

**Ingenuity Charter School**

**Charter Renewal Petition**

**July 1, 2019 to June 30, 2027**

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## **EXECUTIVE SUMMARY**

Ingenuity Charter School (“Charter School”) serves grades 6-12. In 2012-2013, The O’Farrell Charter School changed its bylaws and modified its corporation to become The O’Farrell Charter Schools’ (plural) (“O’Farrell Schools”) to provide educational opportunities on several educational platforms. The San Diego Unified School District Board of Education approved such changes in the winter of 2013. Since that time, O’Farrell’s governing board, staff, and parent support committees expressed interest in a “non-seat based” charter school. To achieve this goal O’Farrell created Ingenuity Charter School. Ingenuity was instituted to help students who are struggling within the traditional school setting or need an alternative learning environment. Ingenuity offers a blended learning environment where students, in collaboration with parents/guardians and teachers, have the opportunity to take responsibility for their own learning.

Ingenuity has Resource Centers located at 3 different locations within San Diego Unified boundaries. Resource Center locations:

6130 Skyline Drive, San Diego, CA 92114 (site owned by the San Diego Unified School District (“District”))  
324 Euclid Ave. Suite 401, San Diego, CA 92114 and 8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977

The initial charter was approved by the District on November 18, 2014. The Charter School is seeking a five-year term beginning July 1, 2019, and ending June 30, 2024. The current charter term was extended through June 30, 2027 under Education Code section 47607.4. The Charter School’s student demographics are summarized below in the table.

### **Student Demographics 2022-2023 of Ingenuity Charter School**

|                                 |       |  |                                     |       |
|---------------------------------|-------|--|-------------------------------------|-------|
| Socioeconomically Disadvantaged | 91.6% |  | Hispanic or Latino                  | 64.3% |
| English Learners                | 19.5% |  | Black or African American           | 13.6% |
| Students with Disabilities      | 27.9% |  | Filipino                            | 3.9%  |
|                                 |       |  | Two or More Races                   | 9.1%  |
|                                 |       |  | Asian                               | 1.9%  |
|                                 |       |  | White                               | 6.5%  |
|                                 |       |  | Native Hawaiian or Pacific Islander | 0%    |
|                                 |       |  | American Indian or Alaska Native    | .6%   |

A unique feature of the Charter School is its commitment to serving underrepresented students. Specifically students that fall into the following categories.

- Students who desire or are in need of a standardized, flexible, and personalized learning approach to education.
- Students of all ability levels, including but not limited to special education (SPED), Gifted and Talented (GATE), and English Language Learners (ELL).
- Students who are in need of an alternative approach to the traditional school setting.
- Students who are in need of another academic setting due to disciplinary actions such as suspension or expulsion.
- Students who are wards of the court to include Foster Youth.
- Students who are academically at-risk of dropping out and/or recovered dropouts.
- Students who are pregnant and/or parenting.
- Students who have been considered habitually truant.

The Charter School meets academic renewal criteria pursuant to its eligibility under the Dashboard Alternative School Status (DASS). Alternative schools participating in the DASS program are limited to certain eligibility requirements.

Alternative schools are schools that serve high-risk students, but are not explicitly required to do so in the EC. These include: (1) alternative schools of choice and (2) charter schools that serve high-risk students. These schools must have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

- Expelled, including situations in which enforcement of the expulsion order was suspended
- Suspended more than 10 days in a school year
- Wards of the Court or dependents of the court
- Pregnant and/or Parenting
- Recovered Dropouts
- Habitually Truant or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth
- Homeless Youth

As part of the Charter School's alternative accountability measures, Northwest Evaluation Association (NWEA) is utilized school-wide.

#### NWEA description

The Charter School delivers NWEA Measuring Academic Progress (MAP) Growth assessments three times per year. These assessments in math and reading are computer adaptive and produce reliable data that reveal an accurate learning level for every student regardless of the student's ability or grade level. MAP Growth assessments identify areas of strength and instructional opportunity for each student, as well as overall performance. All MAP assessments are designed to measure growth over time. These MAP results are then automatically linked to the Charter Schools Edgenuity curriculum. The curriculum can then be customized by individual student to support successful academic outcomes. Each question on the MAP Growth assessment is calibrated to the Rasch Unit scale (RIT). The RIT scale uses item difficulty values to measure student achievement independent of grade level.

#### Academic Information for Ingenuity Charter School

2015-2016 - Insufficient data. Not statistically reliable.  
Less than 10 students in each grade level.

| <b>2016-2017</b>   |                            |                            |                            |                            |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                    | <b>Math</b>                |                            | <b>ELA</b>                 |                            |
| <b>Grade Level</b> | <b>Session 1</b>           | <b>Session 2</b>           | <b>Session 1</b>           | <b>Session 2</b>           |
| 6                  | Not statistically reliable | Not statistically reliable | Not statistically reliable | Not statistically reliable |
| 7                  | Not statistically reliable | Not statistically reliable | Not statistically reliable | Not statistically reliable |
| 8                  | Not statistically reliable | Not statistically reliable | Not statistically reliable | Not statistically reliable |
| 9                  | 226.6                      | 215.9                      | 220.0                      | 215.3                      |
| 10                 | 220.8                      | 222.8                      | 214.1                      | 218.2                      |
| 11                 | 223.3                      | 222.7                      | 210.9                      | 218.3                      |
| 12                 | 225.0                      | 229.3                      | 216.2                      | 226.5                      |

| <b>2017-2018</b>   |                            |                            |                            |                            |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                    | <b>Math</b>                |                            | <b>ELA</b>                 |                            |
| <b>Grade Level</b> | <b>Session 1</b>           | <b>Session 2</b>           | <b>Session 1</b>           | <b>Session 2</b>           |
| 6                  | Not statistically reliable | Not statistically reliable | Not statistically reliable | Not statistically reliable |
| 7                  | Not statistically reliable | Not statistically reliable | Not statistically reliable | Not statistically reliable |
| 8                  | 209.3                      | 211.8                      | 205.2                      | 210.0                      |
| 9                  | 213.2                      | 214.5                      | 206.0                      | 214.9                      |
| 10                 | 219.7                      | 222.0                      | 216.4                      | 218.9                      |
| 11                 | 223.3                      | 220.1                      | 214.5                      | 217.8                      |
| 12                 | 221.9                      | 224.8                      | 217.3                      | 224.6                      |

NWEA gathers anonymous assessment data from over 10.2 million students to create national norms. Educators are able to compare their students' performance against these norms to evaluate programs and improve instruction. Below are the tables taken from NWEA.

| <b>READING Student Status Norms</b>     |                   |           |                 |           |                 |           |
|-----------------------------------------|-------------------|-----------|-----------------|-----------|-----------------|-----------|
|                                         | <b>Begin-Year</b> |           | <b>Mid-Year</b> |           | <b>End-Year</b> |           |
| <b>Grade Level</b>                      | <b>Mean RIT</b>   | <b>SD</b> | <b>Mean RIT</b> | <b>SD</b> | <b>Mean RIT</b> | <b>SD</b> |
| <b>K</b>                                | 141               | 13.54     | 151.3           | 12.73     | 158.1           | 12.85     |
| <b>1</b>                                | 160.7             | 13.08     | 171.5           | 13.54     | 177.5           | 14.54     |
| <b>2</b>                                | 174.7             | 15.52     | 184.2           | 14.98     | 188.7           | 15.21     |
| <b>3</b>                                | 188.3             | 15.85     | 195.6           | 15.14     | 198.6           | 15.1      |
| <b>4</b>                                | 198.2             | 15.53     | 203.6           | 14.96     | 205.9           | 14.92     |
| <b>5</b>                                | 205.7             | 15.13     | 209.8           | 14.65     | 211.8           | 14.72     |
| <b>6</b>                                | 211               | 14.94     | 214.2           | 14.53     | 215.8           | 14.66     |
| <b>7</b>                                | 214.4             | 15.31     | 216.9           | 14.98     | 218.2           | 15.14     |
| <b>8</b>                                | 217.2             | 15.72     | 219.1           | 15.37     | 220.1           | 15.73     |
| <b>9</b>                                | 220.2             | 15.68     | 221.3           | 15.54     | 221.9           | 16.21     |
| <b>10</b>                               | 220.4             | 16.85     | 221             | 16.7      | 221.2           | 17.48     |
| <b>11</b>                               | 222.6             | 16.75     | 222.7           | 16.53     | 222.3           | 17.68     |
| <b>MATHEMATICS Student Status Norms</b> |                   |           |                 |           |                 |           |
|                                         | <b>Begin-Year</b> |           | <b>Mid-Year</b> |           | <b>End-Year</b> |           |
| <b>Grade Level</b>                      | <b>Mean</b>       | <b>SD</b> | <b>Mean</b>     | <b>SD</b> | <b>Mean</b>     | <b>SD</b> |
| <b>K</b>                                | 140               | 15.06     | 151.5           | 13.95     | 159.1           | 13.69     |
| <b>1</b>                                | 162.4             | 12.87     | 173.8           | 12.96     | 180.8           | 13.63     |
| <b>2</b>                                | 176.9             | 13.22     | 186.4           | 13.11     | 192.1           | 13.54     |
| <b>3</b>                                | 190.4             | 13.1      | 198.2           | 13.29     | 203.4           | 13.81     |
| <b>4</b>                                | 201.9             | 13.76     | 208.7           | 14.27     | 213.5           | 14.97     |
| <b>5</b>                                | 211.4             | 14.68     | 217.2           | 15.33     | 221.4           | 16.18     |
| <b>6</b>                                | 217.6             | 15.53     | 222.1           | 16        | 225.3           | 16.71     |
| <b>7</b>                                | 222.6             | 16.59     | 226.1           | 17.07     | 228.6           | 17.72     |
| <b>8</b>                                | 226.3             | 17.85     | 229.1           | 18.31     | 230.9           | 19.11     |
| <b>9</b>                                | 230.3             | 18.13     | 232.2           | 18.62     | 233.4           | 19.52     |
| <b>10</b>                               | 230.1             | 19.6      | 231.5           | 20.01     | 232.4           | 20.96     |
| <b>11</b>                               | 233.3             | 19.95     | 234.4           | 20.18     | 235             | 21.3      |

As shown by the tables above, the majority of students that enroll at the Charter School initially score one or more grade levels below the norm in both reading and math.

**Historical CBEDS Enrollment and Academic Information for Ingenuity Charter School**

| Enrollment year | Total Enrollment | CAASPP<br>ELA Met or Exceeded | CAASPP<br>Math Met or Exceeded |
|-----------------|------------------|-------------------------------|--------------------------------|
| 2015-16         | 26               | 32%                           | 5.88%                          |
| 2016-17         | 112              | 18.47%                        | 5.88%                          |
| 2017-18         | 174              |                               |                                |

**CAASPP Comparison by the School (16-17)**

|                      | Ingenuity | SD Community | Garfield | Twain  |
|----------------------|-----------|--------------|----------|--------|
| ELA Met or Exceeded  | 18.47%    | 5.97%        | 14.1%    | 20.69% |
| Math Met or Exceeded | 5.8%      | 1.03%        | 1.1%     | 3.47%  |

The table below summarizes the projected enrollment for the term of charter.

**Projected Enrollment of Ingenuity Charter School**

|         | Grades 6-8 | Grades 9-12 | Total |
|---------|------------|-------------|-------|
| 2019-20 | 50         | 200         | 250   |
| 2020-21 | 50         | 200         | 250   |
| 2021-22 | 50         | 200         | 250   |
| 2022-23 | 50         | 200         | 250   |
| 2023-24 | 50         | 200         | 250   |

The Charter School is proud to serve the students and their families who enroll. Should any additional information or documentation be required by the District as part of its charter renewal analysis, the Charter School is happy to provide it.

## **AFFIRMATIONS, ASSURANCES, AND DECLARATIONS**

1. The Charter School shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act, commencing with Government Code section 3540.
2. The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.
3. The Charter School shall, on a regular basis, consult with parents/guardians and teachers regarding its educational programs.
4. The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a student on the basis of the characteristics listed in Education Code section 220.
5. Except as provided below, admission to the Charter School shall not be determined according to the place of residence of the student, or of their parent/guardian, within this state.
  - a. The Charter School shall admit all students who wish to attend the Charter School. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing ("lottery"). Preference shall be extended in the following priority: children of the Charter School staff, siblings of currently enrolled students, currently enrolled students, and students who reside in the District.
  - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200.
  - c. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.
  - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Parents/guardians are encouraged, but never required, to volunteer.
6. If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. This paragraph applies only to students subject to compulsory full-time education pursuant to Education Code section 48200.
7. The Charter School shall comply with all applicable federal and state laws including but not limited to the Individuals with Disabilities Education Act ("IDEA") and the Family Educational Rights and Privacy Act ("FERPA").
8. The Charter School serves grades 6-12 located at 6130 Skyline Drive, San Diego, CA 92114 (site owned by the San Diego Unified School District ("District")) 324 Euclid Ave. Suite 401, San Diego, CA 92114 and 8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977. Administrative services are provided through a combination of directly-hired internal staff, as well as contracts with third-party entities, which may include a back-office provider with experience in providing administrative services to charter schools, such as the Charter School Management Corporation.

9. The Charter Schools has elected to be operated as a nonprofit public benefit corporation. Pursuant to Education Code section 47604(d), the District is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the District has complied with all oversight responsibilities required by law.
10. The Charter School submits its three-year cash flow and three-year operational budget.
11. The Charter School shall maintain any insurance coverage minimums that the District requires of all other charter schools authorized by the District.
12. Reasonably comprehensive descriptions of new requirements of charter schools enacted into law after the charter was last renewed are detailed below within each element.
13. The Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii).
14. The Charter School shall not request a student's records or require a parent, guardian, or student to submit the student's records to the school before enrollment.
15. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). This paragraph shall not apply to actions taken by the Charter School pursuant to the procedures by which student can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason.
16. The Charter School shall comply with Education Code section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent or guardian as required.



February 22, 2024

Cindy Wagner

Date

Superintendent and Lead Petitioner

The O'Farrell Charter Schools

## 1. **EDUCATIONAL PROGRAM**

This section provides a description of the educational program of the Charter School, as required by Education Code section 47605(c)(5)(A).

### **STUDENT POPULATION**

The Charter School is a neighborhood public school that targets its enrollment from students who live in the surrounding areas within the District. The majority of the students enrolled at the Charter School reside in the attendance boundaries of Bell Middle, Knox Middle, Morse High, and Lincoln High. A small percentage of students reside in the Sweetwater School District, Grossmont School District, and other adjacent school districts within San Diego County.

The Charter School currently serves approximately 58 students in grades 6-8, and 173 students in grades 9-12. The majority of students enrolled at the Charter School are eligible for the free or reduced-price meal program and categorized by the California Department of Education (“CDE”) as socioeconomically disadvantaged. Many students are being raised by a single parent, grandparent, and/or has a parent who is active duty military personnel. The composition of the students of the Charter School by ethnicity and other groups defined by the CDE are summarized in below in the table, which shows that the Charter School students generally reflect the demographics of the surrounding non-charter public schools.

#### **Composition of the Student Population 2017-18**

|                                  | Ingenuity | SDUSD | Encanto | Valencia Park | Bell Middle | Knox Middle | Morse High | Lincoln High |
|----------------------------------|-----------|-------|---------|---------------|-------------|-------------|------------|--------------|
| Hispanic or Latino of Any Race   | 66.9%     | 46.5% | 75.8%   | 48.5%         | 42.1%       | 81.0%       | 36.2%      | 68.7%        |
| American Indian or Alaska Native | 0.0%      | 0.3%  | 0.2%    | 1.0%          | 0.0%        | 0.3%        | 0.4%       | 0.0%         |
| Asian                            | 0.6%      | 8.5%  | 2.7%    | 10.6%         | 1.9%        | 1.8%        | 2.9%       | 3.7%         |
| Pacific Islander                 | 0.6%      | 0.4%  | 0.4%    | 1.6%          | 2.7%        | 1.6%        | 1.8%       | 0.9%         |
| Filipino                         | 2.3%      | 4.9%  | 2.1%    | 3.5%          | 28.6%       | 1.4%        | 34.1%      | 1.4%         |
| African American                 | 17.1%     | 8.7%  | 10.3%   | 25.8%         | 13.5%       | 10.4%       | 14.4%      | 18.6%        |
| White                            | 5.7%      | 23.0% | 3.4%    | 1.2%          | 3.1%        | 1.0%        | 1.5%       | 2.5%         |

|                                 |       |       |       |       |       |       |       |       |
|---------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Two or More Races               | 6.9%  | 7.2%  | 4.2%  | 6.5%  | 7.0%  | 1.1%  | 8.1%  | 2.4%  |
| Ethnicity Not Reported          | 0.0%  | 0.8%  | 0.8%  | 1.4%  | 0.9%  | 1.4%  | 0.6%  | 1.7%  |
| Socioeconomically Disadvantaged | 74.2% | 59.6% | 91.8% | 89.8% | 78.8% | 95.3% | 79.4% | 86.2% |
| Students with Disabilities      | 20.6% | 12.9% | 15.0% | 14.0% | 16.1% | 19.4% | 12.1% | 17%   |
| Homeless                        | 1.3%  | 5.1%  | 36.8% | 10%   | 10%   | 13.9% | NA    | 12%   |
| Foster Youth                    | 0.0%  | 0.3%  | 0.02% | 0.1%  | 0.08% | 0.03% | 0.03% | 0.05% |
| English Learners                | 19.4% | 23.9% | 40.2% | 39%   | 21.0% | 39.6% | 13.5% | 32%   |

### **MISSION AND VISION STATEMENT**

Ingenuity Charter School is a community-oriented Independent Study program dedicated to fostering student centered academic achievement in a unique blended learning environment. We promote emotional and social growth and maintain a safe and secure learning environment for all enrolled students.

Ingenuity Charter School provides a personalized academic plan based on a student's learning style, academic need, and personal educational goals. We offer a variety of online course options, small group workshops, hands-on learning experiences, one on one tutoring, post high school planning, and service learning projects to ensure each student has a well-balanced academic program.

Ingenuity Charter School's academic program draws on the efforts of motivated students, a talented and qualified faculty, and the ongoing commitment from the community to empower our students to become Competent, Creative, Collaborative, Critical thinkers who effectively communicate and are prepared to contribute to society.

Ingenuity's unique 3-track, full year calendar design, allows for many students to not only catch up on deficient credits but also to return to a traditional setting if that is the preference of the student. In that regard, Ingenuity is largely re-directive in nature. With the desire to either make up credits or excel, many students take the summer months as an opportunity to enroll in Ingenuity to help meet their overall educational goals.

Ingenuity Charter is a unique, student centered, blended learning, Independent Study program that focuses on the five elements of high quality 21st century education.

Competence- Students will show competence with mastery of Ingenuity's California Common Core standards based curriculum

Critical Thinking- Students' critical thinking skills will be nurtured, developed, and measured by our blended curriculum.

Collaboration – Students will learn to collaborate by building relationships, working in groups, in partners, and with the community.

Creativity-Students will thrive creatively with our Personalized Academic Plan that promotes individuality and innovation.

Communication- Ingenuity will focus on continuous improvement of communication skills by requiring daily application through verbal, written, and digital means.

Our mission is to create a unique independent study school atmosphere in which children can thrive and grow as individuals. Our goal is for students to see themselves as an individual capable of great achievements, and as a part of a larger learning community at school. The Charter School will achieve academic excellence, build strong relationships with students and families, and develop students with exceptional character.

**Academic Excellence:** Academic excellence will be reached through a qualified and innovative staff who teaches to the highest standard in a safe learning community that enables students to achieve their individual academic goals.

**Relationships:** Our dedicated staff will motivate students to succeed by building relationships with students and families and fostering unity between all stakeholders.

**Character Development:** Staff will teach students to act with integrity, treat others with respect, be resilient in the face of obstacles, and take responsibility for their actions.

Due to the high volume of at-risk students being served, Ingenuity meets the requirements to be classified under the Alternative School Accountability Model (ASAM). The Dashboard Alternative School Status (DASS) has replaced the Alternative Schools Accountability Model (ASAM). Schools that participate in DASS will not receive a California School Dashboard in fall 2017. The California Department of Education is developing measures appropriate for alternative schools, for implementation in fall 2018. The LCAP will address the alternative programs used to measure student progress.

## **AN EDUCATED PERSON IN THE 21ST CENTURY**

The Charter School defines an “educated person in the 21st century” as an individual who is making positive contributions to the local community and the world. This person is responsible, literate, and engages in critical thinking. Students are responsible for learning the rules of the Charter School, contributing to the safety of the campus, and working cooperatively and collaboratively. Literacy includes learning content area concepts and skills and using technology in a meaningful way to gather and analyze information and communicate ideas. Students are required to approach a problem from different perspectives and develop solutions using information gathered from diverse materials, technologies, and experiences.

## **HOW LEARNING BEST OCCURS**

The Charter School believes that learning best occurs when all students have opportunities to learn through active participation with their peers. Many students benefit from support and experiences that extend beyond school site and school day. The Charter School must nurture the teacher as learner and researcher, and the parent/guardian and community as active role takers in the learning environment. The Charter School shall consider and address the academic, social-emotional, and physical needs of all students to ensure access.

The goals set by the Charter School to enable students to become and remain self-motivated, competent, and lifelong learners include creating trusting student teacher relationship in small in one on one and small group environments.. The Charter School also offers multiple opportunities for students to connect with teachers on academic performance , such as, but not limited to; face to face meetings, small group workshops, hands on labs, Blue Button online conferences, email , phone calls, Google text, and Learning Management System (LMS) discussion boards. The Supervising teacher is a strong link between home and school. The Supervising teacher contacts parents, conducts conferences, maintains student information, assists in academic planning and meets one on one with each student to discuss progress weekly. In addition, the Supervising teacher works with other teachers, counselors, and staff members to ensure student success. The Supervising teacher is the student’s primary advocate and advisor.

The Charter School has a “team leader” to provide support to teachers and students. The team leader’s responsibilities may include; providing support to new teachers, assisting the principal and other administrators, and communicating with parents/guardians.

## **ANNUAL GOALS AND SPECIFIC ACTIONS**

The LCAP that is included in the Appendix identifies the goals for the Charter School and the specific actions to achieve those goals on a schoolwide and subgroup basis. The Charter School will comply with all applicable laws regarding the development and approval of the LCAP, including, but not limited to, the requirements under Education Code section 47606.5 for a public hearing, stakeholder engagement, presenting a report on the annual update to the LCAP and the LCFF budget overview for parents on or before February 28 of each year, and website posting. The goals and actions are also specified in the measurable student outcomes section of this charter.

## HIGH SCHOOL PROGRAM

The Charter School offers a high school program in an Independent Study, blended learning school setting with total enrollment for grades 9-12 at approximately 200 students, which allows the staff to get to know the students and provide targeted support. Under the supervision of the principal, a part-time counselor, and the documentation they develop, including the course catalog, they serve as the primary manner in which the Charter School informs parents/guardians and students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The courses offered by the Charter School are WASC-accredited and are considered transferable. Counselors, and other staff, inform stakeholders which courses have been approved by the University of California (“UC”) or the California State University (“CSU”) as creditable under the “A to G” admissions criteria for meeting many college entrance requirements. The Charter School is WASC accredited. Information about courses accredited by WASC and approved by UC/CSU may be obtained by viewing the UC Doorways website.

