The O'Farrell Charter Schools

The O'Farrell Elementary School
The O'Farrell Middle School
The O'Farrell High School
Ingenuity Charter School

Board of Directors Meeting

AGENDA

Wednesday, November 9, 2016

Public Session: 12:00 p.m. – 1:00 p.m.

The O'Farrell Charter Schools
6130 Skyline Drive
San Diego, CA 92114

AGENDA FOR BOARD MEETING

I. CALL TO ORDER

II. CLOSED SESSION
1. **Superintendent Evaluation**

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

IV. PLEDGE OF ALLEGIENCE

V. PUBLIC COMMENT
Anyone may address the Board for up to three minutes on any item. The public commentary period preceding the formal agenda shall be limited to a total of 15 minutes. Please submit a "Request to Address the Board" slip to the Board chairperson. The Board Chair will call you forward at the appropriate time.

VI. APPROVAL OF AGENDA

Superintendent's Recommendation: Approve Agenda.

Moved by_____ Seconded by_____ Vote_____

VII. PRESENTATIONS
1. N/A

VIII. DISCUSSION ITEMS
1. BoardDocs – p. 3
2. Board member computers - p. 4

IX. CONSENT ITEMS

All items listed under the Consent Calendar are considered by the Board in one action. **There will be no discussion of these items** prior to the time the Board votes on the motion, unless members of the Board, staff, or pubic request specific items to be discussed and/or removed from the Consent Calendar.

1. Approval of Minutes from the October 17, 2016 Board of Directors meeting pages – p. 5

Principal/Superintendent's Recommendation: Approve Consent Calendar

Moved by_____Seconded by_____Vote_____

X. ACTION ITEMS

1. **Approve the Ingenuity Single School District plan**

Superintendent's Recommendation: Approve Action Item 1 – p. 8

Moved by_____ Seconded by_____ Vote_____

XII. ROUNDTABLE

XIII. ADJOURNMENT

NOTICES

The next regular meeting of The O'Farrell Charter School Board of Directors will be December 12, 2016 at 5:00 p.m.

The O'Farrell Charter School does not discriminate on the basis of disability in the admission or access to, or treatment in employment in its programs or activities. Jonathan Dean, Superintendent, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in The O'Farrell Charter School's open and public meetings. Please notify Angela Rawls at (619) 263-3009, seventy-two (72) hours prior to disability accommodations being needed in order to participate in the meeting.

From time-to-time writings that are public records, which are related to open session items on an agenda for a regular meeting, may be distributed to school board members after the posting of the agenda. Whenever this occurs, such writings will be available for public inspection in the office of the Superintendent at 6130 Skyline Drive, San Diego, CA 92114.

Certification of Posting

I, Jonathan Dean, Superintendent, hereby certify that I posted this agenda on Friday, November 4, 2016 at 12:00 p.m.

When participating in a Teleconference Board of Directors meeting, all board members are required to post the agenda at their physical location.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: November 9, 2016
Discussion Item 1

BoardDocs LT

BoardDocs LT is a comprehensive, entry-level board management system, developed specifically for governing bodies of smaller organizations. BoardDocs LT provides a means of electronically publishing and revising agenda items and support documents while maintaining a searchable repository of all data. Administrations can quickly and easily create, approve and track agenda items and important correspondence.

BoardDocs LT includes all of the following:

