing topics such as depression, suicidal ideation, substance use and alcohol use, sexual assault, abusive relationships, vandalism and roommate conflict. Facilitated small group discussions with residential advisors using prompts regarding personal safety, managing and processing intense feelings, and developing trust in peer relationships.
Supervisor: Jennifer Heetderks Psy.D.

Bonita Unified School District, La Verne, Ca
Oak Mesa Elementary School Site Council
Participated with teachers, parents, and employees to assist principal in developing, reviewing, and evaluating school improvement programs and school budgets. Worked jointly over the course of a 2-year elected term to create goals for the school and continue to evaluate progress on stated objectives. Consideration is given to overall test scores, attendance, discipline records, and parent/student need assessments when identifying goals.

Casa Colina Centers for Rehabilitation, Pomona, Ca
A. Gary Anderson Children's Center
All About M.E. (Managing Emotions Social Skills Group)
Participated in the project development of an empirically supported nine-week social skills group for children ages 6 to 17 with established clinical diagnoses of ADHD and/or Autism Spectrum Disorder.
Supervisor: Laura Seibert, Ph.D.

City of Claremont Mountain View Elementary School, Claremont, Ca
Bully Prevention Training Module
Participation in the development and facilitation of a 2-hour workshop designed to increase the knowledge and awareness of bullying among parents and school administration.
Supervisor: Christopher Liang, Ph.D.

City of Claremont Mountain View Elementary School, Claremont, Ca
Bully Prevention Training Module
Participation in the development and facilitation of a 30-minute workshop designed specifically to increase the knowledge and awareness of bullying and emotions of kindergarten aged children.
Supervisor: Christopher Liang, Ph.D.

PROFESSIONAL AFFILIATIONS

American Psychological Association (Graduate Student Affiliation) 2009 – 2017

REFERENCES

Matthew Calkins, Psy.D.
Licensed Clinical Psychologist
Occidental College
Associate Director of Student Wellness Services
Director of Psychological Services
Emmons Wellness Center
1600 Campus Road
Los Angeles, CA 90041
Office: (323) 259 – 2657
mgcalkins@oxy.edu

Mery Macaluso Taylor, Ph.D.
Licensed Pediatric Psychologist
Children's Hospital of Orange County
Department of Children's Psychology & Psychiatry
1120 West La Veta Avenue
Suite #470
Orange, CA 92868
Office: (714) 509 – 8481
mtaylor@choc.org

Jennifer Heetderks, Psy.D.
Licensed Clinical Psychologist
Occidental College
Assistant Director of Psychological Services
Emmons Wellness Center
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Los Angeles, CA 90041
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