The Charter School’s graduation requirements are as follows:

1. Students must maintain a cumulative grade point average (“GPA”) of 2.0 or higher in scholarship, computed on the basis of A=4, B=3, C=2, D=1, and F=0. The weighted GPA for graduation is computed from courses completed in grades 9-12. Designated Honors and Advanced courses earn credit on a weighted or five-point scale: A=5, B=4, C=3, D=1, and F=0.
2. Students must maintain a record of responsible citizenship. To participate in graduation ceremonies, students must meet a minimum standard of a 2.0 average in citizenship grades during their senior year. The citizenship GPA is computed on a scale of E (excellent)=4, G (good)=3, S (satisfactory)=2, N (needs improvement)=1, and U (unsatisfactory)=0.
3. Students will be required to complete a minimum number of community service hours.
4. Students must demonstrate proficiency in the completion of a computer education course or completion of an approved course that incorporates computer education and computer applications. A test may be used for grades 9-12 when a course is not accessible or possible.
5. Students must complete a minimum of 44 semester credits to receive an “A-G” diploma. Students are expected to meet California standards in English, mathematics, science, history, visual/performing arts, and physical education, as well as the UC/CSU “A-G” course requirements.

|                                | <b>9<sup>th</sup></b>                      | <b>10<sup>th</sup></b>                       | <b>11<sup>th</sup></b>                                    | <b>12<sup>th</sup></b>        |
|--------------------------------|--------------------------------------------|----------------------------------------------|-----------------------------------------------------------|-------------------------------|
| <b>English<br/>(4 years)</b>   | English 1 and 2                            | English 3 and 4                              | American Literature 1 and 2                               | Senior/Advanced English (TBD) |
| <b>Math<br/>(3 years min.)</b> | Algebra 1 and 2<br>OR<br>Integrated Math I | Geometry 1 and 2<br>OR<br>Integrated Math II | Intermediate Algebra 1 and 2<br>OR<br>Integrated Math III | Optional:<br>Pre-Calculus     |

|                                                  |                                   |                       |                                            |                          |
|--------------------------------------------------|-----------------------------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Social Science (3 years)</b>                  |                                   | World History 1 and 2 | US History 1 and 2                         | Government and Economics |
| <b>Science (3 years)</b>                         | Earth and Space Science 1 and 2   | Biology 1 and 2       | Physics 1 and 2<br>OR<br>Chemistry 1 and 2 | Optional                 |
| <b>Foreign Language/<br/>Fine Arts (3 years)</b> | Spanish 1 and 2<br>French 1 and 2 | Spanish 3 and 4       | Spanish 5 and 6                            | Optional                 |
| <b>Physical Education (2 years)</b>              | Independent Study PE              | Independent Study PE  | Optional                                   | Optional                 |
| <b>Electives</b>                                 | **will vary**                     | **will vary**         | **will vary**                              | **will vary**            |
|                                                  |                                   |                       | <b>Total credits</b>                       | 44                       |

6. Students must complete a minimum of 44 semester credits to receive an option one diploma. Students are expected to meet California standards in English, mathematics, science, history, visual/performing arts, and physical education to receive a high school diploma.

|                                 | <b>9<sup>th</sup></b>                      | <b>10<sup>th</sup></b>                       | <b>11<sup>th</sup></b>                                    | <b>12<sup>th</sup></b>        |
|---------------------------------|--------------------------------------------|----------------------------------------------|-----------------------------------------------------------|-------------------------------|
| <b>English (4 years)</b>        | English 1 and 2                            | English 3 and 4                              | American Literature 1 and 2                               | Senior/Advanced English (TBD) |
| <b>Math (3 years min.)</b>      | Algebra 1 and 2<br>OR<br>Integrated Math I | Geometry 1 and 2<br>OR<br>Integrated Math II | Intermediate Algebra 1 and 2<br>OR<br>Integrated Math III | Optional: Pre-Calculus        |
| <b>Social Science (3 years)</b> |                                            | World History 1 and 2                        | US History 1 and 2                                        | Government and Economics      |

|                                                          |                                                                                   |                         |                                             |               |
|----------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------|---------------------------------------------|---------------|
| <b>Science<br/>(3 years)</b>                             | Earth and Space<br>Science 1 and 2                                                | Biology 1 and 2         | Physics 1 and 2,<br>OR<br>Chemistry 1 and 2 | Optional      |
| <b>Foreign<br/>Language/<br/>Fine Arts<br/>(2 years)</b> | Spanish 1 and 2,<br>French 1 and 2,<br>Digital Arts 1<br>and 2, OR<br>Art 1 and 2 | Spanish 3 and 4         | Optional: Spanish 5<br>and 6                | Optional      |
| <b>Physical<br/>Education<br/>(2 years)</b>              | Independent<br>Study PE                                                           | Independent<br>Study PE | Optional                                    | Optional      |
| <b>Electives</b>                                         | **will vary**                                                                     | **will vary**           | **will vary**                               | **will vary** |
|                                                          |                                                                                   |                         | <b>Total credits</b>                        | 44            |

7. Students must complete a minimum of 26 semester credits to receive an option two diploma. Students are expected to meet the California minimum credit standards in English, mathematics, science, history, visual/performing arts, and physical education to receive a high school diploma. This diploma fulfills the minimum requirement for a high school diploma in California.

|                                         | <b>9<sup>th</sup></b>                         | <b>10<sup>th</sup></b>                          | <b>11<sup>th</sup></b>                                                       | <b>12<sup>th</sup></b>         |
|-----------------------------------------|-----------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------|--------------------------------|
| <b>English<br/>(3 years)</b>            | English 1 and 2                               | English 3 and<br>4                              | American<br>Literature 1 and<br>2                                            | Optional                       |
| <b>Math<br/>(2 years min.)</b>          | Algebra 1 and 2<br>OR<br>Integrated Math<br>I | Geometry 1<br>and 2 OR<br>Integrated<br>Math II | Optional:<br>Intermediate<br>Algebra 1 and 2<br>OR<br>Integrated Math<br>III | Optional                       |
| <b>Social<br/>Science<br/>(3 years)</b> |                                               | World History<br>1 and 2                        | US History 1 and<br>2                                                        | Government<br>and<br>Economics |

|                                                 |                                                                        |                           |                           |               |
|-------------------------------------------------|------------------------------------------------------------------------|---------------------------|---------------------------|---------------|
| <b>Science (2 years)</b>                        | Earth and Space Science 1 and 2, Physics 1 and 2, OR Chemistry 1 and 2 | Biology 1 and 2           | Optional                  | Optional      |
| <b>Foreign Language/<br/>Fine Arts (1 year)</b> | Spanish 1 and 2, French 1 and 2, Digital Arts 1 and 2, OR Art 1 and 2  | Optional: Spanish 3 and 4 | Optional: Spanish 5 and 6 | Optional      |
| <b>Physical Education (1 year)</b>              | Independent Study PE                                                   | Optional                  | Optional                  | Optional      |
| <b>Electives</b>                                | **will vary**                                                          | **will vary**             | **will vary**             | **will vary** |
|                                                 |                                                                        |                           | <b>Total credits</b>      | 26            |

The Charter School may revise the graduation requirements during the term of the charter so long as they meet the minimum requirements set by the CDE, as applicable to charter schools.

## **FRAMEWORK FOR INSTRUCTIONAL DESIGN**

The Charter School's vision utilizes a student-centered, activity-oriented learning program, with state-of-the-art technology and community participation. The Charter School references the following three sources as a framework for instructional design: *Essential Program Components* from the CDE, the *Professional Learning Communities Model* of Richard DuFour and the CDE's publication on middle schools found in *Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students* (2001) and *Taking Center Stage-Act II: Closing the Achievement Gap for California's Middle Grades Students* (2008, <http://pubs.cde.ca.gov/TCSII>). *Taking Center Stage-Act II* identifies the following twelve elements of a middle school program considered critical to reduce the achievement gaps while addressing the developmental needs.

### Academic Excellence

1. Rigor
2. Instruction, Assessment, and Intervention
3. Time

### Developmentally Responsive Practices

4. Relevance
5. Relationships
6. Transitions

### Socially Equitable Practices

7. Access
8. Safety, Resilience, and Health Organizational Support and Processes
9. Leadership
10. Professional Learning
11. Accountability
12. Partnerships

By framing the instructional design with these elements, the Charter School is able to focus on the students' needs in an organized manner. For example, with regard to rigor, professional learning, and partnerships, the Charter School continues to face the challenge of accelerating the achievement of students who are reading significantly below grade level. Some of these students are English learners and some are students with disabilities. Consequently, the Charter School has identified goals and actions related to increasing rigor through professional learning and partnerships. Specifically, the Charter School has partnered with the El Dorado Charter special education local plan area ("SELPA") to host on-site training such as "Interventions for English Language Learners with Learning Disabilities." Another example is the Charter School organizing the responsibilities of gathering data to identify specific students to receive Response to Intervention ("RTI") support and assist teachers in making referrals to the Students Study Team ("SST") process.

The learning environment for the Charter School is a independent study blended learning setting, with opportunities to participate in technology-based education under the supervision of a teacher and independently.

The instructional approach utilized by the Charter School include the following curriculum, textbooks, and teaching methods:

Edgenuity online curriculum is UC Doorways “a-g” approved and california common core standards aligned. In addition to this core curriculum, the Charter School subscribes to MyPath which integrates Edgenuity and NWEA MAP results to personalize student instruction. MyPath is an online intervention program designed to meet middle school and high school students at their learning level and provide age-appropriate, data-driven, targeted instruction in math and reading to help students get back on track.

| Subject               | Textbooks/Curriculum                                                                                                                                                                                                                                                                                | Teaching Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Arts | Edgenuity<br><br><b>Grades 6-8:</b><br>Edgenuity grade specific common core curriculum<br><b>Grades 9-12:</b><br>Edgenuity grade specific common core curriculum                                                                                                                                    | The Charter School utilizes a variety of online, and face to face teaching methods and classroom strategies that allow students to access rigorous curriculum and a variety of print and non-print texts and engage in writing that reflects critical thinking.<br><br>These strategies include writing to learn (such as focused note-taking, journaling, use of graphic organizers, and summary writing), the writing process, and research/inquiry strategies. Teachers and students ask and answer higher level thinking questions and routinely engage in critical thinking activities.       |
| Mathematics           | Edgenuity<br><br>Grades 6-8:<br>Edgenuity grade specific common core curriculum<br>Grades 9-12:<br>Edgenuity grade specific common core curriculum, to include:<br><br>9-11 - Integrated Math I-III<br>9-11 Algebra<br>9-11 Geometry<br>9-11 Algebra II<br>10-11 - Pre-Calculus<br>11-12 - Calculus | They engage in various collaborative activities and projects that require sophisticated communication skills to encourage students to use academic language.<br><br>Students are instructed to use strategies to organize their thinking, materials, resources, and writing. Students additionally engage in critical reading strategies (pre-reading, marking and annotating the text, writing in the margins, summarizing, and extending beyond the text) that assist them in reading and comprehending texts at or above their Lexile level in order to meet or exceed grade level proficiency. |
| Science               | Edgenuity<br><br>Edgenuity grade specific common core curriculum, to include:<br><b>Grades 6-8:</b><br>6 - Earth Science<br>7 - Life Science<br>8 - Physical Science<br><b>Grades 9-12:</b><br>9 - Earth and Space Science<br>9-11 Physics<br>10-11 Chemistry<br>9-11 Biology                       | Students demonstrate their thinking in written texts and oral activities such as Socratic Seminar and Philosophical Chairs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Social Studies        | Edgenuity                                                                                                                                                                                                                                                                                           | Students take a math and reading inventory several times a year to monitor their individual growth and academic progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Edgenuity grade specific common core curriculum, to include:</p> <p><b>Grades 6-8:</b><br/>         6th - World History: Ancient Civilizations<br/>         7th - World History: Medieval to Modern Times<br/>         8th - US History</p> <p><b>Grades 9-12:</b><br/>         9-10 - World History, Geography, and Economics<br/>         11 - US History<br/>         12 - Economics<br/>         12 - Government</p> | <p>Assessments, which include document-based questions, require students to engage in reading literature, poetry, drama, expository, and nonfiction texts and to think about various historical, social, and current events.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The Charter School may modify the curriculum, textbooks, and teaching methods used during the term of the charter. Upon written request by the District, the Charter School shall provide current curriculum, textbook, and teaching method information.

Ingenuity's unique 3 track full year calendar design allows for many students to not only catch up on deficient credits but also to return to a traditional setting if that is the preference of the student. In that regard, Ingenuity is largely re-directive in nature. With the desire to either make up credits or excel, many students take the opportunity to enroll in Ingenuity to help meet their overall educational goals in an alternative environment.

The Charter School shall regularly provide documentation of its calendar, instructional minutes, and attendance records to the District.

**STUDENTS WHO ARE NOT ACHIEVING AT OR ABOVE EXPECTED LEVELS  
AND STUDENTS WHO ARE ACHIEVING SUBSTANTIALLY BELOW GRADE LEVEL**

In accordance with state regulations, all students must be assessed and their needs addressed in a timely manner. Teachers assess cumulative records, engagement, student pace, grades in classes, attendance, NWEA MAP growth scores, and other formal measures, to determine program validity and intervention needs. Teacher identifies specific intervention needs and documents the intervention. Concerns may include: time management and weekly progress; attitude, behavior and attendance, or learning gaps, which can all contribute to low academic performance.

Learning gaps are addressed with tutoring, alternative curriculum, differentiated instruction, supplementary lessons, and ongoing formative and summative assessments.

Interventions may include any or all of the following:

- Teacher communicates initial concerns by phone and/or e-mail
- Formal student/teacher conference to make a plan for corrective action
- Written communication to parent expressing concerns and possible consequences
- Formal parent/student/teacher conference to make corrective plan and to assess program validity
- Home visit to re-establish communication, share concerns, and make corrective action plan

## **STUDENTS ACHIEVING SUBSTANTIALLY ABOVE GRADE LEVEL**

The Charter School may use the Cognitive Abilities Test Screener (“CogAT”) assessment results, reading and math inventory scores, cumulative file review, analysis of statewide assessment results, including, but not limited to the CAASPP, NWEA results, parent/guardian input, teacher observations, and classwork to identify students who are achieving substantially above grade level. Depending on a student’s areas of achievement and grade level, the Charter School will differentiated instruction, provide Honors courses, elective courses, and other opportunities to expand and enrich their learning.

## **ENGLISH LEARNERS**

The Charter School uses the English Language Proficiency Assessments for California (“ELPAC”) results, California Longitudinal student Achievement Data System (“CALPADS”) data, cumulative file review, parent/guardian input, teacher observations, classwork, and any other relevant information to identify students as English learners. The Charter School student with additional support and scaffolding courses based on their English proficiency level. The Charter School employs teachers who have an appropriate EL certificate or authorization. The Charter School also employs an EL coordinator to organize the identification, assessment, and reclassification process. The EL coordinator, principals, and other staff collaborate to provide professional development about ELD standards and resources for teachers and aides. Reading Plus, Schoology, and Edgenuity supports are some of the programs that the Charter School utilizes for English learners; these programs may be adjusted depending on students’ needs. The Charter School has implemented the “Ellevation” software platform to monitor and support the academic progress of English learners.

## **SPECIAL EDUCATION PLAN**

The Charter School will participate as a local educational agency (“LEA”) of the El Dorado Charter SELPA for special education purposes pursuant to Education Code section 47641(a). The Charter School aims to serve students as documented in their individualized education program (“IEP”) documents in a full-inclusion model, subject to their unique needs which may include a separate setting, as well as in compliance with the IDEA and other applicable laws. The Charter School will meet the needs of students with disabilities and provide access to special education and related services, including, but not limited to, specialized academic instruction, speech and language services, occupational therapy, adapted physical education, assistive technology, mental health services, and other services through Charter School personnel, a nonpublic agency, and/or other entities. The Charter School special education personnel will provide services both directly and through collaboration with the general education personnel. Training, materials, and/or assistance with modifications and/or accommodations for implementing IEPs are provided internally, the El Dorado Charter SELPA, the CDE, and/or other entities.

Inclusion at the Charter School is characterized by the following:

- Maximizing each student's success in the least restrictive environment while providing a free appropriate public education that is appropriately ambitious for each student's circumstances.
- Organizing facilities to ensure students with disabilities receive services in areas located throughout the main sections of the campus, rather than an isolated section.
- Promoting student learning through co-teaching by a general education teacher and a special education teacher (education specialist), as appropriate.
- Implementing accommodations and developing modified curriculum when needed.
- Creating smaller learning environments with the assistance of the special education teachers and/or paraprofessional aide within the general education classroom and/or separate setting, as appropriate.
- Placing all students, including students with disabilities, in Resource Centers with their peers to promote access and participation in the Charter School.
- Supporting the improvement of self advocacy, social skills, and other areas of needs for students with disabilities by ensuring opportunities to access and enjoy interactions with their age-group peers in the least restrictive environment, as appropriate.
- Fully including special education personnel in professional development opportunities with their general education colleagues to ensure content standards, teaching methods, strategies, and other topics are received in collaboration.
- Ensuring special education personnel and general education personnel have access to specialized professional development opportunities.
- Including general education representatives on strategic planning and goal setting for special education initiatives to improve student achievement.
- Encouraging collaboration among general education and special education personnel to strengthen the bridge of identification and service delivery, which may include participation in the California Scale-Up Multi-Tiered System of Support ("SUMS") Initiative.
- Encouraging the belief that both special education and general education personnel have joint responsibility for the success of students with IEPs.

Students with disabilities are identified by notifying stakeholders, including, but not limited to, staff and parents/guardians, that the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, the Charter School notifies parents/guardians during the enrollment process, as well as annually, that if they know of a child who has a disability or that they suspect may have a disability, they are encouraged to refer that child's parent/guardian to the Charter School by contacting the school psychologist, director, principal, and/or superintendent. The process to be used to identify students who qualify for special education programs and services includes use of the special education information system ("SEIS"), or an equivalent system, which provides centralized online management for special education personnel to send documents, including, but not limited to, assessment plans and meeting notices to parents/guardians, organize assessment reports, and develop IEPs. Assessors may include Charter School personnel, including, but not limited to the school psychologist, education specialists, a nonpublic agency, and/or other entities.

The Charter School understands its responsibilities under the law for special education students including, but not limited to, identification, instruction, special programs and services, IEP development, and communication of the procedural safeguards notice. The Charter School intends to meet these responsibilities by hiring special education personnel with appropriate credentials, providing opportunities for professional development, contracting with appropriate entities, and being an active participant of the El Dorado Charter SELPA.

### **OTHER SPECIAL STUDENT POPULATIONS**

Other special student populations at the Charter School include foster youth, students who meet eligibility requirements under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (“ADA”), and/or the McKinney-Vento Homeless Assistance Act. The Charter School has designated staff members to coordinate the 504 process, ensure compliance with the ADA, and serve as the homeless liaison. The Charter School also contracts with Social Advocates for Youth (“SAY”) through a partnership agreement with the County of San Diego to ensure students and their families have on-site access to specialized staff and services, including, but not limited to, counseling, academic advising, field trips, parent education, and other resources.

## 2. MEASURABLE STUDENT OUTCOMES

This section provides a description of the measurable student outcomes of the Charter School, as required by Education Code section 47605(c)(5)(B). “Student outcomes” means the extent to which all students of the Charter School demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the Charter School’s educational program. Student outcomes shall address increases in academic achievement both schoolwide and for all groups of students served by the Charter School, as that term is defined in Education Code section 52052(a). The student outcomes shall align with the state priorities, as described in Education Code section 52060(d), that apply for the grade levels served by the Charter School. The skills, knowledge, and attitudes specified as goals in the Charter School’s educational program are identified the mission and vision statement as well as the LCAP.

### LCAP 2017-20 Goals and Outcomes

| Goals                                                                                                                                                                                                                                    | Expected Annual Measurable Outcomes                                                                                                                | Actual Annual Measurable Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Seek parent Involvement in school programs                                                                                                                                                                                            | Increase the number of parents involved in school initiatives and programs by 25%, as measured by event sign-in archives.                          | Resource Center Open Houses showed a 15% increase in attendance. Average attendance at PTO/SSC meetings was 17.2. Average attendance at ELAC meetings was 14.                                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Increase the number of students, including English language learners, Special Education, and foster youth, who score at grade level or above in math and reading on NWEA or Reading Plus each year from a baseline score in 2016-2017 | <p>5% increase in students performing at or above grade level in ELA</p> <p>5% increase in students performing at or above grade level in Math</p> | <p>ELA</p> <p>6th grade - met</p> <p>7th grade - met</p> <p>8th grade - met</p> <p>9th grade – met</p> <p>10th grade - not met</p> <p>11th grade - not met</p> <p>12th grade – met</p> <p>Math</p> <p>6th grade - not met</p> <p>7th grade - met</p> <p>8th grade - not met</p> <p>9th grade - met</p> <p>10th grade - not met</p> <p>11th grade - met</p> <p>12th grade – met</p> <p>0 students were reclassified this year, due to the conversion to new ESSA and ELPAC regulations. 14 students were reclassified in 16-17 school year.</p> |

|                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. In an effort to increase attendance and school safety and reduce dropout rates, all students will have a comprehensive academic assessment completed by the supervising teacher of record, school counselor, and foster liaison (if applicable). Actions will be taken to re engage students and remediate academic deficiencies as needed. | <p>No more than 2% student population receiving suspensions and expulsions.</p> <p>Reduce chronic absenteeism rates, by 2% using baseline established in 2016-2017.</p> <p>Reduce dropout rates by 2% using baseline established in 2016-2017.</p> | <p>Ingenuity had less than 1% of the student population receiving a suspension.</p> <p>Overall Attendance percentage in 16/17 school year was 62.37%</p> <p>Overall Attendance percentage in 17/18 school year was 63.41%</p> <p>Which is roughly a 1% difference.</p> <p>Three of the four school year tracks decreased absenteeism by more than 5%</p> <p>2 drop outs of 186</p> |
| 4. Fully implement common core state standards in all grade levels and support student learning and teacher preparedness in content areas.                                                                                                                                                                                                     | <p>5% Met/Exceeds Grade Level Standards in ELA</p> <p>5% Met/Exceeds Grade Level Standards in math</p>                                                                                                                                             | <p>As a DASS program Ingenuity did not receive a dashboard measurement. This goal is adjusted to reflect DASS in the 18-19 LCAP</p>                                                                                                                                                                                                                                                |

#### LCAP 2018-21 Goals, Outcomes, and Actions/Services

| Goals                                      | Expected Annual Measurable Outcomes                                                                                                                                                                                                                                                                                                                                                                                                          | Planned Actions/Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seek parent involvement in school programs | <p>Increase the number of parents activities offered at each individual Resource Center to from one to two yearly.</p> <p>Increase the number of parents involved in school initiatives and programs to at least 25% participation rate, as measured by event sign-in archives.</p> <p>Increase the number of one on one parent counseling meetings with parents and students to 25% with a baseline established in 2017-18 school year.</p> | <p>Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.</p> <p>Implement parent nights focused on academics, college preparatory advising, and access to post secondary options.</p> <p>Continue subscription to Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.</p> <p>Employ a part time academic counselor to provide services to families in group and individual environments to promote parent</p> |

|                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         | involvement in future academic planning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Increase the number of students, including English language learners, Special Education, and foster youth, who score at grade level or above in math and reading on NWEA or Reading Plus each year from a baseline score in 2016-2017                                                                                                       | <p>2% increase in students performing at or above grade level</p> <p>2% increase in students performing at or above grade level</p> <p>2% increase in students performing at or above grade level</p>                                   | <p>Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide.</p> <p>Purchase and implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (Northwest Educational Association) to monitor student progress throughout the school year.</p> <p>Implement Reading Plus to increase students reading level, fluency, and vocabulary.</p> <p>Purchase additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.</p> <p>Purchase ELL tracking system to more accurately collect data, track and reclassify qualifying students</p> |
| In an effort to increase attendance and school safety and reduce dropout rates, all students will have a comprehensive academic assessment completed by the supervising teacher of record, school counselor, and foster liaison (if applicable). Actions will be taken to re engage students and remediate academic deficiencies as needed. | <p>No more than 2% student population receiving suspensions and expulsions.</p> <p>Reduce absenteeism rates, by 2% using baseline established in 2016-17.</p> <p>Reduce dropout rate by 2% using baseline established in 2106-2017.</p> | <p>Provide educational services such as college and career planning presentations and field trips</p> <p>Provide extended learning opportunities through Edgenuity, Reading Plus, CIF sports, enrichment field trips and college and career presentations.</p> <p>Foster youth will receive case management and academic counseling through the foster liaison and academic counselor to ensure academic success.</p> <p>Hire additional trained staff focused on re-engagement</p> <p>Subscribe to a Student Information System data accurately stores student data related to this goal</p>                                                                                                                               |

|                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                               |  | <p>Provide transportation solutions to students in need and experiencing transportation as a barrier to education Provide a safe and secure, well maintained, engaging, environment, conducive to learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Fully implement common core state standards in all grade levels and support student learning and teacher preparedness in content areas</p> |  | <p>Train teachers through Leading Edge Certification in blended learning through the COE Provide for opportunities for teaching staff to observe best practices and to attend professional learning community discussions and host opportunities created through partnerships with successful local schools.</p> <p>Hire educational consultants to serve as instructional coaches who assist teachers with implementation, assessment, and analysis.</p> <p>Provide access for all students to Edgenuity, a-g approved, common core aligned curriculum</p> <p>Continue to replenish all technology, including chromebooks, IPADS, desktops, and personal hotspots, to ensure accessibility to curriculum for all students.</p> <p>Ongoing professional development for teachers and paraprofessionals through the El Dorado Charter Special Education Local Plan Area ("SELPA") so support all students including those eligible to receive special education and related services on topics including strategies for behavior support plans, instructing English Learners, and implementing classroom accommodations.</p> <p>Provide in depth coaching and professional development to teaching staff which supports</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>student achievement by: Analyzing teacher practices through ongoing classroom observations, data analysis, and examination of student work. Providing clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess effectiveness of coaching. Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning. Hire additional support staff to improve access of instruction and curriculum to English Language Learners.</p> |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3. **METHOD FOR MEASURING STUDENT OUTCOMES**

This section provides a description of the method by which student progress is to be measured, as required by Education Code section 47605(c)(5)(C).