- BoardDocs Board Management Solution for Unlimited Number of Users
- User-customizable, Cloud-based Publishing Interface
- BoardDocs Policy Services Development and Publication Solution, support for Web-based Policy Solutions
- Newly Refreshed Hardware Infrastructure with Redundant High-speed Internet Access
- Ability to Edit and Attach Minutes to a Meeting
- Access to BoardDocs MetaSearch for Procurement on a National Basis, Policy Research and More
- Attach Virtually Any Type of Document to Agenda Items
- On-site Training and 7 x 24, Toll-free, US-based Technical Support
- Meeting Video Simplifies the Task of Managing and Associating Videos for Private or Public Meetings
- Integrated Audio Player - Listen to Meetings Indexed by Agenda Item
- Search Functionality for Consolidated Searches on Any Content
- Create and Save Draft Meetings
- Create and Publish Administrative and Executive Level Content
- Granular Ability to Withhold Sensitive Information from the Public
- User and Security Administration via People Manager
- Social Sharing via Twitter, Facebook and eMail
- XML Capabilities to Dynamically Drive BoardDocs Data Into Your Organization's Web site
- 100% Web-based for access from Windows, Macintosh, Linux and iPad
- 7 x 24, Secure, Power-redundant Hosting with Daily Backups
- Single Source, Secure Document Database Technology
- Up to 20 Years of History with DVD Archiving of Data beyond 20 Years
- Customized Printing of Agendas, Agenda Items and Meeting Packets
- Access to All Software Enhancements, Including Version Updates and Fixes for the Term of the Agreement

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: November 9, 2016
Discussion Item 2

Board Member Computers

The O'Farrell Charter Schools will provide computers for the Board Members to use in implementing the new BoardDocs board management services.

There will be a recall of the previously issued iPads.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: 11/09/16
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the October 17, 2016 Board of Directors meeting.

MINUTES
October 17, 2016

Members Present:	Christian Scott, Tim Katzman, Linda Logan, and Christine Mendoza, Agnés Barrelet, Delano Jones
Members Absent:	Shar Dela Cruz
Guests:	Jill Anderson, Anne Mathews, Tiffany DeGraffenreid, Eileen Logue, Angela Rawls, Samantha Pohaku

I. CALL TO ORDER
Christian Scott called open session to order at 5:01 p.m.

II. CLOSED SESSION
Christian Scott called closed session to order at 5:03 p.m.

1. In accordance with California Education Code Section 54956.8, the Board will meet in closed session to consider: REAL PROPERTY

2. In accordance with Government Code Section 54957, the Board will meet in closed session to consider: PERSONNEL MATTERS [none]

RECONVENE TO OPEN SESSION
Christian Scott called open session to order at 5:40 p.m.

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION
1. In accordance with California Education Code Section 54956.8, the Board will meet in closed session to consider: REAL PROPERTY
Motion to exit escrow on **REAL PROPERTY – 5275 Market Street, San Diego, CA 92114** due to environmental and cost concerns.
Approved. Delano Jones moved and Agnes Barrelet seconded. Motion carried 6-0-0.
Ayes: Logan, Katzman, Mendoza, and Scott
Nayes: None
Absent: Shar Dela Cruz

2. In accordance with Government Code section 54957, the Board will meet in closed session to consider: PERSONNNEL MATTERS [none]
No action taken.

IV. PLEDGE OF ALLEGIANCE

Christian Scott led the pledge of allegiance.

V. PUBLIC COMMENT

None

VI. APPROVAL OF AGENDA

Approved. Christian Scott moved and Tim Katzman seconded. Motion carried 6-0-0.
Ayes: Logan, Barrelet, Mendoza, and Jones
Nayes: None
Absent: Shar Dela Cruz

VII. PRESENTATONS

1. No presentations at this time

VIII. DISCUSSION ITEMS

1. Principal/Superintendent Announcements.
2. Continue dialogue on possible committees – i.e. document committee; community relations

IX. CONSENT ITEMS

1. Approval of Minutes from the September 12, 2016 Board of Directors meeting
2. Approve/ratify recommended actions on the personnel activity list
3. Approve/ratify check registers

Approved Delano Jones moved and Christian Scott seconded. Motion carried 6-0-0.

X. ACTION ITEMS

1. **Approve purchase of two (2) Electric Carts from Cottonwood Electric Cart Service and not to exceed $21,470.45**
   Approved: Delano Jones moved and Agnés Barrelet seconded.
   Motion carried 6-0-0.
   Ayes: Scott, Logan, Katzman, and Mendoza
   Nayes: None
   Absent: Shar Dela Cruz

2. **Approve purchase of desks, chairs, and science tables from School Outfitters office not to exceed $146,322.08**
   Approved: Agnés Barrelet moved and Linda Logan seconded.
   Motion carried 6-0-0.
   Ayes: Scott, Jones, Katzman, and Mendoza
   Nayes: None
   Absent: Shar Dela Cruz

3. **Approve amendment to Fiscal Control Policies and Procedures for Petty Cash, with the grammatical edit of "Executive Director" changed to "Superintendent".**
Approved: Tim Katzman moved and Christina Mendoza seconded.
Motion carried 6-0-0.
Ayes: Scott, Barrelet, Jones, and Logan
Nayes: None
Absent: Shar Dela Cruz

4 **Approve the O'Farrell Charter School 2016-2017 Staff Handbook**
Christian Scott motioned to table the approval of the O'Farrell Charter School 2016-2017 Staff Handbook. Delano Jones seconded.
Member Scott recommended a special telephonic meeting in November to give the Board time to review the handbook in its entirety. The November date to be determined with availability of the board members.

5. **Approve the Memorandum of Understanding (MOU) between The O'Farrell Charter Schools and San Diego Education Foundation.**
No motion to approve.

XI. ROUNDTABLE

Member Scott recommended a time set aside each board meeting to discuss the vision and mission statement and the formulation and/or appointment of vision/mission compliance committees.

V. ADJOURNMENT

Christian Scott adjourned the meeting at 7:10 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: November 9, 2016
Action Item 1

RECOMMENDATION: Approve the 2016-2021 Single School District Plan.

BACKGROUND INFORMATION:

Pursuant to California Education Code (EC) Section 54001 and the federal Elementary and Secondary Education Act (ESEA) of 1965, schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement (PI) funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

Academic achievement of students is the top priority of the education system in California. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and ESEA Program Improvement into the Single Plan for Student Achievement.

A Single School District Plan is meeting the requirements of both the Local Educational Agency Plan and Single Plan for Student Achievement.

The purpose of the Single School District Plan is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

This document is organized into the following three sections:

1. Background and Overview
2. The Plan
3. Assurances and Attachments

(Rev 3-07)
California Department of Education
School and District Accountability Division

(CDE use only)
Application #

No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the Local Educational Agency Plan and Single Plan for Student Achievement

mail original* and two copies to: **California Department of Education**
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): Ingenuity Charter School

County/District Code: 37-68338-0131979

Dates of Plan Duration (should be five-year plan): July 1, 2016 – June 2021

Date of Local Governing Board Approval:

District Superintendent: Jonathan Dean

Address: 6130 Skyline Dr.

City: San Diego Zip code: 92114

Phone: 619-262-2046 Fax: 619-487-9682

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Dr. Jonathan Dean

Printed or typed name of Superintendent | Date | Signature of Superintendent

Christian Scott

Printed or typed name of Board President | Date | Signature of Board President

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		30,000	30,000	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		1,000	1,000	N/A
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		0	0	0
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		13,000	13,000	100%
21st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL				

Part II
The Plan

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 5

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

INTRODUCTION

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 many 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 them to see themselves as an individual capable of great achievements, and as a part of a larger learning community at school.

LEARNER OUTCOMES

Ingenuity Charter is a unique, student centered, 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.

BACKGROUND

Ingenuity is part of the Charter Management Organization, The O'Farrell Charter Schools. O'Farrell is a K-12 charter school that has served the community as a charter school for over 20 years. The school's student population includes close to 100% minority and low socioeconomic students. As the school grew, the community approached the leadership with the need to expand to meet the needs of more students in alternative ways. This was the beginning of Ingenuity Charter School. Ingenuity Charter was developed to embrace the current O'Farrell culture while also giving additional opportunities to the student population in this neighborhood. The first step in developing a successful school program was to determine the mission of the program and what students we aim to serve.

Ingenuity is an Independent Study program that allows for an increased level of online curriculum. By participating in local Community Collaboratives, it was determined what the communities concerns were about education and what was being done to manage those concerns.

In meeting with counselors from Crawford, Morse, Lemon Grove Academy, Classical Academies, Diego Hills, Gompers and several others, a similar message immerged. Students that were at-risk of being retained or not graduating had few options to help them catch up and graduate on time.