The Charter School will utilize a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, but not limited to:

1. Annual results from NWEA, Measuring Academic Progress Assessments (“MAP”)
2. Annual results from the English Language Proficiency Assessments for California (“ELPAC”) and reclassification rates.
3. Annual results from the FITNESSGRAM physical fitness test (“PFT”).
4. The percentage of students who have successfully completed courses that satisfy the “A-G” requirements for college entrance.
5. Rate of credit completion.
6. High school graduation rates.
7. Dropout rates.
8. WASC accreditation.
9. Student suspension rates.
10. Community service hours.

The Charter School will use its LCAP and the annual update for collecting, analyzing, and reporting data on student achievement to staff and parents/guardians. The Charter School’s instructional calendar includes a minimum of 15 hours of dedicated professional development time for teachers to utilize data continuously to monitor and improve the Charter School’s educational program. Wednesday afternoons include “deep data dive” and “strategy of the month” sessions for teachers, as well as as team meetings that are coordinated for grade level and curriculum specific teachers to plan together.

#### 4. GOVERNANCE STRUCTURE

This section provides a description of the governance structure, including, but not limited to, the process to be followed by The O’Farrell Charter School to ensure parental involvement, as required by Education Code section 47605(c)(5)(D).

As authorized by Education Code section 47604, the Ingenuity Charter School will be operated by a nonprofit public benefit corporation known as The O’Farrell Charter Schools pursuant to Corporation Code section 5110. Evidence of the Charter School’s incorporation, including the Articles of Incorporation, are in the Appendix. The Charter School complies with Education Code section 47604(b) and will not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

The O’Farrell Charter Schools board of directors (“board”) is the decision-making body for The O’Farrell Charter School and Ingenuity Charter School. The board is responsible for the policies, annual budgets, and hiring and evaluation of the superintendent. The superintendent oversees the educational program, including, but not limited to, staffing, curriculum, and compliance with the charter and applicable laws. In compliance with the Political Reform Act, a conflict of interest code has been adopted and Form 700 documents completed annually. The superintendent hires the principals and other administrators and staff members. The Charter School complies with Education Code Section 47604.1, and is subject to the Ralph M. Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090 *et seq.*, as they may be amended from time to time.

The bylaws allow for a minimum of five and a maximum of seven board members. It is desired to maintain a parent representative and a staff representative, as reasonably practicable. The board reserves the right to serve as a nonprofit charter management organization for other local charter schools. There will be no more than one currently employed staff member and one parent/guardian of a currently enrolled student serving on the board. The Charter School will comply with Education Code Section 47604.2 regarding the process and requirements for including a student member on the board in response to a petition for student representation. Meetings are open to the public in compliance with the Brown Act. The board generally meets on a monthly basis in the evening on the campus at 6130 Skyline Drive with meeting information posted near the main office and on the [www.ingenuitycharter.com](http://www.ingenuitycharter.com) website. The table below summarizes the current board roster.

| Board Member Name       | Description              | Term                      |
|-------------------------|--------------------------|---------------------------|
| 1. Sharlette De La Cruz | Chair                    | January 2024-January 2026 |
| 2. Talib Madhi          | Vice Chair               | May 2022 - May 2024       |
| 3. Troy Owens           | Community Representative | July 2022 - July 2024     |
| 4. Dominic Cooper       | Financial Liaison        | August 2023 - August 2025 |
| 5. Vacant               | Parent Representative    |                           |

Parent/guardian involvement is ensured through formal and informal activities that are organized by the principals and other administrators. Parents/guardians are encouraged, but never required, to volunteer in the classroom, on the campus, and on field trips. The parent and teacher organization (“PTO”) meets regularly to plan supportive projects, such as informative bulletin boards, library reading room, veterans appreciation breakfast, and creating a welcoming environment for special education meetings. The School Site Council (“SSC”) or Parent Advisory Commission (“PAC”) meets regularly to develop, review, and update the Charter School’s achievement plan. The District English Learner Advisory Committee (“DELAC”) meets regularly to advise on how to improve programs and services for English learners. Parents/guardians along with their student, conference at least twice yearly with their student’s teacher to create a personalized academic plan. Open house and/or multi-cultural events are held throughout the year. Parental portals are set up through the student information system, and Learning Management System, to encourage parents/guardians to monitor their child’s academic and attendance information. Other involvement activities may include “Donuts with Dr. Dean” to welcome and encourage questions and feedback from parents/guardians.

## 5. EMPLOYEE QUALIFICATIONS

This section provides a description of the qualifications to be met by individuals to be employed by the Charter School, as required by Education Code section 47605(c)(5)(E).

The general categories of the employees of the Charter School are summarized as follows:

|                                   |                                                                    |
|-----------------------------------|--------------------------------------------------------------------|
| <b>Administrative:</b>            | Superintendent, principals, and other administrators               |
| <b>Instructional:</b>             | Teachers                                                           |
| <b>Instructional support:</b>     | Aides, counselors, and school psychologists                        |
| <b>Non-instructional support:</b> | Administrative assistants, clerks, office managers, and registrars |

The superintendent determines what positions are needed, consistent with the budget approved by the board. The superintendent is a key position. The superintendent supervises the principals and other administrators, as well as the finance and human resources staff. The board recruits and selects the superintendent. The qualifications for superintendent include the following:

1. Possess a valid California Administrative Services credential.
2. Minimum of four years of successful experience in leading a school.
3. Knowledge of charter school reform movements.
4. Experience with marketing and school finance.

The Charter School serves grades 6-12 through an independent study, blended learning model. The Charter School is led by a principal. The principal is selected by the superintendent. The qualifications for principal include the following:

1. Possess a valid California Administrative Services credential.
2. Successful school leadership experience.
3. Strong analytical skills to help identify issues and implement solutions.
4. Communication and collaboration skills to develop policies and procedures with staff.

The key positions of teacher, counselor, and school psychologist are required by the Charter School to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which the positions in other non-charter public schools would be required to hold. Teachers must hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, as required under Education Code sections 47605(1) and 47605.4(a). These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District as the chartering authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have

authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

To ensure the health and safety of students and staff, the Charter School requires every applicant to provide two sets of fingerprints prepared for submittal by the employer to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation. All employees, teachers and non-teachers, must also meet the qualifications listed in the description of their respective positions.

Every effort is made to recruit and hire staff members whose ethnicity reflects the student population of the Charter School, the local community, and city, consistent with nondiscrimination laws.

## **6. HEALTH AND SAFETY PROCEDURES**

This section provides a description of the procedures that the Charter School will follow to ensure the health and safety of students and staff, as required by Education Code section 47605(c)(5)(F).

The Charter School complies with all applicable laws regarding the health and safety of students and staff. The following is a summary of some of the major health and safety policies of the Charter School, but it is not intended to be a complete list.

Each employee is required to furnish the Charter School with a criminal record summary as described in Education Code section 44237 and be cleared of tuberculosis in accordance with Education Code section 49406. All employees are required to complete child abuse and neglect mandated reporter training, sexual harassment training, and first aid and bloodborne pathogens training on a regular basis.

As part of its enrollment process, the Charter School requires immunization of students as a condition of attendance to the same extent as would apply if they attended a non-charter public school. The Charter School also provides for vision, hearing, and scoliosis screenings to the same extent as would be required if the students attended a non-charter public school.

The Charter School is located at a District-owned site at 6130 Skyline Drive, San Diego, California, through a written agreement for a five-year term, concurrent with the term of the charter. Additional Resource Centers are located at 324 Euclid Ave. Suite 401, San Diego, CA 92114 and 8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977.

On an annual basis, the board will review and update its comprehensive school safety plan by March 1, and provide a copy to the District. The comprehensive school safety plan includes the safety topics listed in Education Code Section 32282(a)(2)(A)-(L).

Volunteering by parents/guardians and other family members is encouraged but never required. All volunteers must provide required information to the Charter School, which may include tuberculosis clearance.

## **7. DEMOGRAPHIC BALANCE**

This section provides a description of the means by which the Charter School will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Education Code Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted, as required by Education Code section 47605(c)(5)(G).

Recognizing that the Charter School shall comply with Education Code section 47605(e) and shall not discriminate against a student on the basis of the characteristics listed in Education Code section 220, the Charter School engages in the following activities to achieve a demographic balance among its students that is reflective of the general population residing within the local community and District:

1. A minimum of \$1,000 will be expended annually on print and media advertisements, which may include billboards, direct mailing, car magnets, and/or television and radio commercials to support outreach and recruitment of a diverse population of students.
2. A minimum of at least 20 hours annually of staff time will be used to to coordinate outreach and recruitment efforts.
3. Connect with community agencies, including the Southeastern Collaborative meetings.
4. Maintain an open enrollment period.
5. Participate in District publications and/or programs that the District provides for charter schools for outreach purposes.

## **8. ADMISSIONS REQUIREMENTS**

This section provides a description of the Charter School's admission policies and procedures, consistent with Education Code section 47605(e), as required by Education Code section 47605(c)(5)(H).

The Charter School is open to all children who have completed fifth grade, have not yet earned a high school diploma or equivalent, and reside within the boundaries of District or other local school districts within the state. The open enrollment period begins on July 1st of each year and ends June 30th of each year.

If the number of children who wish to attend the Charter School exceeds available spots, attendance, except for existing students of the Charter School, shall be determined by a public lottery. A waitlist will be created after all of the available spots are filled. Preference in the lottery will be given to children of staff, siblings of currently enrolled students, and children who reside within the boundaries of the District.

As a space becomes available, the parent/guardian listed on the application form will be contacted in the order of the waiting list. The waiting list is terminated annually. Final offers of admission will be granted upon completion of an in-person registration meeting at the Charter School and signature and submission of all necessary documents, including the immunization records, discipline policy, and other required documents.

Parents/guardians are encouraged to be involved by volunteering. The Charter School notifies parents/guardians of applicant students and currently enrolled students that volunteering is not a requirement for acceptance to, or continued enrollment at, the Charter School.

## 9. **INDEPENDENT FINANCIAL AUDIT**

This section provides a description of the manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the District as the chartering authority, as required by Education Code section 47605(c)(5)(I).

The superintendent is responsible for overseeing the annual, independent financial audit. The auditor shall be selected from the Certified Public Accountants Directory Service (“CPADS”) for K-12 Local Education Agency Audits, <http://cpads.sco.ca.gov/>, as published by the California State Controller’s Office (“Controller”).

The Charter School will ensure audit reports are submitted to the (“District”), the San Diego County Superintendent of Schools (“County”), the Controller, and the CDE, collectively the “audit recipients.” Should the report note an exception or deficiency, the Charter School will implement the following process:

1. Notify in writing all audit recipients of the exception or deficiency the Charter School disputes or believes it has already corrected by the time of submitting the report, along with supporting documents.
2. Notify all audit recipients in writing of a proposed timetable for the correction of each exception or deficiency still outstanding at the time of submitting the report.
3. Resolve any remaining exception or deficiency by no later than the following June 30.

The Charter School will transmit a copy of its audit report for the preceding fiscal year to the District, County, Controller, and CDE by December 15 of each year. The Charter School will also annually prepare and submit the following reports to the District and County:

1. Budget by July 1, a budget.
2. Interim financial report by December 15; this report shall reflect changes through October 31.
3. Second Interim financial report by March 15; this report shall reflect changes through January 31.
4. Final unaudited report for the full prior year by September 15.

## 10. **SUSPENSION AND EXPULSION PROCEDURES**

This section provides a description of the procedures by which students can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason, as required by Education Code section 47605(c)(5)(J).

The Charter School believe that maintaining a safe and secure learning environment is crucial to student success. This is achieved when the Charter School:

- Promotes a culture of responsibility, respect, and integrity by teaching and modeling The FALCON Way (Focus, Attitude, Leadership, Citizenship, Organization, and Nonviolence).
- Recognizes and rewards responsible student behavior.
- Assures that all students have at least one adult on campus who knows them well.
- Implements fair, consistent, and age-appropriate progressive discipline practices that may include a referral, phone call home, lunch detention, after-school detention, Friday night school, Saturday school, parent/guardian<sup>1</sup> conference, alternate class placement with another teacher, independent learning day, mediation, resetting after a specified number school days without earning a referral, parent/guardian shadow day, loss of privileges, and, as a last resort, suspension or expulsion.

This Board Policy on Pupil Suspension and Expulsion (“Policy”) has been established in order to promote learning and protect the safety and well-being of all students. When this Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The Charter School shall focus on the correction of a student’s specific misbehavior through means of correction other than punitive measures such as suspension and expulsion. The Principal may use their discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the student’s specific misbehavior. The Charter School’s ultimate goal is to keep students in class and in school so that they can benefit from the instructional program provided. This Policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The most recent version of the Policy can be found via our website at the following address: <https://go.boarddocs.com/ca/ofar/Board.nsf/Public>.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. At the beginning of each school year, the Principal shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including grounds for suspension/expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all

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<sup>1</sup> All rights and obligations of parents/guardians under this Policy transfer to the student once the student turns 18 years of age.

applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

## **I. SUSPENSION**

### **A. Definition**

Suspension is the temporary removal of a student from ongoing instruction for adjustment purposes. Suspension does not mean any of the following:

- Reassignment to another class at the same charter school where the student will receive continuing instruction for the remainder of the school day;
- Referral to a certificated employee designated by the Principal to advise students; or
- Removal from the class, but without reassignment to another class, for the remainder of the class period.

While suspended, the pupil may not loiter on or about any Charter School grounds at any time, nor attend or participate in any Charter School activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.

### **B. Authority**

The Principal or designee<sup>2</sup> may suspend a student for a period not to exceed five (5) consecutive school days, unless the suspension is extended pending the expulsion process (see section on "Procedures to Expel a Student").

A student may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to a Charter School activity or attendance. The offense may occur at any time, including, but not limited to, any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period, whether on or off the school campus; or
- During, or while going to or coming from, a school-sponsored activity.

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<sup>2</sup> The Principal's "designee" is one or more administrators at the Charter School who has been designated by the Principal, in writing, to assist with disciplinary procedures. In the event that there is not an administrator in addition to the Principal at the Charter School, a certificated employee (teacher, school psychologist, counselor, etc.) may be specifically designated by the Principal, in writing, as a Principal's designee to assist with disciplinary procedures.

### C. Grounds for Suspension

If the Principal or designee determines that a student committed one or more of the offenses listed below, and/or any another other offense identified in Education Code section 48900, the student may be suspended:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Superintendent or designee's written concurrence.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants, and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases).
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a student of their own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - A student enrolled in kindergarten or in grades 1 through 8 may not be suspended for any of the acts enumerated in the previous bullet, and those acts shall not constitute grounds for a student enrolled in any grade to be recommended for expulsion.
  - Except as provided in Education Code section 48910, commencing July 1, 2024, a student enrolled in grades 9 to 12 may not be suspended for any of the acts enumerated in the previous bullet.
- Knowingly received stolen school property or private property.

- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. “Hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying.
  - “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Education Code sections 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
    - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - Causing a reasonable student to experience substantial interference with their academic performance.
    - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - “Electronic act” means the creation or transmission originated on or off the charter school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - A message, text, sound, video, or image.
    - A post on a social network Internet Web site, including, but not limited to:
    - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of cyber sexual bullying.
  - For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.
- For purposes of this Policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or Charter School-sanctioned activities.
- For purposes of this Policy, “reasonable student” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this Policy, “Terroristic threat ” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or their immediate family’s safety, or for the protection of the Charter School’s property, District property, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment as defined in Education Code section 212.5. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
  - A student enrolled in kindergarten or in grades 1 through 3 may not be suspended for the offense enumerated in the previous bullet.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233(e).
- Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

- A student who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

#### **D. Procedures to Suspend a Student**

##### Step One: Conduct Investigation

The Principal or designee shall investigate the incident and determine whether or not it merits suspension. Any searches of students or student property must comply with the Charter School's Board Policy on Student Search and Seizure.

##### Step Two: Provide Opportunity for Informal Conference

A suspension shall be preceded by an informal conference with the student conducted by the Principal or designee. The conference may include the student's teacher or other Charter School employee who referred the student for possible disciplinary action. At the conference, the student shall be given the opportunity to present their version of the incident and evidence in their defense. The student shall be informed of the evidence against them and the specific offense(s) that is(are) the basis for any disciplinary action.

The Principal or designee may suspend a student without affording the student an opportunity for a conference if the Principal or designee determines that an emergency situation exists. "Emergency situation" means a situation determined by the Principal or designee to constitute a clear and present danger to the life, safety, or health of a student or school personnel. If a student is suspended without a conference before suspension, both the student and their parent/guardian shall be notified of the student's right to a conference and the student's right to return to the charter school for the purpose of a conference. The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to the Charter School for the conference.

##### Step Three: Make Decision to Suspend

The Principal or designee makes the decision to suspend and determines the appropriate length of the suspension. At the time of the suspension, a Charter School employee shall make a reasonable effort to contact the parent/guardian by telephone, in-person, and/or by other means to inform them of the suspension and the reasons therefore.

##### Step Four: Provide Notice of Suspension

The Principal or designee fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the Charter School. The Notice of Suspension Form shall state the fact of suspension, its duration, and the specific offense committed by the student. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay. No penalties shall be imposed on a student for failure of the student's parent/guardian to attend a

conference with the Charter School. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference. The Principal or designee shall provide the Superintendent with a copy of the Notice of Suspension Form.

#### Step Five: If Appropriate, Report to Law Enforcement

The Principal or designee determines whether the offense should be reported to law enforcement. Examples of offenses that should be reported, at the discretion of the Principal or designee, include: assault with a deadly weapon; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance; unlawfully offered, arranged, or negotiated to sell a controlled substance; possessing, selling, or otherwise furnishing a firearm; brandishing a knife at another person; committing or attempting to commit a sexual assault; or possession of an explosive.

When the Principal or designee releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the Principal or designee shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. The Principal or designee provide the peace officer with the address and telephone number of the minor's parent or guardian.

#### Step Six: If Appropriate, Schedule Reentry meeting

The Principal or designee may require the student and their parent/guardian to attend a mandatory reentry meeting or sign a contract that states the conditions that the student is expected to meet while at the charter school. Copies of the signed contract are kept by the school and given to the parent/guardian.

#### Step Seven: Provide Homework Upon Request

Upon the request of a parent/guardian, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended for two (2) or more school days, the homework that the student would otherwise have been assigned. If a homework assignment that is requested and turned in to the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **E. Suspension Appeals**

Parents/guardians have ten (10) school days from the first day of the suspension to file a written appeal to the disciplinary action taken to the Superintendent. The Superintendent or designee shall review the suspension and issue a written decision within ten (10) school days of receiving the appeal. After considering the request, the Superintendent or designee shall render a written decision that shall be in the best interest of the student and the Charter School. Depending on the results of the appeal, the Charter School may let the suspension remain on the student's record, remove the record of suspension by the end of the school year if no other offenses occur, or

remove the record of suspension immediately without conditions. The decision of the Superintendent or designee shall be final.

## **II. EXPULSION**

### **A. Definition**

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of Charter School personnel.

### **B. Authority**

A student may be expelled either by the Charter School Board of Directors (“Board”) following a hearing before it, or by the Board upon a recommendation of an Administrative Panel (made up of three or more certificated persons, none of whom is a member of the Board or employed on the staff of the Charter School) to be assigned by the Superintendent as needed. The Panel may recommend the expulsion of any student found to have committed an expellable offense.

Panel members may include staff from The O’Farrell Charter School, other charter schools, and/or other local educational agencies.

### **C. Grounds for Expulsion**

#### Discretionary Offenses

If the Principal or designee determines that a student committed one or more of the offenses listed above as the “Grounds for Suspension,” the student may also be recommended for expulsion. In addition, if a student is suspended for more than ten (10) days in a school year for offenses that involve physical fighting, the student may be recommended for expulsion.

#### Mandatory Offenses

If the Principal or designee determines that a student committed one or more of the zero tolerance offenses listed below, the student must be immediately suspended and recommended for expulsion:

- Possessed, sold, or otherwise furnished a firearm, unless, in the case of possession of a firearm, the student had obtained written permission to possess the firearm from the Principal, which is concurred in writing by the Superintendent or designee.
- Brandishing a knife, regardless of size, at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code section 11053.
- Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289 or committed a sexual battery as defined in Penal Code section 243.4.
- Possessed an explosive.

## **D. Procedures to Expel a Student**

### Step One: Conduct Investigation

The Principal investigates the incident and determines whether the student should be recommended for expulsion.

### Step Two: If Appropriate, Extend Suspension

At the discretion of the Superintendent or designee, a student's suspension may be extended pending expulsion.

The student and their parent/guardian will be invited to attend this meeting with the Superintendent and/or designee. If the student is a foster child, the Superintendent or designee shall also invite the student's attorney and an appropriate representative of the county child welfare agency to participate in the meeting.

An extension of the suspension may be granted only if the Superintendent or designee has determined, after the meeting, that the presence of the student at the charter school would cause a danger to persons or property or a threat of disrupting the instructional process. The purpose of the meeting is to discuss the offense(s) and their impact on the school environment, and decide whether the suspension should be extended pending the expulsion process. This meeting may be held in conjunction with the initial suspension meeting with the parents, if appropriate.

### Step Three: Provide Notice of Expulsion Hearing

The Charter School shall send written notice to the student and parent/guardian regarding the expulsion hearing. The notice shall be sent via certified mail to the address reflected in the student's file at least ten (10) calendar days before the date of the hearing. The notice shall include the following:

- The date, time, and place of the expulsion hearing;
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules relating to the alleged violation;
- Notification of the parent/guardian's or student's obligation to notify the school where the student next enrolls of the student's discipline status.
- The opportunity to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

The expulsion hearing shall be held within thirty (30) school days after the date the Principal or designee determines that the student has committed any of the above-listed expellable offenses, unless the student requests, in writing, that the hearing be postponed. The Superintendent or designee may grant one or more requests for postponement of the hearing.

If the student facing expulsion is a foster student, the Charter School shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least ten (10) calendar days prior to the hearing. If the student facing expulsion is a homeless student, the Charter School shall also send notice of the hearing to the school liaison for homeless students at least ten (10) calendar days prior to the hearing. Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call.

#### Step Four: Conduct Expulsion Hearing

The Board or an Administrative Panel will conduct the expulsion hearing.