Although Ingenuity fosters achievement for many students, this research led to Ingenuity Charter School's focus on students experiencing difficulties in his/her educational journey. This broad-based plan for students in the community to benefit from Ingenuity Charter was brought to The O'Farrell Charter School staff meeting, SSC meeting, PTO meeting and to The O'Farrell Charter Schools governing board. Ingenuity continues to form important relationship within the community with the local library, Elementary Institute of Science, Boys and Girls Club and others to promote an ongoing support for Ingenuity Charter and its students.

Ingenuity Charter School opened its doors on July 1, 2015. At the time of Ingenuity's opening it had two locations within the Southeast San Diego community. One Resource Center is on The O'Farrell Charter School campus at 6130 Skyline Dr. San Diego, 92114 room 115. The other Resource Center is at 342 Euclid ave. suite 401 San Diego, CA 92114 in the Encanto neighborhood. Both locations serve the surrounding low socioeconomic, primarily African American and Hispanic population. Encanto is a lower income community where the median income is $47,977 and the Ingenuity Charter median parent income is $20,000 while the San Diego median income is $68,711. Ingenuity recently opened a new Resource Center location at 6530 El Cajon Blvd to accommodate the growing student population.

[1] The Encanto neighborhood has a high Hispanic percentage of 52.5% paralleling the Ingenuity Hispanic rate of 60%. The Black/African American is the second largest percentage for Ingenuity with 30% whereas the Encanto rate is 20.9%. Finally, there is a 6.6% of Encanto population that is White while the Ingenuity population comprises 10%. □

PERSONALIZED LEARNING

Ingenuity's unique four-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 operates on four tracks. Track A began on July 1, 2015, followed by track B in August, track C in September and track D in October. Many students originally enrolled in track A have since completed the goal they came to Ingenuity with and have transferred back to their comprehensive high school.
□

After careful review of student cumulative records, including, discipline records, test scores, and past and present grades, a learning plan is created for the student. Students at Ingenuity have a very personalized learning plan which includes a proposed Course Plan created with the input of the student, teacher, and parent that covers the student's critical needs and has the five school-wide Learner Outcomes as a guide to its creation. Each student works on their own short term and long term educational goals that require different levels of growth for each student depending on their current levels. Some students may want to return to their resident school next semester, another may want to remain and graduate with the independent study model. Other students plan to attend a trade school upon graduation while others are looking to take the HiSET and transfer to a community college. Levels are determined by requiring that students master curriculum with grades of "C" or better on all assignments. NWEA MAP tests assist in determining reading, language, and math levels to aid in determining what additional resources students my need to promote growth and raise overall performance levels. All are continually evaluated by all stakeholders, through surveys, meetings, discussions and observations, to determine any changes that must be made to subsequent versions of the LCAP, SPSA and this SSD plan.

CURRICULUM

Ingenuity Charter School uses Edgenuity online courses for its curriculum. Each of the courses meet the UC a-g requirements for the class being taught. Each course is aligned with the California Common Course Standards for the subject area. Edgenuity curriculum comprises middle and high school standards based curriculum that has rigorous content delivered through many mediums, including direct instructions videos, interactive learning tools, and online content to expand learning. The lessons are scaffolded to ensure success of the students. The courses include the ability to personalize lessons for each student to keep students motivated while differentiating instruction.

Ingenuity Charter School has numerous curricular and evaluation processes in place. The Edgenuity curriculum automatically grades most assignments given. Teachers can review each assignment to determine whether the assignment has been given an appropriate grade. Most scores are given numerically based on the percentage correct. Students are also given writing assignments that must be teacher scored. Edgenuity gives a suggested score based on a rubric for the assignment. The foreign language courses that ICS offers, require teacher review for numerous assignments, including vocabulary oral pronunciation, cultural reports, oral tests and several others. Students must earn a minimum of 70% on each assignment to pass, and an overall grade of 70% or higher in the course to earn the credit.

The Ingenuity team meets weekly to collaborate on many issues. One of which is the continuous evaluation of the accessibility of the curriculum to our students and what additional resources are needed to ensure that students are competent and able to not only understand the material, but master it. These meeting notes will then be used to not only take immediate action, but also to update our future LCAP and SSD goals and data.

PROGRAM IMPLEMENTATION

All students have equal access to entire program and have a personal learning plan addressing academic, career, and personal/social needs.

The process starts when meeting with parents and student during orientation. The student transcript is analyzed and a credit audit and course plan are created based on student goals and career aspirations.

Student is asked about career aspirations and the academic plan is based on this. If career is unknown, plan is made to have student explore using Naviance and/or CAcareerzone. Interest and personality surveys are used to identify skills and interests and to open eyes to possible careers.

Personal/social needs are identified by interview with family and student. Assistance is provided by referring families to community agencies appropriate to the need. Personal/social needs are addressed by giving every student a welcoming and positive approach every day. Opportunities for positive feedback are used .

Academic needs are addressed with clear and frequent communication with student and parent regarding academic progress. Intervention meetings, home visits, curriculum customization and personalization of lesson delivery are used to ensure curriculum is accessible to all. Focused support for ELL students to improve English skills is given using BrainPop and Reading Plus.

Ingenuity has adopted Edgenuity California Common-core curriculum which includes real world activities across the curriculum. Examples include but are not limited to; Math activities, science labs, ELA business letter, resume, cover letter, technical writing lessons. Naviance and CareerZone are utilized for career identification and preparation. Ingenuity also plans to offer specific career oriented electives soon.

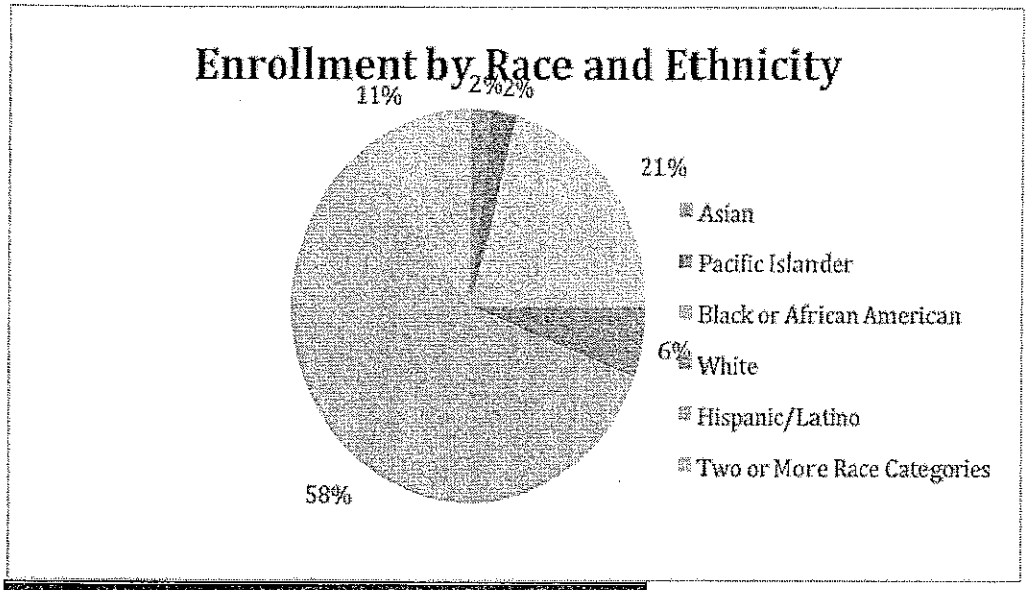
Accessibility to curriculum for all students is provided by having a technology check out system. This includes both Chromebook and SmartSpot for those without computers and/or Wi-Fi.

Ingenuity Charter School offers options for graduation based on a student's future goals. We offer three diploma options. The four-year university bound and community college and career bound diplomas require students to complete 44 high school credits. The California Minimum graduation requirements diploma, which is for students at least 18 years of age, requires 26 high school credits. Each credit earned represents completion of a semester long course. For students to maintain pacing with traditional schools, our goal is for our students to earn one semester credit in four to six weeks. Completing credits at this pace will allow students to complete 11-12 credits per year.