The Principal or designee will present their recommendation for expulsion at the hearing, which may include, but is not limited to, presentation of documentary evidence and/or witness testimony. The Administrative Panel or the Board may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Board or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Board to expel must be supported by substantial evidence that the student committed an expellable offense. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, except as otherwise permitted in this Policy.

The expulsion hearing shall be conducted in a session closed to the public, unless the student requests, in writing, at least five (5) calendar days before the date of the hearing, that the hearing be conducted in a public session. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board or Administrative Panel may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. If the Board or Administrative Panel admits any other person to a closed session, the parent/guardian of the student, the student, and the counsel/advisor of the student also shall be allowed to attend the closed session.

If the hearing involves charges of committing or attempting to commit a sexual assault or sexual battery, the hearing must comply with the additional hearing procedures required by the Board.

#### Step Five: Make Final Decision

The Board and/or the Administrative Panel will make its final decision.

Final decisions shall be in the form of written findings of fact, which shall be based solely on evidence produced at the hearing.

If an Administrative Panel conducts the hearing, the Administrative Panel shall decide whether to recommend expulsion within ten (10) school days following the conclusion of the hearing. The Board shall decide whether to accept the Administrative Panel's recommendation within thirty (30) school days of the hearing. If the Board conducts the hearing, the Board shall decide whether to expel the student within thirty (30) school days following the conclusion of the hearing. The Board's action to expel must be taken in open session, while complying with all applicable state and federal laws protecting student privacy.

If compliance by the Board with these time requirements is impracticable, the Superintendent or designee may, for good cause, extend the time period for the holding of the expulsion hearing and/or considering the Administrative Panel's recommendation for an additional ten (10) school days.

Students who are expelled from the Charter School shall be given a rehabilitation plan as approved by the Board at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the school for readmission.

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

The Charter School's decisions regarding expulsions shall be final. There is no right to appeal.

#### Step Six: Provide Notice of Expulsion

If the Board takes action to expel, written notice shall be sent to the student or parent/guardian, including the written findings of fact, and shall be accompanied by all of the following:

- Notice that the decision of the Board is final. There is no right to appeal the expulsion to the District or County.
- Notice of the education alternative placement to be provided to the student during the time of expulsion.
- Notice of the obligation of the parent/guardian or student, upon the student's enrollment in a new school, to inform that school of the student's expulsion.

#### Step Seven: Notify School District of Residence

If the Board takes action to expel, the Charter School shall notify the superintendent of the school district of the student's last known address within thirty (30) calendar days after the expulsion, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information.

#### Step Eight: Compile Record of Expulsion

If the Board takes action to expel, a record of the expulsion, including the cause for the expulsion, shall be compiled, placed in the student's file, and forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's records.

#### **E. Admitting Previously Expelled Students**

The decision to readmit a student previously expelled from the Charter School or from another school district, charter school, or private school shall be in the sole discretion of the Superintendent following a meeting with the Superintendent, the student, and parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

#### **F. Suspended Enforcement of Expulsion Order**

The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, require that the student complete a rehabilitation program containing certain conditions as deemed appropriate for the rehabilitation of the student. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent or guardian in their child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

The Board may revoke the suspension of an expulsion order if the student violates any of the Charter School's rules and regulations governing student conduct or otherwise violates the conditions of rehabilitation. When the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation program, the Board shall order the expungement of any or all records of the expulsion proceedings.

### **III. SPECIAL PROCEDURES FOR THE SUSPENSION OR EXPULSION OF STUDENTS WITH DISABILITIES**

#### **A. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this Policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

#### **B. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting

(which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **C. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of this Policy, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the student to the placement from which the student was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to a student with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability, the Charter School must notify the parents/guardians of that decision, and provide the parents/guardians with a copy of the procedural safeguards.

### **D. Special Circumstances**

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates this Policy. A student may be removed to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at the Charter School, on the Charter School premises, or to or at a Charter School function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at the Charter School, on the Charter School premises, or at a Charter School function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at the Charter School, on the Charter School premises, or at a Charter School function.

#### **E. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### **F. Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated this Policy may assert the procedural safeguards afforded to students with disabilities only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the student.
- The student's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible students with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### **IV. INVOLUNTARY REMOVAL**

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

## 11. **RETIREMENT SYSTEMS**

This section provides a description of the manner by which staff members of the Charter School will be covered by the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or federal social security, as required by Education Code section 47605(c)(5)(K).

Employees of the Charter School participate in STRS, PERS, and/or federal social security, based on their job description, certification, and other eligibility requirements set by the state and federal programs. The Charter School's human resources and payroll staff will be responsible for ensuring appropriate arrangements, including employer contributions, are made for these retirement systems.

## 12. **ATTENDANCE ALTERNATIVES**

This section provides a description of the public school attendance alternatives for students residing within the District who choose not to attend the Charter School, as required by Education Code section 47605(c)(5)(L).

Parents/guardians of students enrolled in the Charter School shall be informed that the students have no right to admission in a particular school of the District or any other local educational agency (“LEA”), or program of the District or any other LEA, as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District or other LEA. No student shall be required to attend the Charter School.

### **13. EMPLOYEE LEAVE AND RETURN RIGHTS**

This section provides a description of the rights of an employee of the District upon leaving the employment of the District to work in the Charter School, and of any rights of return to the District after employment at the Charter School, as required by Education Code section 47605(c)(5)(M).

Employees of the District will have no special rights to work at the Charter School. Applications for employment by District employees will be evaluated in the same manner as all other applicants. Individuals who leave their District employment to accept employment at the Charter School, and subsequently desire to return to District employment may have return rights, as the District may specify. Employees of the Charter School establish seniority with the Charter School only, and not with the District. Any seniority established during an individual's former employment with the District will not transfer to the Charter School. No employee of the District shall be required to work at the Charter School.

#### **14. DISPUTE RESOLUTION**

This section provides a description of the procedures to be followed by the Charter School and District to resolve disputes, as required by Education Code section 47605(c)(5)(N).

In the event of a dispute between the Charter School and the District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific issues in a dispute statement. In the event the District believes the dispute relates to an issue that could lead potentially to revocation of the charter, this shall be noted specifically in the dispute statement and any revocation proceeding must comply with applicable laws and regulations, including, but not limited to, Education Code section 47607. Within 30 calendar days, or longer if both parties agree, of sending the dispute statement, a Charter School representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this meeting fails to resolve the dispute, the Charter School representative and the District representative shall meet again within 30 calendar days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution.

The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be nonbinding, unless the governing authorities of the Charter School and District agree jointly to bind themselves. Unless agreed jointly, the process involving the assistance of a third-party mediator shall conclude within 45 calendar days. The Charter School and District shall share equally the cost of hiring a mediator. The Charter School shall be solely responsible for its attorney's fees and all other costs associated with resolving a dispute with the District.

## 15. CLOSURE PROCEDURES

This section provides a description of the procedures to be used if the Charter School closes, as required by Education Code section 47605(c)(5)(O).

The board of the Charter School shall take official action to identify the effective date of closure and designate the responsible entity to conduct closure-related activities (“Authorized Closer”). The board may designate the superintendent or other entity as the Authorized Closer. The Authorized Closer shall notify parents/guardians of students, the District, the County, the El Dorado Charter SELPA, STRS, PERS, federal social security, and the CDE with the following information:

1. The effective date of the closure.
2. The names and contact information for the persons to whom reasonable inquiries may be made regarding the closure.
3. The students’ school districts of residence, where appropriate.
4. The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Authorized Closer shall:

1. Develop a list of students in each grade level and the classes they have completed, together with information on the students’ district of residence
2. Ensure the transfer and maintenance of all student records, all state assessment results, and any special education records to the custody to the District or other appropriate entity.
3. Ensure the transfer and maintenance of personnel records in accordance with applicable law.
4. Ensure the completion of an independent final audit within six months after the closure of the Charter School that may function as the annual audit, and that includes at least the following:
  - a. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
  - b. 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.
  - c. An assessment of the disposition of any restricted funds received by or due to the Charter School.
5. Ensure the disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed, including but not limited to, the following:
  - a. The 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.
  - b. 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. Ensure the completion and filing of any reports required pursuant to Education Code section 47604.33.

The Charter School shall use the school reserves normally maintained for contingencies and emergencies to fund closure-related activities.

16. **Local Control and Accountability Plan (“LCAP”) 2023-24**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ingenuity Charter School

CDS Code: 37683380131979

School Year: 2023-24

LEA contact information:

Cindy Wagner

Superintendent

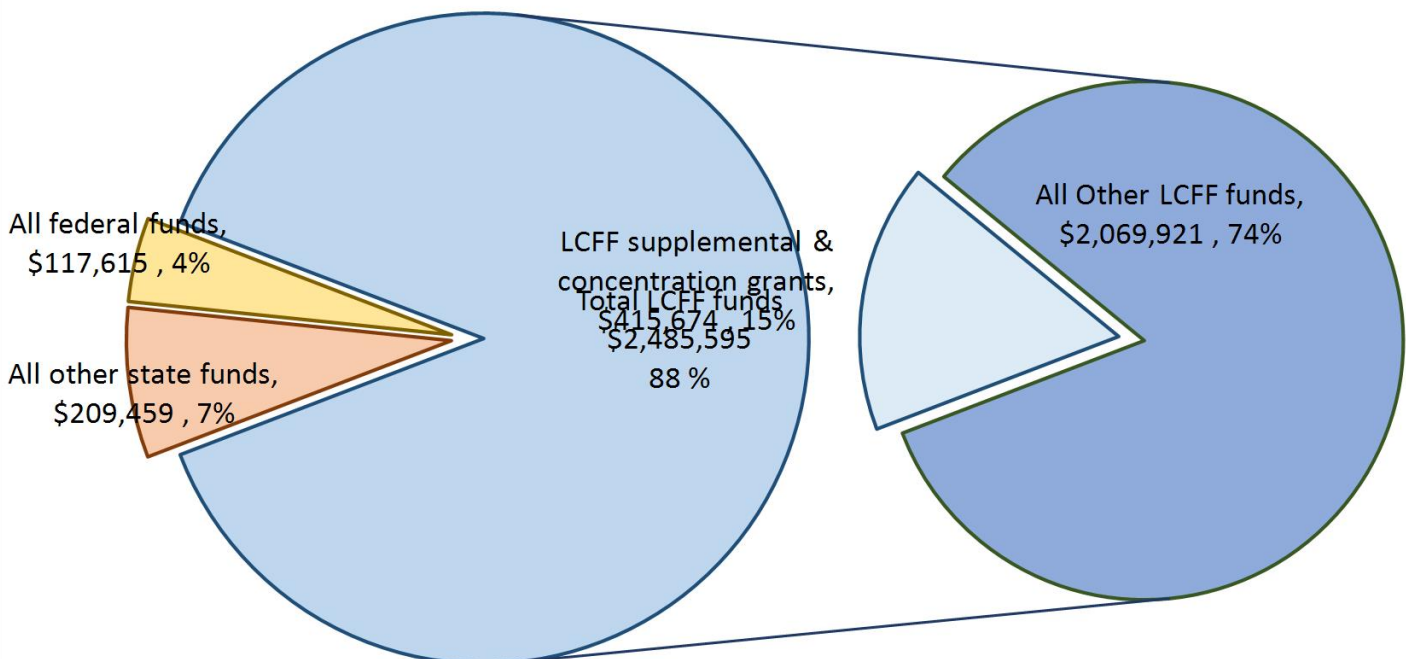
cindy.wagner@ofarrellschool.org

6193234030

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

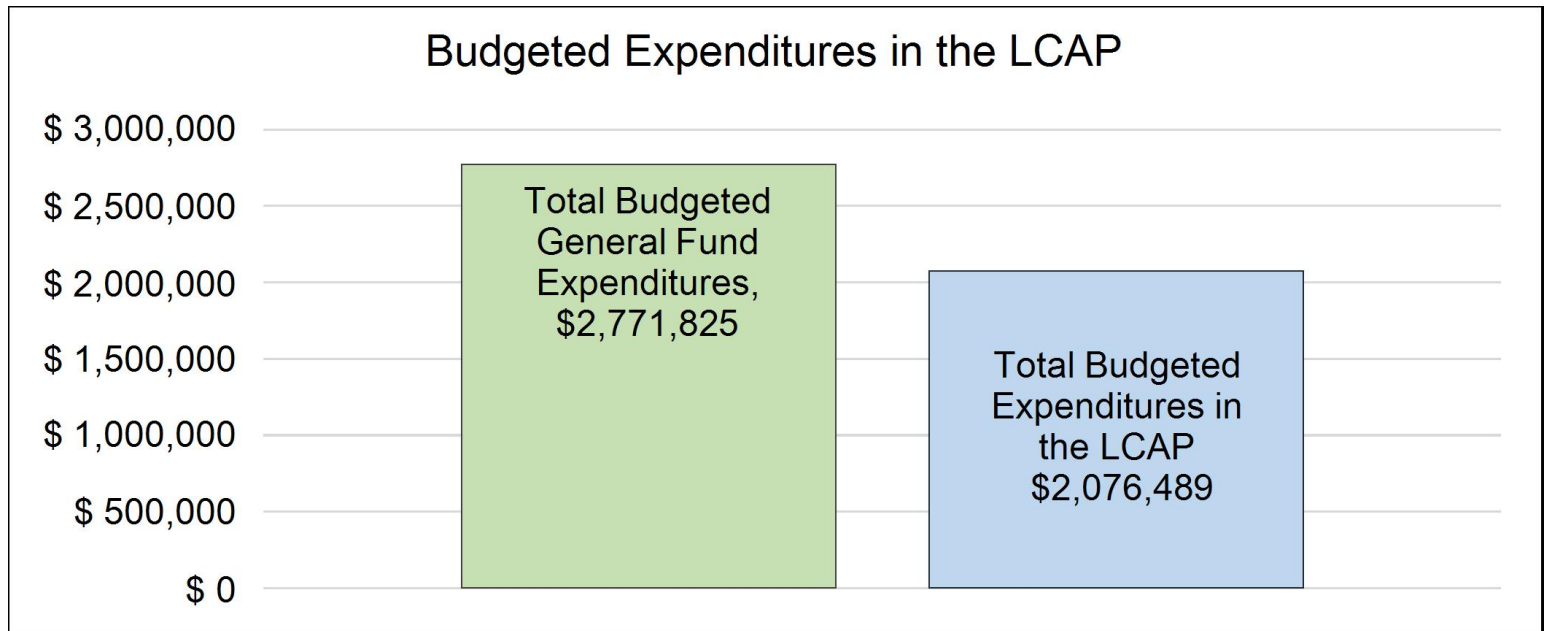


This chart shows the total general purpose revenue Ingenuity Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ingenuity Charter School is \$2,812,669, of which \$2,485,595 is Local Control Funding Formula (LCFF), \$209,459 is other state funds, \$0 is local funds, and \$117,615 is federal funds. Of the \$2,485,595 in LCFF Funds, \$415,674 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ingenuity Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ingenuity Charter School plans to spend \$2,771,825 for the 2023-24 school year. Of that amount, \$2,076,489 is tied to actions/services in the LCAP and \$695,336 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures such as resource center leases, district oversight fees, universal meals, utilities, copier leases, fuel costs, and general office materials and supplies are not in the LCAP.

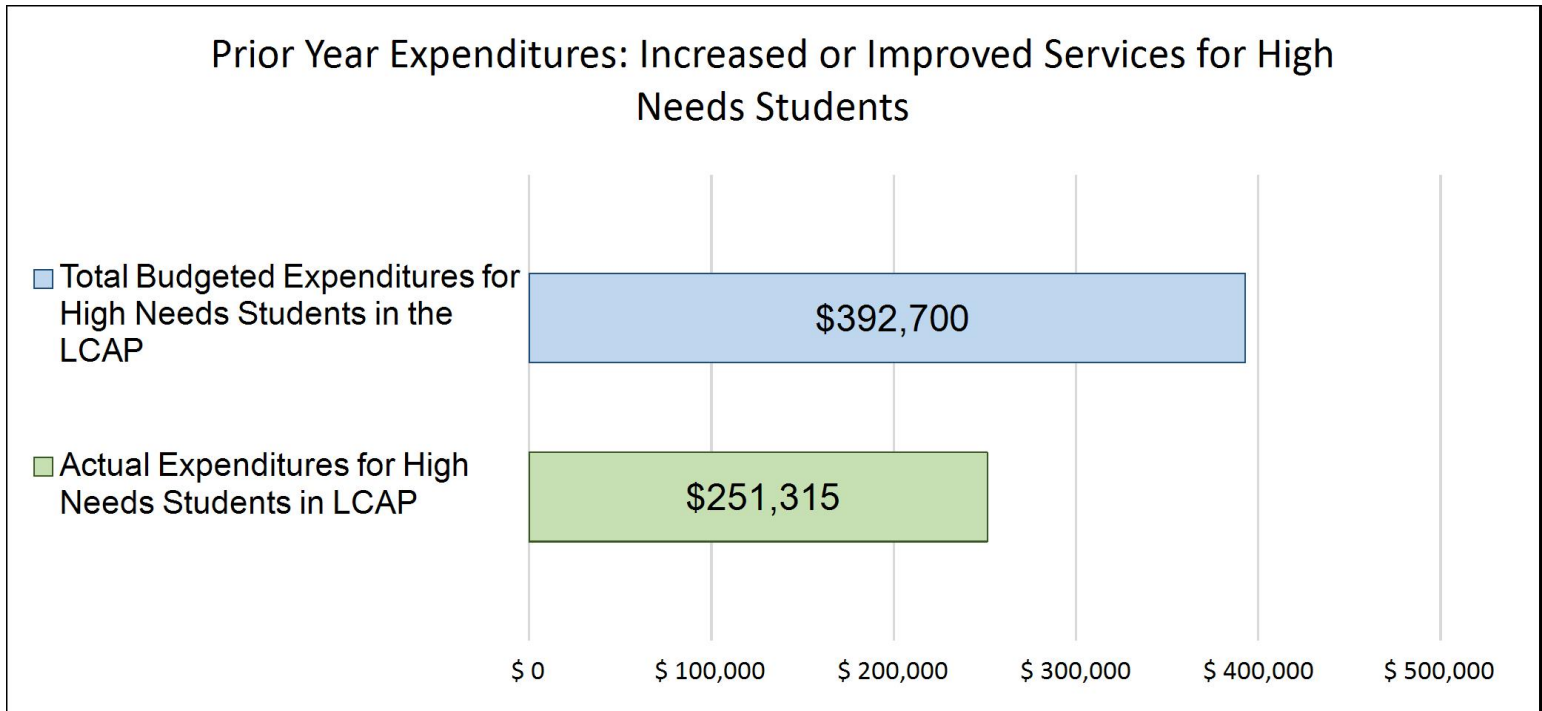
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Ingenuity Charter School is projecting it will receive \$415,674 based on the enrollment of foster youth, English learner, and low-income students. Ingenuity Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Ingenuity Charter School plans to spend \$444,500 towards meeting this requirement, as described in the LCAP.

Additional support and services will be determined and added after LCAP public hearing for final LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Ingenuity Charter School's LCAP budgeted \$392,700 for planned actions to increase or improve services for high needs students. Ingenuity Charter School actually spent \$251,315 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-141,385 had the following impact on Ingenuity Charter School's ability to increase or improve services for high needs students:

The major contributor for this difference was the inability to staff a classified position for EL support. This support was provided by certificated staff members instead as part of their duties. This had minimal impact on the support provided for students.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title         | Email and Phone                               |
|-------------------------------------|--------------------------------|-----------------------------------------------|
| Ingenuity Charter School            | Cindy Wagner<br>Superintendent | cindy.wagner@ofarrellschool.org<br>6193234030 |

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Ingenuity Charter School opened its doors on July 1, 2015. At this time Ingenuity Charter School has 4 locations within the Southeast San Diego community. These locations are as follows:

6130 Skyline Dr. San Diego, CA 92114

324 Euclid Ave. Suite 401, San Diego, CA 92114

6530 El Cajon Blvd, Suite 3, San Diego, CA 92115

8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977

All locations serve the surrounding low socioeconomic, primarily Hispanic and African-American population. The following neighborhoods surround the Resource Centers and their respective ethnic makeup are as follows:

Skyline: 37.6% Hispanic / 28.6% African-American / 8.5% White / 20.4% Asian / 3.8% Mixed / 1.2% Other

Encanto: 45.4% Hispanic / 17.1% African-American / 13.3% White / 17.8% Asian / 3.6% Mixed / 2.7% Other

Lincoln Park: 51.3% Hispanic / 29.4% African-American / 3.2% White / 11.3% Asian / 0.4% Mixed / 4.5% Other

Bay Terrace: 27.4% Hispanic / 16% African-American / 8% White / 44.7% Asian / 2.5% Mixed / 1.5% Other

Oak Park: 28.9% Hispanic / 22.5% African-American / 21.8% White / 23% Asian / 3.2% Mixed / 0.6% Other

Paradise Hills: 42.8% Hispanic / 11.2% African-American / 16.9% White / 23.7% Asian / 3.7% Mixed / 1.7% Other

Emerald Hills: 64.9% Hispanic / 24.3% African-American / 5.2% White / 2.8% Asian / 2.8% Mixed / 0% Other

The following information reflects the student body's demographics, as reported on the California School Dashboard

English Learners: 38, 18.4%

Homeless: 41, 19.8%

Socioeconomically Disadvantaged: 181, 87.4%  
Students with Disabilities: 57, 27.5%  
African American: 29, 14%  
American Indian: 1 0.5%  
Asian: 4, 1.9%  
Filipino: 4, 1.9%  
Hispanic: 134, 64.7%  
Two or More Races: 16, 7.7%  
Pacific Islander: 3, 1.4%  
White: 16, 7.7%

Ingenuity's unique multi-track, full year calendar design allows for many students to not only catch up on deficient credits but also to return to a traditional setting if that is the preference of the student. In that regard, Ingenuity is largely re-directive in nature. With the desire to either make up credits or excel, many students take the summer months as an opportunity to enroll in Ingenuity to help meet their overall educational goals.

Ingenuity Charter School is a community-oriented program dedicated to fostering student centered academic achievement in a unique blended learning environment. We promote emotional and social growth and maintain a safe and secure learning environment for all enrolled students.

Ingenuity Charter School provides a personalized academic plan based on a student's learning style, academic need, and personal educational goals. We offer a variety of online course options, small group workshops, hands-on learning experiences, one on one tutoring, post high school planning, and service learning projects to ensure each student has a well-balanced academic program.

Ingenuity Charter School's academic program draws on the efforts of motivated students, a talented and highly qualified faculty, and the ongoing commitment from the community to empower our students to become Competent, Creative, and Collaborative, Critical thinkers who are effective Communicators and are prepared to contribute to society.

Ingenuity provides a multi-cultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality.

Our mission is to create a unique independent study school atmosphere in which children can thrive and grow as individuals. Our goal is for students to see themselves as an individual capable of great achievements, and as a part of a larger learning community at school.

Due to the high volume of at-risk students being served, Ingenuity meets the requirements to be classified under the Dashboard Alternative School Status (DASS). The California Department of Education has developing measures appropriate for alternative schools, which were implemented in Fall 2019, and amended Fall 2021. The LCAP addresses these criteria for the three year cycle of the LCAP.

Ingenuity's LCAP reflects the needs of students enrolled in an alternative setting. The unique blended learning model of Ingenuity provides the needed support and structures for students to succeed.

These goals and actions have been developed after a comprehensive needs assessment where the areas of graduation rate, attendance, academic success, and mental health were identified as barriers to student success. As a school identified for Comprehensive Support and Intervention, a root cause analysis was performed related to graduation rate. This analysis identified the causes of chronic absenteeism and transportation as significant barriers. Action steps have been revised and added to the 2023-2024 LCAP to address these needs in each goal. Examples of action steps include additional progress monitoring meetings with all families (Goal 1), revised attendance tracking and monitoring (Goal 2), continued attendance incentives (Goal 2), educational enrichment (Goal 2), and transportation (Goal 2) for students who are unable to get to school through bus passes and other means.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

California School Dashboard data indicate success in the areas of school climate, especially related to suspension/expulsion. As a blended learning, non-classroom based charter school, students attend in person appointments at least twice weekly. This produces a school climate that is supportive and understanding of students' unique learning needs. Student behavior remains very positive, thus resulting in a low suspension rate.