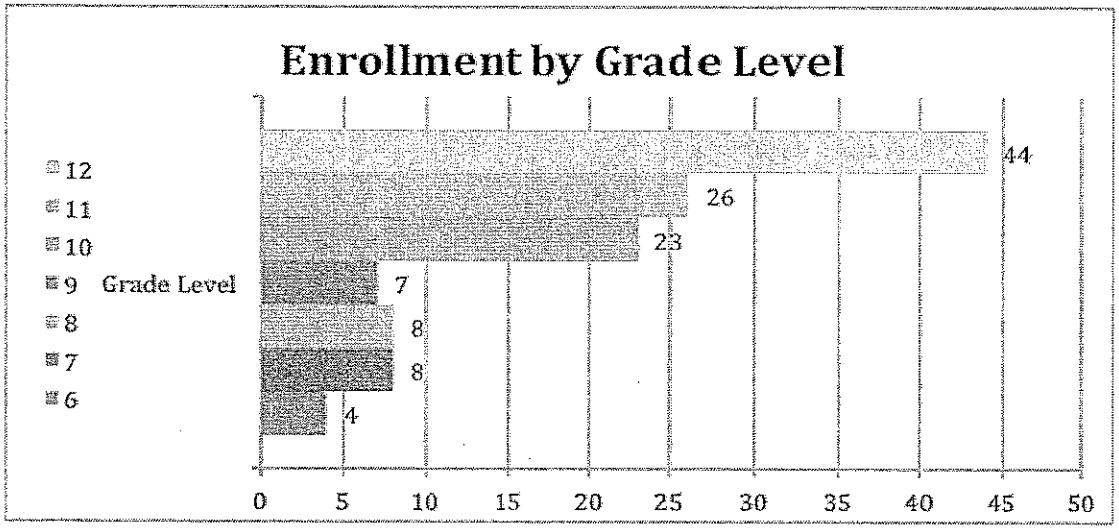
Besides the Edgenuity curriculum, ICS is developing its own curriculum designed directly in Schoology by our qualified staff members. We use California Common Core standards based resources and research to guide our development of these courses, and will follow the process for UC a-g approval.

As Ingenuity has just completed its first year of operation we do not yet have the rich student data to base goals and improvement measures on. As you will see in this document many areas are marked by the term "baseline year." We plan to spend our first years collecting data, conferring with staff, parents and the SSC, to determine more robust goals for the years to come. In year one we will focus on our goal and mission as a guide to learning how we might better serve our unique student population.

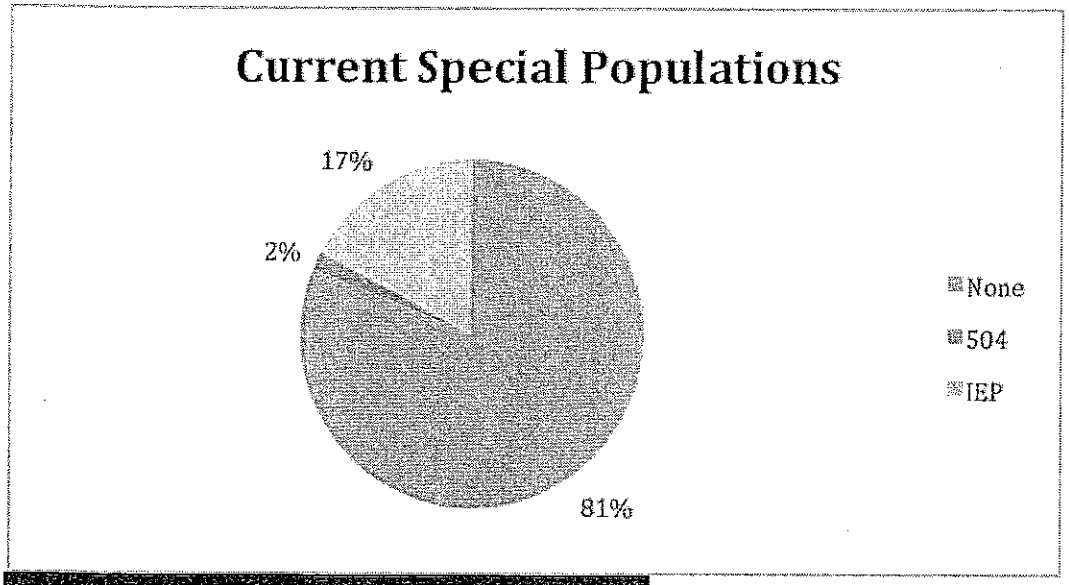
CURRENT STUDENT DATA



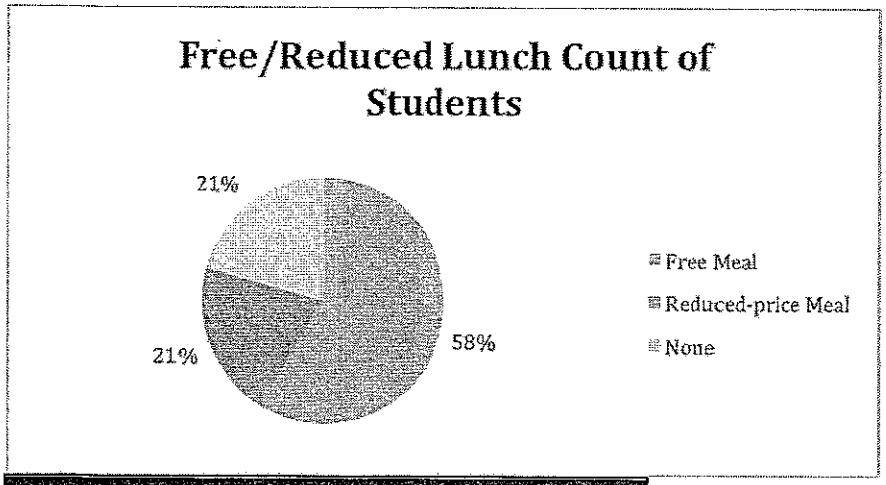
Row Label	Count of Students
Asian	2
Pacific Islander	3
Black or African American	25
White	7
Hispanic/Latino	70
Two or More Race Categories	13



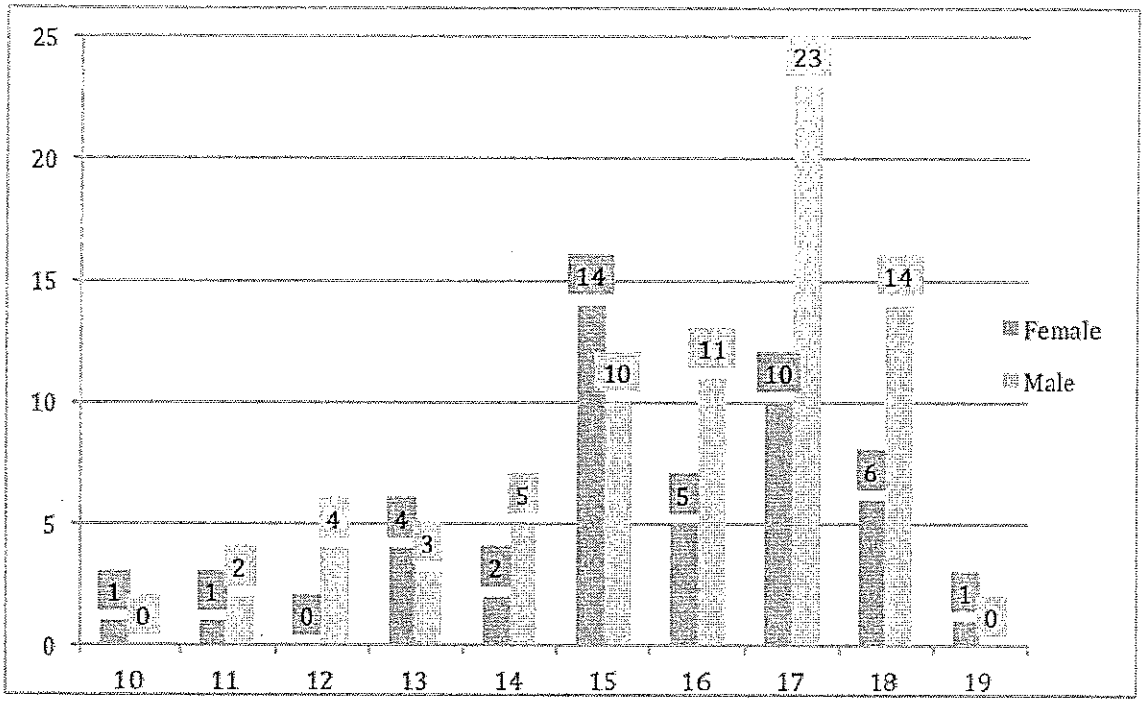
Grade Level	Total in Grade
6	4
7	8
8	8
9	7
10	23
11	26
12	44