Chronic absenteeism has also improved since the data were last reported in 2019. At that time, 90.9% of students were chronically absent. In 2022, chronic absentee rate had improved to 71.4%. While this is a success, it is also still an area of improvement.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local areas of need identified through local data analysis and educational partner input include the following:

- o Increasing parent involvement
- o Increasing the number of students scoring at or above grade level
- o Additional re-engagement strategies for at risk students to reduce chronic absenteeism
- o Increase graduation rate

2022 California School Dashboard data indicate the following areas of improvement:

Chronic Absenteeism: 71.4% students are identified as chronically absent. Both student groups identified for Ingenuity are performing in the very high category. Actions in this LCAP to address this area of need include attendance support and incentives (Goal/Action 2.7)

Graduation Rate: Current graduation rate, as reported on the 2022 California School Dashboard is 59%. Both student groups (Hispanic and Socioeconomically Disadvantaged) identified for Ingenuity are performing in the very low category. As a DASS school, the adjusted one year DASS data are critical to examine. This data indicates an area of improvement, especially for students with disabilities and homeless youth. In addition, Ingenuity has been identified for Comprehensive Support and Intervention for graduation rate. As part of this process, the LEA has reviewed relevant data related to graduation rate, including student group data. In addition, educational partner input was solicited during School Site Council and DELAC.

Ingenuity leadership met with school staff, School Site Council/LCAP Parent Advisory Committee, and DELAC to discuss the LCAP and CSI, review relevant data, and provide educational partner input. Key elements included in this input and analysis include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours
- -Family Conferences to monitor path t graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered
- -Assistance in applying to college
- -Potential AVID course as an elective
- -More small workshops with teachers for specific content areas.

Actions in this LCAP to address these area of need include 2.5, 2.7, 3.1

Academic Performance:

California School Dashboard data indicate a significant need for improvement in the area of mathematics. Both student groups identified for Ingenuity (Hispanic and Socioeconomically Disadvantaged) are performing in the very low category. All students are currently performing more than 165 points below standard. Actions in this LCAP to address this area of need include Goal/Action 3.1, 3.2, 3.3.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP for Ingenuity Charter School focuses on the following key areas:

Goal 1: Student-centered Instruction - Deliver a broad course of study for all students through standards aligned courses, well-prepared teachers, and a robust digital environment.

Goal 2: Positive Educational Environment - Create a safe educational environment which promotes improved attendance and engagement through enrichment offerings, student support, and counseling.

Goal 3: Academic Support - Increase student achievement outcomes by providing additional academic supports, and academic enrichment opportunities and activities for students, including English language learners, Special Education, and foster youth, to increase the number of students who score at grade level or above in math and reading.

Goal 4: Family Involvement and Engagement - Collaborate with families to deepen understanding of Ingenuity's educational program and how to best support academic achievement through involvement in school events and planning of programs.

Through a comprehensive and holistic perspective, the school intends to improve all outcomes for at risk students, who make up the majority of the student population. Any such endeavor must take into account the need for increased academic and social-emotional supports for students while promoting high levels of family engagement and involvement. Key features of this LCAP include the following:

- -Improved monitoring and support of course completion, combined with more relevant and hands-on learning experiences for students, thus leading to increased graduation rates.
- -Continued and expanded enrichment opportunities to promote school connectedness and positive relationships with students and adults.
- -Refinement of, and additional, academic interventions, especially in the area of mathematics, to support increased academic performance.
- -Deeper analysis of MAP data to support student learning.
- -Increased culturally responsive family events and educational opportunities to promote school connectedness and increased academic outcomes.

Ingenuity has been identified for Comprehensive Support and Intervention based on graduation rate. Due to this, additional metrics and action steps have been added in goals one and three. Metrics have been adjusted to better measure graduation rates among significant student groups as well as deeper analysis of ongoing academic performance as measured by verified data sources.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Ingenuity Charter School entered CSI in the Spring of 2023, after being exited the previous cycle.

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Superintendent of The O'Farrell Charter Schools met on multiple occasions with the principal of Ingenuity to review the requirements and process for conducting a comprehensive needs assessment. Available state and local data related to graduation rate and academic outcomes was reviewed and analyzed. The principal then conducted a root cause analysis with staff and educational partners. This root cause analysis included the "five whys" protocol to both determine root causes as well as identify potential counter measures. This information has been used in the development of the CSI Plan and LCAP. Ingenuity staff are working collaboratively to identify evidenced based interventions that can support improved attendance and mental health needs of students, thus leading to increased graduation rates. Staff will review evidenced based interventions during summer 2023 for implementation in the 2023-2024 school year.

Data indicate a need for improvement in school attendance, chronic absenteeism, and course completion. Root causes included a lack of transportation to Resource Centers for appointments with teachers, perpetual truancy related to family needs and student responsibilities, and many students returning to traditional programs post-pandemic. The following elements have been identified as potential barriers to timely graduation:

- -A decline of graduation rates post pandemic
- -Significant number of chronic absentee students, including students who fail to report to school or log in for long periods of time, despite outreach efforts from the school
- -Students registering with significant credit deficiencies
- -A lack of transportation despite the provision of MTS bus passes

Ingenuity leadership met with school staff, School Site Council and DELAC to discuss CSI, review relevant data, and provide educational partner input. Key elements included in this input and analysis include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours
- -Family Conferences to monitor path t graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered

- -Assistance in applying to college
- -AVID course as an elective
- -More small workshops with teachers for specific content areas

The CSI Plan and this LCAP have been developed to address the root causes, including new or refined action steps. The Superintendent and Director of Operations from The O'Farrell Charter Schools will assist school leadership in the development of all improvement plans and will monitor the areas of course completion and attendance. Assistance will also be provided to ensure a careful review of all ESSA eligible evidence based interventions. Evidenced based interventions will be used to improve attendance and improve academic outcomes for students, thus leading to higher course completion rates and graduation rates.

Resource inequities will be identified through the comprehensive needs assessment and ongoing monitoring of programmatic and fiscal review.

The Superintendent and Director of Operations from The O'Farrell Charter Schools will assist school leadership in the development of all improvement plans and will monitor the areas of course completion and attendance. Assistance will also be provided to ensure a careful review of all ESSA eligible evidence based interventions.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Ingenuity Charter School will collect, analyze and respond to ongoing data in the areas of average daily attendance, chronic absenteeism, academic outcomes and course completion on a quarterly basis. This data will be collected at the local level throughout the year and will be collected via the California School Dashboard annually. Any student demonstrating deficiencies in these areas will receive evidenced based interventions and tiered reengagement strategies. As data analysis occurred in the development of this plan, it became clear that a contributing factor to graduation was a lack of course completion. Therefore this data will be monitored on a more regular ongoing basis throughout the year, versus at year end only.

The data review will be conducted by school staff and will be shared with educational partners. This quantitative data, combined with qualitative data from student and family empathy interviews, will be used to measure effectiveness of the plan.

As part on ongoing LCAP monitoring, the following will be monitored by staff:

Metrics in this LCAP related to Comprehensive Support and Intervention include the following:

Goal 1: Course completion rates

Goal 1: Graduation rate

Goal 2: Chronic absentee rate

Goal 3: Academic progress indicators

Actions in this LCAP related to Comprehensive Support and Intervention include the following:

- 1.3: Provide rigorous and relevant curriculum to support A-G requirements
- 2.1: Provide educational enrichment opportunities such as content area field trips to increase engagement and attendance
- 2.2: Provide expanded learning opportunities to provide enrichment activities for students including enrichment field trips and student clubs
- 3.1. Provide content area lessons through small group and one-on-one instruction to increase success in academic courses
- 3.3 Provide evidenced based interventions for students

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Educational partner engagement was conducted and feedback was collected throughout the 2022-2023 school year:

1. School site council and LCAP advisory committee: April 27, 2023 and May 26, 2023 - review of LCAP data and actions with input
2. DELAC: April 27, 2023 and May 26, 2023 - review of LCAP data and actions with input
3. Staff Input: April 19 and 26, and May 17, 2023 - review of LCAP data and actions with input
4. Public Hearing: May 15, 2023
5. Board approval and adoption: June 12, 2023

A summary of the feedback provided by specific educational partners.

1. School Site Council and Local Control Accountability Plan Advisory Committee feedback summary:

- -Enrichment offerings, especially field trips have been helpful in student engagement and attendance
- -Offerings such as Young Men's Group and counseling groups with school psychologist have been supportive of students' social emotional needs
- -Attendance incentives have been successful for some students
- -All resource centers have a positive and welcoming environment
- -In person tutoring has been helpful of students
- -Additional ELD support has benefited students
- -More engaging and relevant curriculum offerings are needed
- -There was a desire for more adult and student interactions, including increasing the minimum number of in person sessions per week
- -Science labs are highly engaging and motivating
- -There is a desire for more content area field trips
- -Parents and students expressed a need for more frequent progress updates for families
- -Students would like more club opportunities
- -Students expressed a need for more hands-on, active learning opportunities
- -There is a need for evening sessions or check ins due to student responsibilities
- -Increase CTE offerings

2. District English Learner Advisory Committee feedback summary:

Ingenuity leadership met with school staff, School Site Council and DELAC to discuss CSI, review relevant data, and provide educational partner input. Key elements included in this input and analysis include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours

- -Family Conferences to monitor path to graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered
- -Assistance in applying to college
- -AVID course as an elective
- -More small workshops with teachers for specific content areas

3. Staff input included the following themes:

- -Additional goal setting and communication using MAP data
- -Using MAP data to assign courses, monitor progress, and communicate with families
- -More robust and relevant technology training for staff
- -Increase hands-on, rigorous and relevant lessons in all content areas
- -Add evening sessions for opportunities such as California Healthy Kids Survey, tutoring, progress monitoring, and family meetings
- -Increase culturally relevant curriculum offerings
- -Implement consistent social emotional learning support
- -Increase content area field trips
- -Refine intervention programs and materials to ensure effectiveness and evidence based interventions
- -Focus efforts on chronically absent students using tiered reengagement strategies
- -Continue to offer virtual options for families to participate in meetings and events
- -Conduct regular progress monitoring meetings with families
- -Plan culturally relevant and accessible family events

4. At all meetings for Educational Partner input sessions, Comprehensive Support and Intervention was discussed including graduation rate data and the need for improvement in this area. Ingenuity leadership met with school staff, School Site Council and DELAC to discuss CSI, review relevant data, and provide educational partner input. A comprehensive needs assessment including root cause analysis was conducted which identified the areas below as key barriers to graduation.

- -A decline of graduation rates post pandemic
- -Significant number of chronic absentee students, including students who fail to report to school or log in for long periods of time, despite outreach and tiered reengagement efforts from the school
- -Students registering with significant credit deficiencies
- -A lack of transportation despite the provision of MTS bus passes

Other key elements from CSI educational partner input include the following:

- -A desire for more in person sessions with teachers (currently a minimum of two per week)
- -Continuation of after-school support hours

- -Family Conferences to monitor path to graduation and progress
- -Motivational texts and emails from staff to students
- -Additional scaffolds for difficult content
- -Individual graduation plans for each student which are reviewed with entire family on a quarterly basis
- -Additional courses being offered
- -Assistance in applying to college
- -AVID course as an elective
- -More small workshops with teachers for specific content areas

5. Public hearing feedback summary:

- -There was no additional input at or after the public hearing.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Revisions to each goal and action steps for the 2023-2024 LCAP year, based on educational partner input include the following:

Goal 1:

1.3: Action has been revised to include closer monitoring of course completion and the hosting of course completion celebrations with students and families

1.6: Action has been revised to focus on Professional Learning Communities to monitor student performance and adjust instructional practices

1.10 was added to ensure Career Technical Education offerings.

Goal 2:

2.4: Action has been revised to include the purchase of evidenced based SEL curriculum implementation

Goal 3:

3.1: Action has been revised to include content area specific lessons and tutoring by teachers in their area of expertise

3.2: Action has been revised to include more family outreach and goal setting based on student MAP scores

3.3: Action has been revised to ensure the use of evidenced based interventions to improve academic outcomes

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                    |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Student-centered Instruction:<br>Deliver a broad course of study for all students through standards aligned courses, well-prepared teachers, and a robust digital environment. |

An explanation of why the LEA has developed this goal.

The need has been identified to ensure all teachers are well prepared to meet the academic needs of students through the implementation and monitoring of standards aligned courses. The level of teacher quality, experience, and preparedness directly impacts student learning and academic success. In addition, the offering and completion of a broad course of study leads to graduation for all students. To do this in a non-classroom based manner require a robust digital infrastructure and access to technology for all staff and students.

## Measuring and Reporting Results

| Metric                  | Baseline                                                                                                                                 | Year 1 Outcome                                                                                       | Year 2 Outcome                                                                                                                      | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------|
| Course Completion Rates | 68.6% of courses assigned to students were completed.                                                                                    | 62.3% of courses assigned to students were completed in 2021-2022                                    | 45.5% of courses assigned to students have been completed thus far in 2022-2023. This number will be updated at year end. (June 30) |                | 72% course completion rate  |
| Graduation Rates        | The last California School Dashboard reported graduation rate data is from 2019-20. At that time, Ingenuity had a 68.7% graduation rate. | According to the California School Dashboard, graduation rate for the 2021-2022 school year was 59%. | This data will be available in August of 2023.                                                                                      |                | 70% graduation rate         |

# Actions

| Action # | Title                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|----------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 1.1      | Professional Development           | <p>Provide professional learning for teachers in the following areas to support implementing a broad course of study, increasing graduation rates, and supporting student needs. Examples include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• -Course design in a blended learning environment</li> <li>• -Supporting English Learners</li> <li>• -Effective use of Instructional Technology and Digital Content Platforms, including Leading Edge Certification</li> <li>• -Social Emotional Learning</li> <li>• -Culturally Responsive Pedagogy</li> <li>• -Restorative Practices</li> </ul> | \$14,000.00  | No           |
| 1.2      | Rigorous and Relevant Curriculum   | <p>Provide access for all students to online A-G approved, common core aligned curriculum to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.</p> <p>Increase opportunities for hands-on, culturally relevant learning opportunities for all students.</p> <p>Host course completion celebrations on a regular basis to acknowledge course completion and mastery of content.</p>                                                                                                                                                               | \$100,000.00 | No           |
| 1.3      | Digital Infrastructure and Devices | <p>Ensure adequate infrastructure, devices, systems, and staffing to promote secure and robust digital environments. This includes, but is not limited to the following:</p> <ol style="list-style-type: none"> <li>1. Network and data security.</li> <li>2. Robust internet connections.</li> </ol>                                                                                                                                                                                                                                                                                                                                  | \$106,000.00 | No           |

| Action #   | Title                                                                       | Description                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds    | Contributing |
|------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|            |                                                                             | 3. Student, staff, and classroom technology devices and peripherals (supply, replace, and renew).<br>4. Wifi capability including portable WiFi devices.<br>5. Technology support personnel.<br>6. Student Information Systems.                                                                                                                                                              |                |              |
| <b>1.4</b> | Special Education Professional Development - Teachers and Paraprofessionals | Provide ongoing professional development for teachers and paraprofessionals through the El Dorado Charter Special Education Local Plan Area ("SELPA") to support all students including those eligible to receive special education and related services on topics including strategies for behavior support plans, instructing English Learners, and implementing classroom accommodations. | \$0.00         | No           |
| <b>1.5</b> | Professional Learning Communities                                           | Staff will participate in ongoing Professional Learning Communities to analyze instructional effectiveness as measured by student outcomes. PLC work will include the analysis of teaching practices, ongoing monitoring of student progress, and sharing of best practices.                                                                                                                 | \$7,000.00     | No           |
| <b>1.6</b> | English Language Development                                                | Implement a comprehensive English Language Development program, including designated and integrated ELD.                                                                                                                                                                                                                                                                                     | \$10,000.00    | Yes          |
| <b>1.7</b> | Science Labs                                                                | Provide access for all students to authentic science lab experiences using common core aligned curriculum and hands-on lessons.                                                                                                                                                                                                                                                              | \$15,000.00    | Yes          |
| <b>1.8</b> | Fully Credentialed Teachers                                                 | Maintain a fully credentialed teaching staff to ensure rigorous blended learning and effective instruction.                                                                                                                                                                                                                                                                                  | \$1,275,489.00 | No           |

| Action # | Title                      | Description                                                                                      | Total Funds | Contributing |
|----------|----------------------------|--------------------------------------------------------------------------------------------------|-------------|--------------|
| 1.9      | Career Technical Education | Provide Career Technical Education offerings to students through online and in person offerings. | \$85,000.00 | Yes          |

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were limited substantive differences in planned and implemented actions. Some professional development from Action 1.2 did not take place, but is planned for 2023-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Due to a structural deficit within the Ingenuity budget, it was necessary to reduce planned expenditures identified within the LCAP and budget.

1.3 Rigorous Curriculum expenditure is lower than planned, as the renewal for online courses took place late in the prior fiscal year.

1.9 Teacher salaries expenditure was higher than anticipated due to a 4.5% salary increase awarded by the Board of Directors in August.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions that have been especially effective for the 2022-2023 school year include the following:

1.1 Professional Development with National Center for Urban School Transformation (NCUST) focused on ensuring equitable outcomes for all students has led to increased levels of cultural responsiveness, ensuring rigorous expectations, and professional collaboration.

1.4 Significant improvements have been made to the digital infrastructure at all resource centers. This includes new structured cabling, mobile device management, and replacement of outdated devices. As a non-classroom based school, access to curriculum and teachers via digital means is crucial.

1.7 Support and monitoring for English Learners has been effective based on curricular supports and a teacher dedicated to supporting ELD.

1.8 Students, families, and staff report that Science labs have been highly engaging.

1.9 Ingenuity employs fully credentialed teachers to support students. In 2022-2023, Ingenuity maintained the entire teaching staff, despite a significant decline in enrollment. This led to small class sizes, however it also resulted in a structural deficit for the school's budget.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Former Action 1.1: Educational Technology Professional Development was deleted and incorporated into Action 1.2 as a part of overall professional development. Staff expressed a desire to no longer participate in Leading Edge certification. In 2023-24, professional learning related to digital content platforms and technology engagement strategies will be conducted.

An additional metric was added to include graduation rate. This is critical as Ingenuity has been identified for Comprehensive Support and Intervention for graduation rate.

Action 1.6 was revised to reflect the Educational Partner input provided by staff. Staff expressed a desire to participate in professional learning communities on a regular basis, with a focus on student outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                 |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2      | Positive Educational Environment:<br>Create a safe educational environment which promotes improved attendance and engagement through enrichment offerings, student support, and counseling. |

An explanation of why the LEA has developed this goal.

As a non-classroom based charter school serving mostly at risk and credit deficient students, it is critical for students to feel welcome and successful at Ingenuity. Chronic absenteeism and attendance are areas of improvement. In addition, students are still in need of social emotional support post pandemic. Actions in this goal are aimed at ensuring high levels of engagement, improved attendance, and mental health support.

## Measuring and Reporting Results

| Metric                 | Baseline                                                                                                                                                                                         | Year 1 Outcome                                                                                                                                                                                  | Year 2 Outcome                                                                                                                                                                                  | Year 3 Outcome | Desired Outcome for 2023–24                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------|
| Suspension Rates       | The LEA had less than 1% of the student population receiving a suspension                                                                                                                        | Less than 1% of students have been suspended at least once.                                                                                                                                     | 0% of students have been suspended at least once.                                                                                                                                               |                | No more than 2% of students suspended at least once. |
| Chronic Absentee Rates | 90.9% of students are reported as Chronically Absent on the 2019 California School Dashboard. Student groups of significant concern include Hispanic students who were 96.7% chronically absent. | Chronic Absentee rate for all Ingenuity students in the 2020-21 school year was 85.8%. Student groups of significant concern included two or more races, with a chronic absentee rate of 95.7%. | 71.4% of students are reported as Chronically Absent on the 2022 California School Dashboard. No student group data was reported on the California School Dashboard, due to student group size. |                | Chronic Absentee rates of less than 65%.             |

| Metric                         | Baseline                                                                                                   | Year 1 Outcome                                                                          | Year 2 Outcome                                                                                         | Year 3 Outcome | Desired Outcome for 2023–24                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------|
| Dropout Rates                  | The LEA had 22 drop outs in 2021. this represents a a 8.5% dropout rate.                                   | The LEA had 20 dropouts in 2021-22. This represents a 8.4% dropout rate for the 2021-22 | Thus far in 2022-23, there has been one drop out. Final drop out rates will be calculated at year end. |                | Reduce dropout rate by 2%, for a rate of 6.5%                                |
| California Healthy Kids Survey | School connectedness indicator on California Healthy Kids Survey (New metric established 2022):<br><br>78% | School connectedness indicator on California Healthy Kids Survey: 78%                   | School connectedness indicator on California Healthy Kids Survey: 57%                                  |                | School connectedness indicator on California Healthy Kids Survey:<br><br>82% |

## Actions

| Action # | Title                           | Description                                                                                                                                                                                                                                                                                          | Total Funds | Contributing |
|----------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 2.1      | Educational Enrichment          | Provide educational enrichment offerings such as college and career planning, presentations, and content area field trips.                                                                                                                                                                           | \$20,000.00 | Yes          |
| 2.2      | Extended Learning Opportunities | Provide extended learning opportunities through CIF sports; academic and social clubs; and small groups to promote overall well being.<br><br>Run at least two clubs focused on mental health and well being.<br><br>Provide transportation solutions to students in need for school related events. | \$60,000.00 | Yes          |

| Action #   | Title                                                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds  | Contributing |
|------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>2.3</b> | Homeless and Foster Youth Support                        | <p>Foster youth will receive case management and counseling through the foster liaison to ensure academic success.</p> <p>MTS bus passes, uniforms, and other basic needs will be provided to all homeless and foster youth.</p>                                                                                                                                                                                                                                                            | \$10,000.00  | Yes          |
| <b>2.4</b> | Systems of Support For Student Support and Re-engagement | <p>Create systems of support to ensure overall well being, leading to improved attendance, student mental health, and academic outcomes. Actions include but are not limited to the following:</p> <ol style="list-style-type: none"> <li>1. Identify, purchase and implement a social emotional learning curriculum.</li> <li>2. Use digital tracking systems to monitor student behavior and engagement.</li> <li>3. Contract with external agencies for mental health support</li> </ol> | \$25,000.00  | Yes          |
| <b>2.5</b> | Academic Counseling                                      | Employ, academic counselor to provide services to families in group and individual environments to promote parent involvement in future academic planning.                                                                                                                                                                                                                                                                                                                                  | \$189,000.00 | Yes          |
| <b>2.6</b> | School Psychologist                                      | Employ a part time school psychologist to provide services to families in group and individual environments to promote parent involvement in future academic planning.                                                                                                                                                                                                                                                                                                                      | \$71,000.00  | No           |

| Action # | Title                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total Funds | Contributing |
|----------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 2.7      | Attendance Support and Rewards | <p>Create a comprehensive attendance and chronic absenteeism support program aligned with school wide policies and restorative practices. Actions include but are not limited to the following:</p> <ol style="list-style-type: none"> <li>1. Identify, purchase and implement programs aimed at decreasing chronic absenteeism.</li> <li>2. Purchase support programs necessary to carry out this action.</li> <li>3. Implement an attendance reward system.</li> <li>5. Conduct family outreach to identify and carry out necessary supports to improve attendance.</li> <li>6. Conduct family workshops regarding attendance</li> </ol> | \$5,000.00  | Yes          |

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

While Ingenuity had planned to hire support staff for actions 2.4 and 2.7, due to a structural deficit brought on by unexpected declining enrollment, staffing portions of the actions were not carried out. Other, non-personnel aspects of the actions did take place.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Ingenuity Charter budgeted a large amount for Extended Learning Opportunities. Many such opportunities took place for students, but came in well under budget.

An explanation of how effective the specific actions were in making progress toward the goal.

Students, staff and families report how much they enjoyed the enrichment opportunities and field trips. Student clubs were also effective in getting students to attend their in person sessions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The metric for absenteeism has been modified to better reflect Chronic Absenteeism as measured by the California School Dashboard. Baselines and outcomes have been revised to ensure alignment and correct information. An additional metric has been added for overall ADA. Baseline data has been calculated to ensure historical data is accurate and future outcomes are aligned.

Action 2.4, MTSS has been revised to better reflect student need and current fiscal challenges faced by Ingenuity. Additional staffing will not be possible in the coming year(s) due to a structural deficit.

Action 2.5, Counseling has been revised to better reflect student need and current fiscal challenges faced by Ingenuity. Additional staffing will not be possible in the coming year(s) due to a structural deficit.

Action 2.7 Attendance Supports has been revised to better reflect student need and current fiscal challenges faced by Ingenuity. Additional staffing will not be possible in the coming year(s) due to a structural deficit.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                             |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3      | Academic Support:<br>Increase student achievement outcomes by providing additional academic supports and evidenced based interventions for students, including English language learners, Special Education, homeless youth, and foster youth to increase the number of students who score at grade level or above in math and reading. |

An explanation of why the LEA has developed this goal.

As a DASS school, many on Ingenuity's students enter the school credit deficient, at risk for not graduating, and struggling academically. The actions in this goal are aimed at increasing academic success.

## Measuring and Reporting Results

| Metric                                                      | Baseline                                                                                                                                                                                                                                       | Year 1 Outcome                                                                                                                                                              | Year 2 Outcome                                                                                                                                                                            | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                                               |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Performance:<br>Measure of Academic Progress (MAP) | <p>35.6% of students are meeting growth projections as measured by MAP in ELA.</p> <p>43% of students are meeting growth projections as measured by MAP in mathematics.</p> <p>Baseline data was established in the 2021-2022 school year.</p> | <p>35.6% of students are meeting growth projections as measured by MAP in ELA.</p> <p>43% of students are meeting growth projections as measured by MAP in mathematics.</p> | The LEA's students are completing the 3rd round of MAP testing (last one for the 2022-2023 school year), and performance will be assessed after the completion of testing in late Spring. |                | <p>50% of students are meeting growth projections as measured by MAP in ELA.</p> <p>58% of students are meeting growth projections as measured by MAP in mathematics.</p> |

| Metric                                      | Baseline                                                                                                   | Year 1 Outcome                                                                                               | Year 2 Outcome                                                  | Year 3 Outcome | Desired Outcome for 2023–24                                                                                   |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------|
| Academic Performance: English Language Arts | 2019 California School Dashboard Data indicated students are performing 88.6 points below standard met.    | California School Dashboard Data for 2021-2022 indicated students are performing 62.8 points below standard. | To be reported when CAASPP Scores are available for 2022-23.    |                | California School Dashboard Data indicate students are performing no more than 50 points below standard met.  |
| Academic Performance: Mathematics           | 2019 California School Dashboard Data for indicated students are performing 171 points below standard met. | California School Dashboard Data for 2021-2022 indicated students are performing 165 points below standard.  | To be reported when CAASPP Scores are available for 2022-23.    |                | California School Dashboard Data indicated students are performing no more than 50 points below standard met. |
| English Learner Progress Indicator          | 2019 California School Dashboard data indicate 59.4% of English Learners are making one year's progress    | 2021-2022 California School Dashboard data indicate 45.7% of English Learners are making one year's progress | To be reported when data is released for 2022-2023 school year. |                | California School Dashboard data indicate 62% of English Learners are making one year's progress.             |

## Actions

| Action # | Title                            | Description                                                                                                                                                                                                                                                                                                                                                | Total Funds | Contributing |
|----------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 3.1      | Content Area Lessons and Support | Provide small group and one-on-one tutoring by teachers in their area of credential expertise.                                                                                                                                                                                                                                                             | \$15,000.00 | Yes          |
| 3.2      | Student Assessments              | Administer MAPS (Measure of Academic Progress) testing three times yearly through NWEA (North West Educational Association) to monitor student progress throughout the school year.<br>After each testing period, complete the following:<br>1. Conduct data analysis of student progress<br>2. Conduct student goal setting sessions based on MAPS scores | \$5,000.00  | No           |

| Action #   | Title                               | Description                                                                                                                                                                                                                                                                                                                                              | Total Funds | Contributing  |
|------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|
|            |                                     | 3. Share assessment results with families<br>4. Host meetings with families of students not on track to make one year's growth                                                                                                                                                                                                                           |             |               |
| <b>3.3</b> | Evidenced Based Interventions       | Purchase and implement evidenced based interventions to improve academic outcomes for at promise students<br><br>Continue to use supplemental Edgenuity MyPath curriculum to be used by all students who are in need of interventions to promote the development of 21st century students and enhance student centered, blended learning instruction.    | \$10,000.00 | No            |
| <b>3.4</b> | Language Development Monitoring     | Monitor language development of all English learners and reclassified students through the use of ELLevation.<br><br>Create individual learning plans for students, track support, document reclassifications, calibrate reclassification recommendations, and coordinate ELL student services.                                                          | \$5,000.00  | No            |
| <b>3.5</b> | Dashboard Alternative School Status | Complete the requirements to remain/reapply for Dashboard Alternative School Status.                                                                                                                                                                                                                                                                     | \$0.00      | Yes           |
| <b>3.6</b> | English Learner Support             | Provide supplemental, evidenced based interventions to further support the learning needs of our English learner student population with the specific purpose of increasing accessibility to both language development tools, and academic content. Materials may include, but are not limited to the following:<br>Print materials<br>Digital platforms | \$55,000.00 | No<br><br>Yes |

| Action # | Title | Description                                                                                           | Total Funds | Contributing |
|----------|-------|-------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |       | Web-based curricular tools<br>Hire a part-time EL Asssitant to provide direct service to EL students. |             |              |

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 was not fully implemented due to financial concerns and staffing difficulties. Educational consultants were hired to provide additional support and tutoring to students. In addition, existing staff provided after hours tutoring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 3.2 was effective in ensuring student progress is being monitored three times per year through the administration of MAP testing. Action 3.4 was especially effective in monitoring the ongoing progress of English Learners and creating individual learning plans for these students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 3.1 has been revised to reflect student support provided by existing staff during after hours tutoring, as well as outside consultants. Educational partner input included a strong desire for further refinement and use of MAP data, especially as a means to assign students to courses, provide academic interventions, and involve families in academic success. Revisions have been made to action 3.2 to reflect this feedback. Action 3.6 has been revised to include the addition of a part time EL assistant based on the Concentration Grant add-on to support English Learners. Two new metrics have been added for academic performance as measured by the California School Dashboard, to monitor English Language Arts and Math scores.

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**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                            |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4      | Family Involvement and Engagement:<br>Collaborate with families to deepen understanding of Ingenuity's educational program and how to best support academic achievement through involvement in school events and planning of programs. |

An explanation of why the LEA has developed this goal.

Research has shown that family involvement in student's academics increases their performance. This is especially true for the students Ingenuity serves as a DASS school. Family engagement has been limited over the past three years, especially post-pandemic. The LEA seeks to broaden its parental involvement and outreach by better facilitating two-way communication between the LEA and families. Additionally, the LEA seeks to better support families by learning about their specific needs and implementing programs and events to target those identified needs.

## Measuring and Reporting Results

| Metric                                 | Baseline                                                                                                                         | Year 1 Outcome                                      | Year 2 Outcome                                                                            | Year 3 Outcome | Desired Outcome for 2023–24        |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------|----------------|------------------------------------|
| Family Engagement Events               | Due to COVID-19 related school closures, the family forums (open houses) were held twice virtually in the 2020-2021 school year. | Two family forums were held virtually in 2021-2022. | Two family forums have been held in 2022-2023. One was in the Fall and one in the Spring. |                | Maintain two family forums yearly. |
| Family Attendance at Engagement Events | There were 33 total families that                                                                                                | There were 33 total families that                   | There were a total of 32 families who participated in Family                              |                | An increase of 25% of number of    |

| Metric                                                          | Baseline                                                              | Year 1 Outcome                                                        | Year 2 Outcome                                                                  | Year 3 Outcome | Desired Outcome for 2023–24                                              |
|-----------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------|
|                                                                 | participated in the family forums in the 2021-2022 school year.       | participated in the family forums in the 2021-2022 school year.       | Forums during the 2022-2023 school year.                                        |                | parents involved in school initiatives and programs.                     |
| Family attendance at progress meetings with academic counselor. | 32% of the parent population attended an academic counseling meeting. | 20% of the parent population attended an academic counseling meeting. | 32% of the parent population met with an academic counselor regarding progress. |                | 37% of the parent population will attend an academic counseling meeting. |

## Actions

| Action #   | Title                                  | Description                                                                                                                                                                                                                                                                                                                                                      | Total Funds | Contributing |
|------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| <b>4.1</b> | Family Engagement Events and Workshops | Provide a minimum of four family workshops annually which are culturally responsive and relevant. Topics for family workshops will be generated through Educational Partner Input.<br><br>Also provide one Fall Family Forum and one Spring Family Forum to increase the number of parents trained in academic initiatives and to increase school connectedness. | \$3,800.00  | No           |
| <b>4.2</b> | One-On-One Family and Teacher Meetings | Implement family and teacher meetings focused on academics, college preparatory advising, and access to post secondary options                                                                                                                                                                                                                                   | \$1,700.00  | No           |
| <b>4.3</b> | Family Communication                   | Use various means of communication to inform and engage families such as:                                                                                                                                                                                                                                                                                        | \$10,500.00 | Yes          |

| Action #   | Title       | Description                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds | Contributing |
|------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |             | 1. Continue subscription to Learning Management System(s) that will help to implement a system to text, email, and call system to notify families of school events.<br>2. Flyers for upcoming events in Spanish and English.<br>3. Mailers and supplies needed such as stamps, postcards, cards, envelopes, and an automatic postage machine.<br>4. Continue subscription to document translating services. |             |              |
| <b>4.4</b> | Recruitment | Positively promote the charter school and recruit potential staff and students through various means including, but not limited to:<br><br>1. Purchase school promotional materials.<br>2. Work with local media for public relations advertisements and news stories.<br>3. Promote the charter school in the community through PR materials, billboards, bus advertisements, and vehicle wraps.           | \$35,000.00 | No           |
| <b>4.5</b> | Website     | Maintain an up-to-date and easy to navigate website to inform and educate families and the public.                                                                                                                                                                                                                                                                                                          | \$6,000.00  | No           |
| <b>4.8</b> |             |                                                                                                                                                                                                                                                                                                                                                                                                             |             |              |

# Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in this goal were implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Despite increased recruitment and advertising, INgenuity's enrollment is still well below expectations. Billboard advertising was revised to include additional neighborhoods, targeting two additional high schools in the local area. There was a slight increase in enrollment after these billboards ran.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.1 has been modified to ensure family events are planned in a culturally responsive and relevant manner.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

|                                                         |                                                            |
|---------------------------------------------------------|------------------------------------------------------------|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| 363,480                                                 | 7,200                                                      |

## Required Percentage to Increase or Improve Services for the LCAP Year

|                                                                                 |                             |                         |                                                                             |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
| 15.13%                                                                          | 2.50%                       | \$46,573.00             | 17.63%                                                                      |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- The LEA has greater than 70% enrollment of unduplicated students. In consideration of our foster youth, English learners, and low-income students and their specific needs, we found that each group has unique needs.
- Our homeless and foster youth are faced with school stability issues related to homelessness/eviction, moving from one home to another, and lack of clean clothes/access to toiletries. In order to address these issues, we have a location in our office (and on our school campus) where we provide general hygiene toiletries, clothing, blankets, and general basic necessities to foster students. Foster students also have access to our school psychologist who meets with students one-on-one or in small groups to provide personal counseling support. Our foster/homeless liaison is also available for additional support and resources. Since these personal needs of our foster youth are addressed, we expect to see improvement in academic stability and performance.
- The LEA's English learners struggle in the areas of reading and writing. We developed and implemented our ELD curriculum and class that supports our EL students in these areas. The ELD class is structured using EDGE curriculum, Read 180/System 44, and custom created

ELD curricula which addresses reading comprehension, grammar, and writing skills. This structured class will provide students with skill supports. We expect that all EL students in this class will improve their reading MAP score by 3 points (or greater) per school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The LEA increased and improved the services for foster youth, English learners, and low-income students by maintaining a fully credentialed (per ESSA regulations) teaching staff LEA-wide.

While the above service is provided school-wide, it has been implemented with the intent to raise the academic achievement of unduplicated and at-risk students. Many school-wide initiatives connected to this action/service are implemented with the intent to provide measurable growth in the targeted areas, as mentioned in the goals and actions.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Ingenuity will recruit and hire a part time EL Assistant to provide direct service to English Learners.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------|
| Staff-to-student ratio of classified staff providing direct services to students     |                                                            | 1:75                                                            |
| Staff-to-student ratio of certificated staff providing direct services to students   |                                                            | 1:13                                                            |

## 2023-24 Total Expenditures Table

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$2,002,989.00 | \$81,000.00       |             | \$55,500.00   | \$2,139,489.00 | \$1,723,689.00  | \$415,800.00        |

| Goal | Action # | Action Title                                                                | Student Group(s)                               | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|-----------------------------------------------------------------------------|------------------------------------------------|----------------|-------------------|-------------|---------------|----------------|
| 1    | 1.1      | Professional Development                                                    | All                                            |                | \$10,000.00       |             | \$4,000.00    | \$14,000.00    |
| 1    | 1.2      | Rigorous and Relevant Curriculum                                            | All                                            | \$100,000.00   |                   |             |               | \$100,000.00   |
| 1    | 1.3      | Digital Infrastructure and Devices                                          | All                                            | \$101,000.00   |                   |             | \$5,000.00    | \$106,000.00   |
| 1    | 1.4      | Special Education Professional Development - Teachers and Paraprofessionals | Students with Disabilities                     | \$0.00         |                   |             |               | \$0.00         |
| 1    | 1.5      | Professional Learning Communities                                           | Students with Disabilities                     | \$5,000.00     |                   |             | \$2,000.00    | \$7,000.00     |
| 1    | 1.6      | English Language Development                                                | English Learners                               | \$10,000.00    |                   |             |               | \$10,000.00    |
| 1    | 1.7      | Science Labs                                                                | English Learners<br>Foster Youth<br>Low Income | \$15,000.00    |                   |             |               | \$15,000.00    |
| 1    | 1.8      | Fully Credentialed Teachers                                                 | All                                            | \$1,275,489.00 |                   |             |               | \$1,275,489.00 |
| 1    | 1.9      | Career Technical Education                                                  | English Learners<br>Foster Youth<br>Low Income | \$85,000.00    |                   |             |               | \$85,000.00    |
| 2    | 2.1      | Educational Enrichment                                                      | English Learners<br>Foster Youth<br>Low Income | \$20,000.00    |                   |             |               | \$20,000.00    |
| 2    | 2.2      | Extended Learning Opportunities                                             | English Learners<br>Foster Youth<br>Low Income | \$60,000.00    |                   |             |               | \$60,000.00    |

| Goal | Action # | Action Title                                             | Student Group(s)                                            | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|----------------------------------------------------------|-------------------------------------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 2    | 2.3      | Homeless and Foster Youth Support                        | Foster Youth                                                | \$10,000.00  |                   |             |               | \$10,000.00  |
| 2    | 2.4      | Systems of Support For Student Support and Re-engagement | English Learners<br>Foster Youth<br>Low Income              | \$20,000.00  |                   |             | \$5,000.00    | \$25,000.00  |
| 2    | 2.5      | Academic Counseling                                      | English Learners<br>Foster Youth<br>Low Income              | \$189,000.00 |                   |             |               | \$189,000.00 |
| 2    | 2.6      | School Psychologist                                      | All                                                         |              | \$71,000.00       |             |               | \$71,000.00  |
| 2    | 2.7      | Attendance Support and Rewards                           | English Learners<br>Foster Youth<br>Low Income              | \$5,000.00   |                   |             |               | \$5,000.00   |
| 3    | 3.1      | Content Area Lessons and Support                         | English Learners<br>Foster Youth<br>Low Income              | \$15,000.00  |                   |             |               | \$15,000.00  |
| 3    | 3.2      | Student Assessments                                      | All                                                         | \$5,000.00   |                   |             |               | \$5,000.00   |
| 3    | 3.3      | Evidenced Based Interventions                            | English language learners All<br>Students with Disabilities |              |                   |             | \$10,000.00   | \$10,000.00  |
| 3    | 3.4      | Language Development Monitoring                          | English Learners                                            |              |                   |             | \$5,000.00    | \$5,000.00   |
| 3    | 3.5      | Dashboard Alternative School Status                      | English Learners<br>Foster Youth<br>Low Income              | \$0.00       |                   |             |               | \$0.00       |
| 3    | 3.6      | English Learner Support                                  | At Promise Students,<br>English Learners English Learners   | \$35,000.00  |                   |             | \$20,000.00   | \$55,000.00  |
| 4    | 4.1      | Family Engagement Events and Workshops                   | All                                                         | \$1,000.00   |                   |             | \$2,800.00    | \$3,800.00   |
| 4    | 4.2      | One-On-One Family and Teacher Meetings                   | All                                                         |              |                   |             | \$1,700.00    | \$1,700.00   |
| 4    | 4.3      | Family Communication                                     | English Learners<br>Foster Youth<br>Low Income              | \$10,500.00  |                   |             |               | \$10,500.00  |
| 4    | 4.4      | Recruitment                                              | All                                                         | \$35,000.00  |                   |             |               | \$35,000.00  |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 4    | 4.5      | Website      | All              | \$6,000.00 |                   |             |               | \$6,000.00  |

## 2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| 2,402,092                    | 363,480                                                    | 15.13%                                                                                              | 2.50%                                                    | 17.63%                                                                                        | \$474,500.00                                            | 0.00%                                                | 19.75 %                                                                                                | <b>Total:</b>            | \$474,500.00     |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>LEA-wide Total:</b>   | \$464,500.00     |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Limited Total:</b>    | \$10,000.00      |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title                      | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-----------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 1    | 1.6      | English Language Development      | Yes                                             | LEA-wide                                 | English Learners                               | All Schools | \$10,000.00                                                |                                             |
| 1    | 1.7      | Science Labs                      | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$15,000.00                                                |                                             |
| 1    | 1.9      | Career Technical Education        | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$85,000.00                                                |                                             |
| 2    | 2.1      | Educational Enrichment            | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$20,000.00                                                |                                             |
| 2    | 2.2      | Extended Learning Opportunities   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$60,000.00                                                |                                             |
| 2    | 2.3      | Homeless and Foster Youth Support | Yes                                             | Limited to Unduplicated Student Group(s) | Foster Youth                                   | All Schools | \$10,000.00                                                |                                             |

| Goal | Action # | Action Title                                             | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|----------------------------------------------------------|-------------------------------------------------|----------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 2    | 2.4      | Systems of Support For Student Support and Re-engagement | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$20,000.00                                                |                                             |
| 2    | 2.5      | Academic Counseling                                      | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$189,000.00                                               |                                             |
| 2    | 2.7      | Attendance Support and Rewards                           | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$5,000.00                                                 |                                             |
| 3    | 3.1      | Content Area Lessons and Support                         | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$15,000.00                                                |                                             |
| 3    | 3.5      | Dashboard Alternative School Status                      | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$0.00                                                     |                                             |
| 3    | 3.6      | English Learner Support                                  | Yes                                             | LEA-wide | English Learners                               | All Schools | \$35,000.00                                                |                                             |
| 4    | 4.3      | Family Communication                                     | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$10,500.00                                                |                                             |

## 2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|------------------------------------------------------|--------------------------------------------|
| Totals | \$2,141,399.00                                       | \$1,998,760.71                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                                  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 1                  | 1.1                  | Education Technology - Teachers                                             | No                                             | \$3,200.00                                     | \$0                                               |
| 1                  | 1.2                  | Professional Development - Teachers                                         | No                                             | \$11,000.00                                    | \$5,745                                           |
| 1                  | 1.3                  | Rigorous Curriculum                                                         | No                                             | \$168,000.00                                   | \$87,629.00                                       |
| 1                  | 1.4                  | Digital Infrastructure and Devices                                          | No                                             | \$135,570.00                                   | \$123,552                                         |
| 1                  | 1.5                  | Special Education Professional Development - Teachers and Paraprofessionals | No                                             | \$0.00                                         | \$0                                               |
| 1                  | 1.6                  | Professional Development - Coaching                                         | No                                             | \$7,000.00                                     | \$0                                               |
| 1                  | 1.7                  | English Language Development Program and Staff                              | Yes                                            | \$52,000.00                                    | \$41,500                                          |
| 1                  | 1.8                  | Science Labs                                                                | Yes                                            | \$14,000.00                                    | \$12,523                                          |
| 1                  | 1.9                  | Fully Credentialed Teachers                                                 |                                                | \$1,188,231.00                                 | \$1,358,719                                       |
| 2                  | 2.1                  | Educational Enrichment                                                      | Yes                                            | \$7,200.00                                     | \$7,450                                           |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                        | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                                   |                                                |                                                |                                                   |
| 2                  | 2.2                  | Extended Learning Opportunities                                   | Yes                                            | \$117,000.00                                   | \$14,173.55                                       |
| 2                  | 2.3                  | Homeless and Foster Youth Support                                 | Yes                                            | \$10,000.00                                    | \$3.722                                           |
| 2                  | 2.4                  | Multi-tiered Systems of Support For Student Re-engagement         | Yes                                            | \$45,500.00                                    | \$188                                             |
| 2                  | 2.5                  | Counselor                                                         | Yes                                            | \$189,000.00                                   | \$151,300                                         |
| 2                  | 2.6                  | School Psychologist                                               | No                                             | \$71,000.00                                    | \$69,720                                          |
| 2                  | 2.7                  | Attendance Support and Rewards                                    | Yes                                            | \$8,000.00                                     | \$1,1140                                          |
| 3                  | 3.1                  | Student Support Staff                                             | Yes                                            | \$18,000.00                                    | \$35,730                                          |
| 3                  | 3.2                  | North West Educational Association - Measure of Academic Progress | No                                             | \$8,000.00                                     | \$3,250                                           |
| 3                  | 3.3                  | Intervention Curriculum                                           | No                                             | \$5,995.00                                     | \$7,499                                           |
| 3                  | 3.4                  | Language Development Monitoring                                   | Yes                                            | \$42,000.00                                    | \$41,733                                          |
| 3                  | 3.5                  | Dashboard Alternative School Status                               | Yes                                            | \$0.00                                         | \$0                                               |
| 3                  | 3.6                  | Evidenced Based Interventions                                     | No                                             | \$6,725.00                                     | \$5,070                                           |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title             | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 4                  | 4.1                  | Parent Workshops                       | No                                             | \$3,600.00                                     | \$256.98                                          |
| 4                  | 4.2                  | One-On-One Family and Teacher Meetings | No                                             | \$1,700.00                                     | \$103                                             |
| 4                  | 4.3                  | Family Communication                   | Yes                                            | \$10,500.00                                    | \$6,121                                           |
| 4                  | 4.4                  | Recruitment                            | No                                             | \$12,000.00                                    | \$9,926.46                                        |
| 4                  | 4.5                  | Website                                | No                                             | \$6,178.00                                     | \$5,428                                           |

## 2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 297,888                                                                          | \$392,700.00                                            | \$251,315.00                                                          | \$141,385.00                                                                                       | 0.00%                                                | 0.00%                                                  | 0.00%                                                                                        |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|-----------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 1                  | 1.7                  | English Language Development Program and Staff            | Yes                                             | \$42,000.00                                                            | 41,500                                                                    |                                         |                                                                     |
| 1                  | 1.8                  | Science Labs                                              | Yes                                             | \$14,000.00                                                            | 6,845                                                                     |                                         |                                                                     |
| 2                  | 2.1                  | Educational Enrichment                                    | Yes                                             | \$7,200.00                                                             | 7,450                                                                     |                                         |                                                                     |
| 2                  | 2.2                  | Extended Learning Opportunities                           | Yes                                             | \$92,000.00                                                            | 11,366                                                                    |                                         |                                                                     |
| 2                  | 2.3                  | Homeless and Foster Youth Support                         | Yes                                             | \$10,000.00                                                            | 226                                                                       |                                         |                                                                     |
| 2                  | 2.4                  | Multi-tiered Systems of Support For Student Re-engagement | Yes                                             | \$35,000.00                                                            | 188                                                                       |                                         |                                                                     |
| 2                  | 2.5                  | Counselor                                                 | Yes                                             | \$124,000.00                                                           | 151,300                                                                   |                                         |                                                                     |
| 2                  | 2.7                  | Attendance Support and Rewards                            | Yes                                             | \$8,000.00                                                             | 1,140                                                                     |                                         |                                                                     |
| 3                  | 3.1                  | Student Support Staff                                     | Yes                                             | \$13,000.00                                                            | 31,300                                                                    |                                         |                                                                     |
| 3                  | 3.4                  | Language Development Monitoring                           | Yes                                             | \$37,000.00                                                            |                                                                           |                                         |                                                                     |
| 3                  | 3.5                  | Dashboard Alternative School Status                       | Yes                                             |                                                                        | 0                                                                         |                                         |                                                                     |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 4                  | 4.3                  | Family Communication       | Yes                                             | \$10,500.00                                                            |                                                                           |                                         |                                                                     |

## 2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| 1,861,745                                                 | 297,888                                                           | 0                                                        | 16.00%                                                                                                          | \$251,315.00                                                                 | 0.00%                                                         | 13.50%                                                                                     | \$46,573.00                                                                | 2.50%                                             |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## Focus Goal(s)

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Broad Goal

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric                                                                      | Baseline                                                                    | Year 1 Outcome                                                                                      | Year 2 Outcome                                                                                      | Year 3 Outcome                                                                                      | Desired Outcome for Year 3 (2023–24)                                                                   |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

17. **Active Corporate Status and Articles of Incorporation**

note

A0786652

3253817

CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION

FILED  
Secretary of State  
State of California

DEC 12 2012

The undersigned certify that:

1. They are the President and the Secretary of **O'Farrell Community School: Center for Advanced Academic Studies**, a California nonprofit public benefit corporation.
2. **Article I** of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this corporation is The O'Farrell Charter Schools.

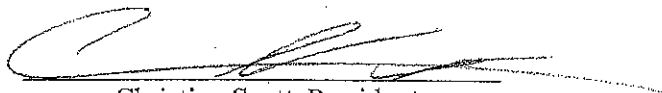
3. **Article II, Section B (1)** of the Articles of Incorporation of this corporation is amended to read as follows:

The specific purposes of the corporation are:

- (1) to support, benefit and carry out the purposes of, and to operate, manage, enhance, improve, disseminate, administer, guide, and direct one or more California public charter schools, and other education programs that may be developed, by this corporation; and
4. The foregoing amendments of the Articles of Incorporation have been duly approved by the Board of Directors.
5. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 12/10/12

  
Christian Scott, President

DATE: 12/10/2012

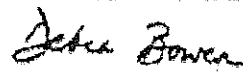
  
Delano Jones, Secretary



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JAN 22 2013

Date: \_\_\_\_\_

  
DEBRA BOWEN, Secretary of State

FILED

Secretary of State  
State of California

APR 27 2016

100

ARTICLES OF INCORPORATION  
OF  
SAN DIEGO EDUCATION FOUNDATION

ARTICLE I

CORPORATE NAME

The name of this corporation is San Diego Education Foundation.

ARTICLE II

CORPORATE PURPOSE

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. This corporation is organized, and shall be operated, exclusively for the benefit of, to perform the functions of, and to carry out the purposes of The O'Farrell Charter Schools, a California nonprofit public benefit corporation (the "Sponsor").

C. The specific purpose of the corporation is to operate and maintain an educational institution; to facilitate the development of charter schools; to lease, own, manage, and maintain charter school facilities; to provide charter school facilities and operational and other support to charter schools; to assist philanthropists and foundations in accelerating the growth of high quality charter schools; and to provide and otherwise obtain or assist in obtaining charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated public and charitable public purposes, or in any other charitable activities.

D. The corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code ("Code").

E. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

F. All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. No part of the net income or assets of the corporation shall inure to the benefit of any of its directors, officers or other private persons.

### ARTICLE III

#### SERVICE OF PROCESS

The name of the corporation's initial agent for service of process is:

California Corporate Agents, Inc.

### ARTICLE IV

#### CORPORATE ADDRESSES

The initial street and mailing address of the corporation is:

2673 Jaffa Court  
Escondido, California 92027

### ARTICLE V

#### DISSOLUTION

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to the Sponsor, if the Sponsor then is an organization that is described in, and has established its tax exempt status under, Section 501(c)(3) of the Code or, if not, to one or more organizations each of which then is described in, and has established its tax exempt status under, Section 501(c)(3) of the Code.

Notwithstanding the foregoing, assets, if any, which are not subject to attachment, execution or sale for the corporation's debts and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provides for:

(a) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.

(b) Except as provided in subparagraph (a), assets held under a trust shall be disposed of in compliance with the provisions of the trust.

## ARTICLE VI

### POWERS

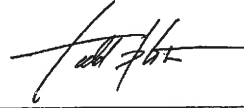
This corporation shall have all the powers of a natural person, subject only to limitations imposed by these Articles, the Bylaws of this corporation and applicable laws. Notwithstanding any such powers or any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

## ARTICLE VII

### AMENDMENTS

Any amendment of these Articles of Incorporation must be approved by the Sponsor in writing.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit public benefit corporation under the laws of the State of California, the undersigned has executed these Articles of Incorporation.



---

Todd Plate, Incorporator



I hereby certify that the foregoing  
transcript of 4 page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

MAY 04 2016 *APD*

Date: \_\_\_\_\_

*Alex Padilla*

ALEX PADILLA, Secretary of State

# **The O'Farrell Charter Schools**

## **BYLAWS**

### **ARTICLE I - NAME**

- 1.1 The name of this corporation is The O'Farrell Charter Schools.

### **ARTICLE II - PURPOSES**

- 2.1 The corporation is organized for the charitable and educational purposes as specified in its Articles of Incorporation.

### **ARTICLE III - OFFICES**

- 3.1 The corporation's principal office shall be located in San Diego, California. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within California.

- 3.2 Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

### **ARTICLE IV - MEMBERSHIP**

- 4.1 Unless and until these Bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

- 4.2 Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

### **ARTICLE V - BOARD OF DIRECTORS**

5.1 Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

5.1.1 Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

5.1.1.1 To select and remove all of the Officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

5.1.1.2 To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

5.1.1.3 To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

5.1.1.4 To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

5.1.1.5 To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

5.1.1.6 To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

5.1.1.7 To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

5.1.1.8 To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

5.2 The Board shall have not fewer than five (5) or more than seven (7) Directors. The exact number of Directors shall be fixed within these limits by resolution of the Board. Initially, there shall be seven (7) Directors.

5.3 Parents, community members, and employees of the school are all eligible to serve on the Board of Directors. As a qualification to serve on the Board of Directors, it is anticipated that all Directors will demonstrate a strong commitment to the success of the school.

5.3.1 There shall be no more than one (1) parent/legal guardian representative to the Board. The parent/legal guardian representative to the Board must be the parent/legal guardian of a currently enrolled student at the school. Parent/legal guardian representatives may not be employees of the school.

5.4 There shall be no more than one (1) staff member serving as a Director. This provision shall take effect upon the voluntary resignation of either currently seated staff member or if one of the currently seated staff member elects not to serve an addition term(s).

5.5 Not more than twenty percent (20%) of the persons serving on the Board may be "interested persons" as defined by Corporations Code section 5227. The term "interested persons" means either (1) Any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a Director; or (2) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. The Board shall adopt policies circumscribing potential conflicts of interest.

5.6 The regular term of each Director (with the exception of the parent representative) shall be two (2) years.

5.7 Directors shall serve without compensation, except that they may be reimbursed for actual and necessary expenses incurred in attending functions when they are authorized to represent the school and in performance of their duties as Directors or Officers.

5.8 Vacancies on the Board of Directors may be filled by a majority vote of the Directors then in office, or by a sole remaining Director.

5.9 Any Director may resign effective upon giving written notice to the Chair of the Board, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. No Director may resign if the organization would be left without a duly elected Director in charge of its affairs.

5.10 A Board member shall be deemed to have resigned, and the Board may declare vacant the office of any Director, if s/he:

5.10.1 Has been declared of unsound mind by final order of the court, convicted of a felony or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.

5.10.2 Is absent from three (3) consecutive Board meetings within a Board year without prior explanatory notification to the chair, or

5.10.3 If he/she is no longer the parent/legal guardian of a student currently enrolled at any school operated by The O'Farrell Charter Schools.

5.10.4 Fails to demonstrate a strong commitment to the success of the school.

5.11 The Chair shall inform delinquent Board members that in the absence of an immediate request for reconsideration that the applicable termination provision has taken effect.

5.12 Any member may be removed with or without cause, by a two-thirds (2/3) vote of the total membership of the Board of Directors.

## **ARTICLE VI - MEETINGS**

6.1 All meetings of the Board of Directors shall be open to the public and called, noticed and conducted in accordance with the Ralph M. Brown Act (the "Act"), except as provided for in the Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

6.2 Regular meetings, including annual meetings, shall be held at a time and place to be determined by the Board. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

6.3 A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

6.4 Special meetings may be called by the Chair of the Board at any time. The purpose of the meeting shall be stated with the notice and no other business shall be transacted except that for which the meeting has been called. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

6.5 TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

6.6 A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

6.7 Every act or decision made by a majority of the Directors present at a meeting that has been properly noticed and when a quorum is present shall be regarded as the act of the Board of Directors.

## ARTICLE VII - OFFICERS

7.1 The Officers of the Board of Directors shall be a President, a Chair, a Vice Chair, Secretary and Chief Financial Officer/Financial Liaison.

7.2 Officers will be elected by the Board every two (2) years. Any Director who is a community representative may be eligible to serve as an Officer. Directors who are parent/legal guardian or staff representatives shall not be eligible to serve as an Officer. The term of an Officer shall be two (2) years.

7.3 Any Officer may be removed with or without cause by a two-thirds (2/3) majority vote of the total membership of the Board.

7.4 Any Officer may resign at any time by giving written notice to the Chair of the Board, the Secretary, or the Board of Directors. Resignation will take effect on the date of receipt of the notice or at any later date specified. Acceptance of the resignation will not be necessary to make said resignation effective.

7.5 A vacancy in any office other than the Chair of the Board may be filled until the next annual meeting by the appointment by the Chair of the Board.

The duties of the Officers shall be as follows:

7.6 **The Chair of the Board** shall preside at all meetings of the Board, shall be responsible for seeing that the lines of direction given by the Board are carried into effect, and for reporting to the Board on the conduct and management of the affairs of the school. S/he shall be ex-officio member of all committees established by the Board, except the Board Development Committee, and shall have other powers and, duties authorized by the Board.

7.7 **The Vice Chair** shall preside at meetings of the Board in the temporary absence of the Chair. S/he shall have other powers and perform other duties as assigned by the Chair. If a vacancy exists in the office of the Chair, the Vice Chair shall succeed to the position of Chair until the next regular election of Officers.

7.8 **The Secretary** shall be responsible for seeing that notices are issued for all meetings of the Board and shall see that minutes of these meetings are kept. The Secretary shall exercise the powers and perform the duties usually incident to the office of Secretary, and perform other duties as assigned by the Chair or the Board of Directors.

7.9 **The Financial Liaison/Chief Financial Officer** is responsible for monitoring the control, receipt, and custody of all assets of the School; monitoring disbursements as authorized by the Board of Directors; reporting receipt, use, and disbursements of all assets of the School. The Financial Liaison/Chief Financial Officer shall exercise the powers and perform other duties usually incident to the office of Financial Liaison/Chief Financial Officer and as assigned by the Chair or the Board.

## **ARTICLE VIII - EXECUTIVE DIRECTOR**

8.1 The Executive Director of The O'Farrell Charter Schools shall be appointed by the Board of Directors on the recommendation of the Chair of the Board. The Executive Director shall be responsible for providing professional advice and assistance to the Board of Directors, the Chair, other Officers and committees; and shall be responsible for administering the total operations of The O'Farrell Charter Schools.

8.2 The Executive Director is hired and terminated by the Board, and reports to the Board. The Executive Director shall have the authority to employ, train, supervise, and release all employed and volunteer staff in accordance with policies adopted by the Board of Directors.

## **ARTICLE IX - COMMITTEES**

9.1 The Board may establish a Board Development Committee to recommend nominees to the Board for Officers and Directors.

9.2 The Board may establish other committees as it deems necessary. Committees shall have the names, powers, duties, and existence as determined by action of the Board, however, the Board may not delegate the powers specified in 9.5.1 through 9.5.8, below.

9.3 The Chair of each committee shall be appointed from among the members of the Board by the Chair of the Board, subject to the approval of the Board.

9.4 Except as otherwise provide in this Article IX, committee members may include persons who are not directors. Committees which include members that are not directors shall be advisory committees and shall not exercise the authority of the Board.

9.5 The Board may, by resolution adopted by a majority of the number Directors then in office, provided that a quorum is present, create one (1) or more committees consisting only of Board Members and composed of at least two (2) members, to serve at the pleasure of the Board. Appointments to such committees shall be by a majority vote of the number of Directors authorized by these Bylaws to

take action on behalf of the Board. Any such committees, to the extent provided by the resolution or in these Bylaws, shall have all authority of the Board, except the power to:

9.5.1 fill vacancies on the Board of Directors or any committee which has the authority of the Board of Directors;

9.5.2 fix the compensation of the Directors for serving on the Board or any committee;

9.5.3 amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;

9.5.4 appoint committees of the Board or appoint members thereof;

9.5.5 adopt the budget or take any action which is a departure from the direction established by the Board;

9.5.6 amend or repeal the Bylaws or adopt new Bylaws;

9.5.7 expend corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or

9.5.8 approve any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as provided in paragraph (3) of subdivision (d) of Section 5233.

9.6 All committee meetings of the Board of Directors shall be open to the public and conducted in accordance with the Ralph M. Brown Act, except as provided for in the Act.

## ARTICLE X - MISCELLANEOUS

***Fiscal Year:*** The fiscal year shall be July 1 to June 30.

***Non Discrimination:*** The Directors, Officers, committee members, employed and volunteer staff, and clients served by this school shall be selected entirely on a nondiscriminatory basis with respect to age, gender, race, religion, national origin, sexual orientation, and physical limitations.

***Records and Rights of Inspection:*** Any Director shall have the right at any reasonable time to inspect and copy all books, records, and documents of any kind. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

***Approved Signatures:*** Approval for signatures necessary on contracts, checks, and orders for the payment, receipt, or deposit of money, and access to the securities shall be authorized by the Board of Directors.

***Execution of Instruments:*** The Board of Directors, except as otherwise provided in these Bylaws, may by resolution, authorize any Officer or agent of the school to enter

into any contract or execute and deliver any instrument in the name of and on behalf of the school, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the school by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

***Budget:*** The annual budget of income and expenditures shall be approved by the Board of Directors. No expenses shall be incurred in excess of budgetary appropriations without prior approval of the Board of Directors.

***Summary Report:*** A summary report of the fiscal and programmatic operation of the school shall be made at least annually to the public, in such form as the Board of Directors may authorize.

***Effective Date.*** These Bylaws shall become effective immediately upon their adoption by the incorporate or by the vote of a majority of the Board.

#### **ARTICLE XI - PARLIAMENTARY AUTHORITY**

The Board of Directors will use the consensus model of decision making in all meetings of the Board. If consensus is not possible, Roberts' Rules of Order, in its most recent revision, will prevail as the parliamentary authority as consistent with the Brown Act.

#### **ARTICLE XII - AMENDMENTS**

These Bylaws may be altered, amended, or repealed and new Bylaws adopted by vote of a majority of the total membership of the Board of Directors at any regular or special meeting provided that the proposed changes be included in the notice of the meeting. Amendments to these Bylaws shall become effective immediately upon their adoption, unless the Board directs otherwise.

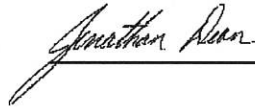
## CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

That I am the Secretary of The O'Farrell Charter School.

That the foregoing amended bylaws constitute the bylaws of such corporation as duly adopted by the corporation's Board of Directors on December 10, 2012; and that these bylaws have not been amended or modified since that date.

Date: December 11, 2012

 , Secretary

OGDEN UT 84201-0046

In reply refer to: 0423291515  
Mar. 28, 2013 LTR 252C 0  
27-2141651 000000 00  
00006580  
BODC: TE

OFARRELL CHARTER SCHOOLS  
6130 SKYLINE DR  
SAN DIEGO CA 92114-5620



020839

Taxpayer Identification Number: 27-2141651

Dear Taxpayer:

Thank you for the inquiry dated Feb. 13, 2013.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you need forms, schedules, or publications, you may get them by visiting the IRS website at [www.irs.gov](http://www.irs.gov) or by calling toll-free at 1-800-TAX-FORM (1-800-829-3676).

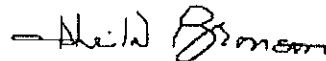
If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number ( ) \_\_\_\_\_ Hours \_\_\_\_\_

Sincerely yours,



Sheila Bronson  
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):  
Copy of this letter

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 28 2011**

OFARRELL COMMUNITY SCHOOL CENTER  
FOR ADVANCED ACADEMIC STUDIES  
6130 SLYLINE DR  
SAN DIEGO, CA 92114

Employer Identification Number:  
27-2141651  
DLN:  
17053280315030  
Contact Person:  
LING YEE ID# 95201  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
December 18, 2009  
Contribution Deductibility:  
Yes  
Addendum Applies:  
Yes

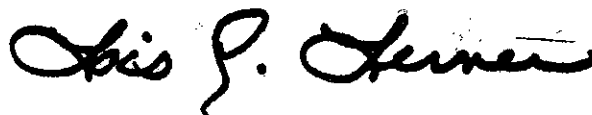
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

OFARRELL COMMUNITY SCHOOL CENTER

You are not subject to the specific publishing requirements of Revenue Ruling 75-50 1975-2 C.B. page 587 as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or now renewed you will be required to comply with Revenue Procedure 75-50.

## 18. **Bylaws**

# **The O'Farrell Charter Schools**

## **BYLAWS**

### **ARTICLE I - NAME**

1.1 The name of this corporation is The O'Farrell Charter Schools ("Corporation").

### **ARTICLE II - PURPOSES**

2.1 The corporation is organized for the charitable and educational purposes as specified in its Articles of Incorporation.

### **ARTICLE III - OFFICES**

3.1 The corporation's principal office shall be located in San Diego, California. The Board of Directors ("Board of Directors") is granted full power and authority to change the principal office from one location to another within California.

### **ARTICLE IV - MEMBERSHIP**

4.1 Unless and until these Bylaws are amended to provide otherwise, this Corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise by law vest in the members shall rest in the Board of Directors.

4.2 Nothing in this Article shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board of Directors, but may not vote. The Corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the Corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

### **ARTICLE V - BOARD OF DIRECTORS**

5.1 Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Corporation's Articles of Incorporation and these Bylaws, the

activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. They may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors. No assignment, referral or delegation of authority by the Board of Directors or anyone acting under such delegation shall preclude the Board of Directors from exercising full authority over the conduct of the Corporation's activities, and the Board of Directors may rescind any such assignment, referral or delegation at any time.

5.1.1 Without prejudice to its general powers, but subject to the same limitations set forth above, the Board of Directors shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

5.1.1.1 To select and remove all of the Officers, see below, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

5.1.1.2 To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefore which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws;

5.1.1.3 To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

5.1.1.4 To borrow money and incur indebtedness for the purposes of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

5.1.1.5 To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

5.1.1.6 To act as trustee under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

5.1.1.7 To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

5.1.1.8 To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

5.2 The Board of Directors shall have not fewer than five (5) or more than seven (7) Directors. The exact number of Directors shall be fixed within these limits by resolution of the Board. Initially, there shall be seven (7) Directors.

5.3 Parents, community members, and employees of the school are all eligible to serve on the Board of Directors. As a qualification to serve on the Board of Directors, it is anticipated that all Directors will demonstrate a strong commitment to the success of the school.

5.3.1 There shall be no more than one (1) parent/legal guardian representative to the Board of Directors. The parent/legal guardian representative to the Board of Directors must be the parent/legal guardian of a currently enrolled student at the school. Parent/legal guardian representatives may not be employees of the school.

5.4 There shall be no more than one (1) staff member serving as a Director. This provision shall take effect upon the voluntary resignation of either currently seated staff member or if one of the currently seated staff member elects not to serve an addition term(s).

5.5 The regular term of each Director (with the exception of the parent representative) shall be two (2) years.

5.6 Directors shall serve without compensation, except that they may be reimbursed for actual and necessary expenses incurred in attending functions when they are authorized to represent the school and in performance of their duties as Directors or Officers.

5.7 Vacancies on the Board of Directors may be filled by a majority vote of the Directors then in office, or by a sole remaining Director.

5.8 Any Director may resign effective upon giving written notice to the Chair of the Board of Directors, the Secretary, or the full Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. No Director may resign if the organization would be left without a duly elected Director in charge of its affairs.

5.9 A Director of the Board of Directors shall be deemed to have resigned, and the Board may declare vacant the office of any Director, if s/he:

5.9.1 Has been declared of unsound mind by final order of the court, convicted of a felony or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.

5.9.2 Is absent from three (3) consecutive Board of Directors' meetings within a fiscal year without prior explanatory notification to the chair, or

5.10.3 If he/she is no longer the parent/legal guardian of a student currently enrolled at any school operated by The O'Farrell Charter Schools.

5.9.4 Fails to demonstrate a strong commitment to the success of the school.

5.10 The Chair of the Board of Directors shall inform delinquent Directors that in the absence of an immediate request for reconsideration that the applicable termination provision has taken effect.

5.11 Any Director may be removed with or without cause, by a two-thirds (2/3) vote of the total Board of Directors.

## **ARTICLE VI - MEETINGS**

6.1 All meetings of the Board of Directors shall be open to the public and called, noticed and conducted in accordance with the Ralph M. Brown Act (the "Act"), except as provided for in the Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

6.2 Regular meetings, including annual meetings, shall be held at a time and place to be determined by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

6.3 A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors, based upon the presence of a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

6.4 Special meetings may be called by the Chair of the Board of Directors at any time. The purpose of the meeting shall be stated with the notice and no other business shall be transacted except that for which the meeting has been called. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by

electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

6.5 The Board of Directors may participate in a Board meeting through teleconference so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where an individual on the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. The public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

6.6 A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

6.7 Every act or decision made by a majority of the Directors at a meeting that has been properly noticed and when a quorum is present shall be regarded as the act of the Board of Directors.

## **ARTICLE VII - OFFICERS**

7.1 The Officers of the Corporation shall be a President, a Chair, a Vice Chair, Secretary and Chief Financial Officer/Financial Liaison.

7.2 Officers will be appointed by the Board of Directors. Officers need not be a Director of the Board of Directors except that the Chair and the Vice-Chair, each must be a Director. Each Officer shall hold office until removed or replaced or until the Officer resigns. Any Director who is a community representative may be eligible to serve as an Officer. Directors who are parent/legal guardians of a student or staff representatives shall not be eligible to serve as an Officer.

7.3 Any Officer may be removed with or without cause by a two-thirds (2/3) majority vote of the total number of Directors of the Board of Directors.

7.4 Any Officer may resign at any time by giving written notice to the Chair of the Board of Directors, the Secretary, or the entire Board of Directors. Resignation will take effect on the date of receipt of the notice or at any later date specified. Acceptance of the resignation will not be necessary to make said resignation effective.

7.5 A vacancy in any office other than the Chair of the Board of Directors may be filled until the next annual meeting by the appointment by the Chair of the Board of Directors.

The duties of the Officers shall be as follows:

7.6 **The President** is subject to the control of the Board of Directors. The President is to be the chief executive officer and general manager of the Corporation and shall act as the Superintendent of The Corporation's schools. S/he shall have general supervision, direction and control of the business and Officers of the corporation; except for the Chair and Vice Chair of the Board of Directors. S/he shall have such other powers or duties as may be prescribed by the Board of Directors or these Bylaws. Subject to such limitations as may be imposed by the Board of Directors, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

7.7 **The Chair of the Board of Directors** shall preside at all meetings of the Board of Directors, shall be responsible for seeing that the lines of direction given by the Board of Directors are carried into effect, and for reporting to the Board of Directors on the conduct and management of the affairs of the school. S/he shall be an ex-officio of all Committees established by the Board of Directors, except the Board Development Committee, and shall have other powers and, duties authorized by the Board of Directors.

7.8 **The Vice Chair** shall preside at meetings of the Board of Directors in the temporary absence of the Chair. S/he shall have other powers and perform other duties as assigned by the Chair. If a vacancy exists in the office of the Chair, the Vice Chair shall succeed to the position of Chair until the next regular election of Officers by the Board of Directors.

7.9 **The Secretary** shall be responsible for seeing that notices are issued for all meetings of the Board of Directors and shall see that minutes of these meetings are

kept. The Secretary shall exercise the powers and perform the duties usually incident to the office of Secretary, and perform other duties as assigned by the Chair or the Board of Directors.

**7.10 The Financial Liaison/Chief Financial Officer** is responsible for monitoring the control, receipt, and custody of all assets of the Corporation's Schools; monitoring disbursements as authorized by the Board of Directors; reporting receipt, use, and disbursements of all assets of the Corporation's Schools. The Financial Liaison/Chief Financial Officer shall exercise the powers and perform other duties usually incident to the office of Financial Liaison/Chief Financial Officer and as assigned by the Chair or the Board of Directors.

**7.11 Subordinate Officers.** The Board may appoint such other Officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board of Directors may from time to time determine. The Board of Directors may authorize one or more Officers of the corporation to appoint subordinate officers of the corporation.

## **ARTICLE VIII - COMMITTEES**

**8.1** The Board of Directors may establish a Board Development Committee to recommend nominees to the Board of Directors for Officers and Directors.

**8.2** The Board of Directors may establish other committees as it deems necessary. Committees shall have the names, powers, duties, and existence as determined by action of the Board of Directors, however, the Board of Directors may not delegate the powers specified in 9.5.1 through 9.5.8, below.

**8.3** The Chair of each committee shall be appointed from among the Directors of the Board of Directors by the Chair, subject to the approval of the Board of Directors.

**8.4** Except as otherwise provide in this Article IX, committee representatives may include persons who are not Directors. Committees which include individuals that are not Directors shall be advisory committees and shall not exercise the authority of the Board of Directors.

**8.5** The Board of Directors may, by resolution adopted by a majority of the number Directors then in office, provided that a quorum is present, create one (1) or more committees consisting only of Directors and composed of at least two (2) Representatives, to serve at the pleasure of the Board of Directors. Appointments to such committees shall be by a majority vote of the number of Directors authorized by these Bylaws to take action on behalf of the Board of Directors. Any such committees, to the extent provided by the resolution or in these Bylaws, shall have all authority of the Board of Directors, except the power to:

**8.5.1** fill vacancies on the Board of Directors or any committee which has the authority of the Board of Directors;

8.5.2 amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;

8.5.3 appoint committees of the Board of Directors or appoint individuals thereof;

8.5.4 adopt the budget or take any action which is a departure from the direction established by the Board;

8.5.5 amend or repeal the Bylaws or adopt new Bylaws;

8.5.6 expend corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or

8.6 All committee meetings of the Board of Directors shall be open to the public and conducted in accordance with the Ralph M. Brown Act, except as provided for in the Act.

## **ARTICLE IX - MISCELLANEOUS**

***Fiscal Year:*** The fiscal year shall be July 1 to June 30.

***Non Discrimination:*** The Directors, Officers, committees, employees and volunteer staff, and clients served by this school shall be selected entirely on a nondiscriminatory basis with respect to age, gender, race, religion, national origin, sexual orientation, and physical limitations.

***Records and Rights of Inspection:*** Any Director shall have the right at any reasonable time to inspect and copy all books, records, and documents of any kind. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

***Approved Signatures:*** Approval for signatures necessary on contracts, checks, and orders for the payment, receipt, or deposit of money, and access to the securities shall be authorized by the Board of Directors.

***Execution of Instruments:*** The Board of Directors, except as otherwise provided in these Bylaws, may by resolution, authorize any Officer or agent of the school to enter into any contract or execute and deliver any instrument in the name of and on behalf of the school, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the school by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

***Budget:*** The annual budget of income and expenditures shall be approved by the Board of Directors. No expenses shall be incurred in excess of budgetary appropriations without prior approval of the Board of Directors.

**Summary Report:** A summary report of the fiscal and programmatic operation of the school shall be made at least annually to the public, in such form as the Board of Directors may authorize.

**Effective Date.** These Bylaws shall become effective immediately upon their adoption by the incorporate or by the vote of a majority of the Board of Directors.

#### **ARTICLE X - PARLIAMENTARY AUTHORITY**

The Board of Directors will use the consensus model of decision making in all meetings of the Board of Directors. If consensus is not possible, Roberts' Rules of Order, in its most recent revision, will prevail as the parliamentary authority as consistent with the Brown Act.

#### **ARTICLE XI - AMENDMENTS**

These Bylaws may be altered, amended, or repealed and new Bylaws adopted by vote of a majority of the total membership of the Board of Directors at any regular or special meeting provided that the proposed changes be included in the notice of the meeting. Amendments to these Bylaws shall become effective immediately upon their adoption, unless the Board of Directors directs otherwise.

## CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

That I am the Secretary of The O'Farrell Charter School.

That the foregoing amended bylaws constitute the bylaws of such corporation as duly adopted by the corporation's Board of Directors on \_\_\_\_; and that these bylaws have not been amended or modified since that date.

Date: August 17, 2019

 , Superintendent

**FISCAL IMPACT**

The funding source for administration of this task is included in the Fiscal Year 2022-2023 Adopted Budget for the Clerk of the Board of Supervisors.

**BUSINESS IMPACT STATEMENT**

N/A

**ACTION:**

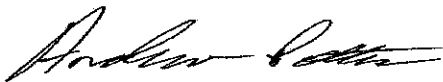
ON MOTION of Supervisor Fletcher, seconded by Supervisor Vargas, the Board of Supervisors took action as recommended, on Consent.

AYES: Vargas, Anderson, Lawson-Remer, Fletcher, Desmond

State of California)  
County of San Diego) §

I hereby certify that the foregoing is a full, true and correct copy of the Original entered in the Minutes of the Board of Supervisors.

ANDREW POTTER  
Clerk of the Board of Supervisors



Signed  
by Andrew Potter

19. **Conflict of Interest Code:** Charter Board approved 12/10/2012, and County Board approved 12/13/2016

**COUNTY OF SAN DIEGO  
BOARD OF SUPERVISORS  
TUESDAY, MARCH 14, 2023**

**MINUTE ORDER NO. 13**

**SUBJECT: APPROVAL OF THE CONFLICT OF INTEREST CODES FOR LA  
MESA-SPRING VALLEY SCHOOL DISTRICT AND THE O'FARRELL  
CHARTER SCHOOLS (DISTRICTS: ALL)**

**OVERVIEW**

The Board of Supervisors serves as the Code Reviewing Body for any local agency, other than city agencies, with jurisdiction wholly within the County, per Government Code Section 82011. The recommended action would approve the proposed amendments to the Conflict of Interest codes of La Mesa-Spring Valley School District and The O'Farrell Charter Schools.

**RECOMMENDATION(S)**

**CHIEF ADMINISTRATIVE OFFICER**

Approve the Conflict of Interest codes of the following agencies:

1. La Mesa-Spring Valley School District
2. The O'Farrell Charter Schools

**EQUITY IMPACT STATEMENT**

County government includes standing and special citizen boards, commissions, committees and task forces formed to advise the Board of Supervisors and County staff on issues and policies and to serve as links to the community. Boards, commissions and committees provide an inter-relationship between the residents and the government of the County and as such must provide transparent bias-free decision-making. The Board of Supervisors serves as the Code Reviewing Body for any local agency, other than city agencies, with jurisdiction wholly within the County, pursuant to Government Code Section 82011. Under the California Political Reform Act, a public official has a disqualifying conflict of interest in a governmental decision if it is foreseeable that the decision will have a financial impact on their personal finances or other financial interests. In such cases, there is a risk of biased decision-making that could sacrifice the public's interest in favor of the official's private financial interests. To avoid actual bias or the appearance of possible improprieties, the public official is prohibited from participating in the decision.

The recommended action would approve the submitted Conflict of Interest codes. The Conflict of Interest code in this Board Letter enables the County of San Diego to provide transparency and accountability to individual residents, ensuring equitable operations of the government that are free from undue influence.

**SUSTAINABILITY IMPACT STATEMENT**

Under the Political Reform Act, all public agencies are required to adopt a Conflict of Interest code that designates positions that are required to file the Statement of Economic Interests (Form 700). Conflict of Interest codes must be maintained as updated and accurate to ensure that necessary public officials report their personal financial interests. These required filings provide public transparency about possible conflicts of interest and to ensure governmental decisions are made in the best interest of the public. This board letter supports the County of San Diego's sustainability goal of, "Engaging the community to partner and participate in decisions that impact their lives and communities and transparently share results of outcomes."

**The O'Farrell Charter Schools**

**Board Policy**

**#1100**

**Conflict of Interest Code**

**I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., The O'Farrell Charter Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of The O'Farrell Charter Schools ("Charter School"), as specifically required by California Government Code Section 87300.

**II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

**III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

**IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements filed with the Charter School. All statements shall be supplied by the Charter School. All statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

|                                                                                       |                     |
|---------------------------------------------------------------------------------------|---------------------|
| Approved and/or authorized by the<br>Board of Supervisors of the County of San Diego. |                     |
| Meeting Date: 2/14/23                                                                 | Minute Order No. 13 |
| By: [Signature]                                                                       | Date: 2/13/23       |
| Deputy Clerk of the Board Supervisors                                                 |                     |

## V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## VI. MANNER OF DISQUALIFICATION

### A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## **EXHIBIT A**

### **Designated Positions**

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

- A. Members of the Governing Board
- B. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary)
- C. Superintendent of Charter Schools
- D. Consultants

## **EXHIBIT B**

### **Disclosure Categories**

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

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

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

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

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

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Board of Directors  
The O'Farrell Charter Schools  
San Diego, California

In the Matter of Support       )  
of a Conflict of Interest       )       RESOLUTION  
Policy                               )

WHEREAS, this resolution certifies the approval of The O'Farrell Charter Schools Board of Directors to enact a Conflict of Interest Code.

WHEREAS, the purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

BE IT RESOLVED, that the Board of Directors of The O'Farrell Charter Schools authorizes the creation of a Conflict of Interest Code;

PASSED AND ADOPTED by the Board of Directors of The O'Farrell Charter Schools of San Diego County, California, this 5th day of December 2022:

I, Cindy Wagner, Superintendent, The O'Farrell Charter Schools, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at a meeting thereof held on the day and by the vote above stated, which resolution is on file with the minutes of said meeting.

*Cindy Wagner*

Cindy Wagner (Dec 9, 2022 10:04 PST)

Cindy Wagner, Superintendent

**Board Approval Date: December 5, 2012**

**Revised on: October 8, 2018**

**December 14, 2020**

**December 5, 2022**

## 20. **Uniform Complaint Policy**

# **The O’Farrell Charter Schools**

## **Board Policy**

**#1003**

### **Uniform Complaint Procedures**

These Uniform Complaint Procedures (“UCP”) contain rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by The O’Farrell Charter Schools. The O’Farrell Charter Schools developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600-4687. The O’Farrell Charter Schools has primary responsibility to ensure The O’Farrell Charter Schools’ compliance with applicable state and federal laws and regulations, and The O’Farrell Charter Schools will investigate and seek to resolve UCP complaints in accordance with this UCP. This UCP has been approved by The O’Farrell Charter Schools’ Board of Directors.

#### **UCP COMPLAINTS**

Not all complaints fall under the scope of the UCP. Complaints arising from the employment relationship are separately addressed by The O’Farrell Charter Schools’ employment policies. Many concerns, including classroom assignments, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements, are not UCP complaints. The O’Farrell Charter Schools, however, may use these complaint procedures to address complaints not covered by the UCP in its sole discretion. Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include: complaints regarding certain programs and activities (list below); complaints alleging the charging of pupil fees for participation in an educational activity; complaints regarding non-compliance with the requirements of The O’Farrell Charter Schools’ Local Control and Accountability Plans (“LCAP”); or an allegation of unlawful discrimination, harassment, intimidation, or bullying in certain programs or activities.

#### **Complaints Regarding Programs and Activities**

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education; Career Technical and Technical Training
- Childcare and Development Programs

#### **Technical Education**

- Education and Graduation requirements of Pupils in Foster Care, Homeless Pupils, former Juvenile Court Pupils, and Pupils of Military Families
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Pupil
- Schoolsite Council
- School Plan for Student Achievement
- School Safety Plans

Pupil Fees, which includes a purchase that a pupil is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity

- Complaints Regarding The O’Farrell Charter Schools’ LCAP
- Every Student Succeeds Act
- Migrant Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on

sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by The O’Farrell Charter Schools which is funded directly by, or that received or benefits from, any state financial assistance

- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate
- Inclusive Instructional Materials: Refusal of the governing body of a charter school to approve or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any other book or resource in a school library that includes a study of the role of any individual or group consistent with the requirements of Education Code section 51240.5 and 60040.

### **THE UCP ANNUAL NOTICE**

The O’Farrell Charter Schools provides notice of this UCP on an annual basis. The notice addresses all students, employees, parents or guardians, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties. The notice includes information regarding allegations about discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the position at The O’Farrell Charter Schools who is responsible for and knowledgeable about processing UCP complaints. The O’Farrell Charter Schools’ annual UCP notice is in English. If 15% or more of students enrolled at The O’Farrell Charter Schools speak a single primary language other than English, the annual notice will be provided in that language as well pursuant to Education Code § 48985.

### **DESIGNATION OF RESPONSIBLE EMPLOYEE**

The O’Farrell Charter Schools’ Director of Operations is the employee responsible for receiving, investigating and responding to UCP complaints (the “Responsive Employee”):

Director of Operations, Susan Cuttitta  
The O’Farrell Charter Schools  
6130 Skyline Drive  
San Diego, CA 92114

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to The O'Farrell Charter Schools' Superintendent or other appropriate The O'Farrell Charter Schools official, who will determine how the complaint will be investigated.

The O'Farrell Charter Schools will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaints. The O'Farrell Charter Schools may consult with legal counsel appropriate.

### **CONFIDENTIALITY AND NON-RETALIATION**

The O'Farrell Charter Schools will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation or bullying remains confidential as appropriate.

### **COMPLAINT PROCEDURES**

#### **Step 1: Filing a UCP Complaint**

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, The O'Farrell Charter Schools will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with The O'Farrell Charter Schools' Superintendent or Principal. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Superintendent or designee, prior to implementing any such measures. The

interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until The O'Farrell Charter Schools issues its final written Investigation Report, whichever occurs first.

### **Timing of Complaints and Investigation**

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred. For complaints regarding LCAP, the date of the alleged violation is the date when The O'Farrell Charter Schools' governing board approves the LCAP or annual update. Unless a UCP complaint is resolved through mediation as set forth below, The O'Farrell Charter Schools will investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

### **Step 2: Mediation (Optional)**

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any The O'Farrell Charter Schools employee or member of The O'Farrell Charter Schools' governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and The O'Farrell Charter Schools to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either The O'Farrell Charter Schools or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, The O'Farrell Charter Schools will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint. The use of mediation does not extend The O'Farrell Charter Schools' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### **Step 3: Investigation of Complaint**

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable The O'Farrell Charter Schools records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant or complainant's representative and The O'Farrell Charter Schools' representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by The O’Farrell Charter Schools to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Step 4: Superintendent Review**

The Superintendent has discretion to evaluate the complaint and/or the Responsible Employee’s (or designee’s) proposed decision before a final written decision is issued. If the Superintendent elects to do so, then based on all the evidence obtained during the investigation, the Superintendent may approve, modify or reject the Responsible Employee’s (or designee’s) proposed decision and issue a final decision that meets the requirements set forth herein. The Superintendent may also decide not to review the complaint, in which case the Responsible Employee’s (or designee’s) decision shall be final.

#### **Step 5: Final Written Decision (Investigation Report)**

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (the “Investigation Report”) within sixty (60) calendar days of receipt of the complaint, unless complainant agrees to extend this date. The O’Farrell Charter Schools’ Investigation Report shall be written in English and, when required by law, in the complainant’s primary language.

The Investigation Report shall include:

1. The finding(s) of fact based on the evidence gathered;
2. Conclusion providing a clear determination as to each allegation as to whether The O’Farrell Charter Schools is in compliance with the relevant law;
3. If The O’Farrell Charter Schools finds merit in the complaint, the corrective actions required by law;
4. Notice of the complainant’s right to appeal The O’Farrell Charter Schools’ Investigation Report to the CDE, except when The O’Farrell Charter Schools has used its UCP to address a non-UCP complaint; and
5. Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act (FERPA) or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of The O’Farrell Charter Schools’ expectations. If The O’Farrell Charter Schools finds merit in a complaint regarding pupil fees, physical education instructional minutes, or LCAP, the remedy will go to all affected pupils and parents/guardians. The O’Farrell Charter Schools, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

#### **APPEAL PROCESS**

A complainant may appeal The O’Farrell Charter Schools’ Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the California Department of Education (“CDE”). This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

1. The O’Farrell Charter Schools failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
5. In a case in which The O’Farrell Charter Schools found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of The O’Farrell Charter Schools’ Investigation Report.

*Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:*

California Department of Education  
Education Equity UCP Appeals Office  
1430 N Street  
Sacramento, CA 95814  
916-319-8239

*Appeals of decisions regarding LCAP should be sent to:*

California Department of Education  
Local Agency Systems Support Office  
1430 N Street  
Sacramento, CA 95814  
916-319-0809

*Appeals of decisions regarding pupil fees or all other educational program complaints should be sent to:*

California Department of Education  
Categorical Programs Complaints Management Office  
1430 N Street  
Sacramento, CA 95814  
916-319-0929

The CDE may directly intervene in the complaint without waiting for action by The O’Farrell Charter Schools when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which The O’Farrell Charter Schools has not taken action within sixty (60) days of the date the complaint was filed with The O’Farrell Charter Schools. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

## **CIVIL LAW REMEDIES**

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

**Board Approval Date: January 14, 2019**

**Revised on: January 11, 2021**

**Revised on: December 5, 2022**

**Revised on: February 5, 2024**

## 21. Board Roster

| Board Member Name      | Description and Qualifications                                                                                                                                                                                                                        | Term              | Contact Information                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------|
| 1. Sharlette Dela Cruz | <p>Chair</p> <p>Ms. De La Cruz is a longstanding board member, former parent of an O'Farrell Charter School student, and an active community member. Ms. De La Cruz brings historical perspective and financial acumen to the Board of Directors.</p> | January 2024-2026 | Sharlette.delacruz@ofarrellschool.org |
| 2. Talib Mahdi         | <p>Vice Chair</p> <p>Mr. Madhi hails from the Skyline/Encanto/Morse community, has served as a volunteer coach in the community and works in the defense industry. He serves as a successful role model for students and families.</p>                | May 2022- 2024    | Talib.mahdi@ofarrellschool.org        |
| 3. Troy Owens          | <p>Community Representative</p> <p>Mr. Owens brings a wealth of community involvement and engagement to the Board of Directors. As a retired SDPD officer, Mr. Owens worked collaboratively with The O'Farrell Charter Schools for many years.</p>    | July 2022-2024    | Troy.owens@ofarrellschool.org         |
| 4. Dominic Cooper      | <p>Financial Liaison/Chief Financial Officer</p>                                                                                                                                                                                                      | August 2023-2025  | Dominic.cooper@ofarrellschool.org     |

|           |                                                                                                                                                                          |  |  |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|           | Mr. Cooper is a parent of former O'Farrell Charter School students who currently serves in a director role at UCSD. He is also an active community member.               |  |  |
| 5. VACANT | <p>Parent Representative</p> <p>The Board of Directors is currently recruiting a new board member for this vacancy after the resignation of a parent representative.</p> |  |  |

Board members can also be reached through the following:

ATTN: Board of Directors  
The O'Farrell Charter School  
6130 Skyline Drive  
San Diego, CA 92114

[boardofdirectors@ofarrellschool.org](mailto:boardofdirectors@ofarrellschool.org)

(619) 263-3009

22. Western Association of Schools and Colleges (“WASC”) Accreditation Letter.



May 17, 2022

John Lee, Principal  
Ingenuity Charter School  
6130 Skyline Drive  
San Diego, California 92114

Dear John Lee:

Based on the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) mid-cycle review, it has been determined that Ingenuity Charter School (6-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the mid-cycle accreditation visit.

Ingenuity Charter School's accreditation is now reaffirmed through the end of the current accreditation cycle ending on June 30, 2025.

Accreditation status is conditioned upon Ingenuity Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Ingenuity Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Barry R. Groves, Ed.D.  
President

cc:

Enclosure(s): [Visiting Committee Report](#)

### **23. A Day in the Life of an Ingenuity Student**

Ingenuity Charter is a blended learning and independent study program which benefits students by providing access to personalized course plans and curriculum twenty-four hours per day, seven days per week. The following stories are just a glimpse into the day in the life of an Ingenuity Charter student.

Chanelle was a 10th grade student when she became pregnant with her son. Due to the impending change in her life, she took advantage of Ingenuity's structure to accelerate through her courses. By the time she gave birth to her son, she had almost completed all of her high school graduation requirements. She was able to access her course curriculum from home while caring for her newborn son. While working on her coursework at home, she also had consistent communication with her teachers via phone and email. She arranged childcare to attend science labs on Wednesdays and to meet with her teachers in person. Chanelle graduated and received her high school diploma with the class of 2018.

Izea is a student who helped to care for his ill grandfather. He cared for his grandfather early in the day while his single mother was at work to support their family. Izea was able to access his coursework to complete a goal percentage per day in order to stay on track with his peers. Izea was able to help his family while managing his courses to graduate on time. He was able to communicate with his teacher everyday and meet with her in person once per week. Izea is a Ingenuity Charter School 2018 graduate and he credits his ability to graduate not only to the flexibility that the program provided him, but also the one on one help he received from all of his teachers. Since graduation, Izea has enrolled in San Diego City college and he plans on registering for an engineering apprenticeship in the near future.

Natzue is an 11th grade student who battles severe anxiety which has caused many physical symptoms that prevent her from succeeding in a traditional classroom. When she attended traditional school, she was often absent due to her health and she fell behind in her coursework. Her parents felt it was best to enroll her at Ingenuity so she could catch up on her coursework while receiving the medical attention she needed to improve her health. Natzue has been working with physicians and psychiatrists to get well, and her health has since improved drastically. She has begun to work steadfastly to catch up on her credits so that she can graduate on time with her peers.

These are only a few stories of the many different students enrolled at Ingenuity Charter School. Each student comes with a unique circumstance but all share the same benefits that this alternative educational environment has to offer.