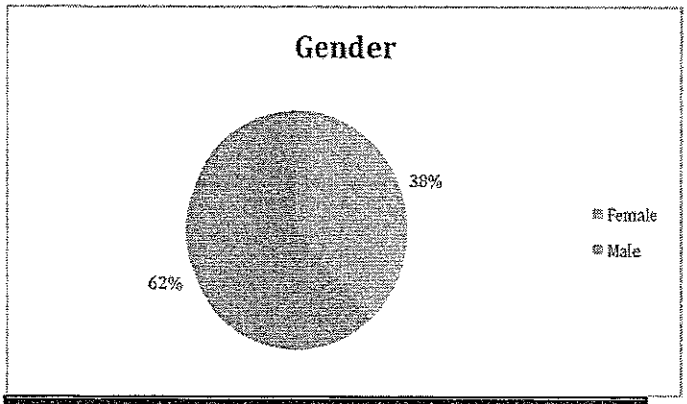
Row Labels	Count of Students
None	94
504	2
IEP	20



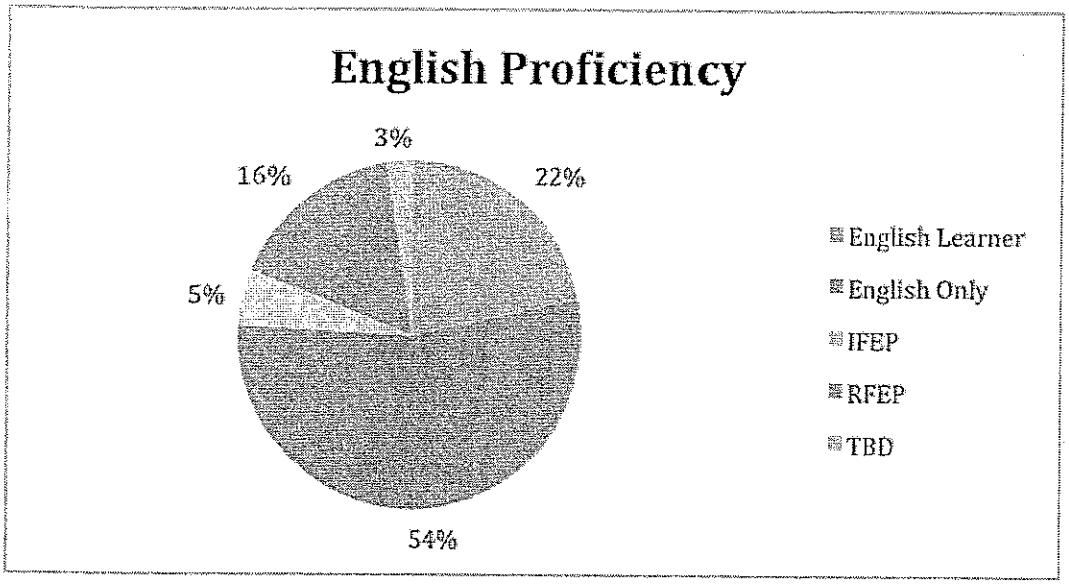
Row Labels	Count of Students
Free Meal	68
Reduced-price Meal	24
None	24



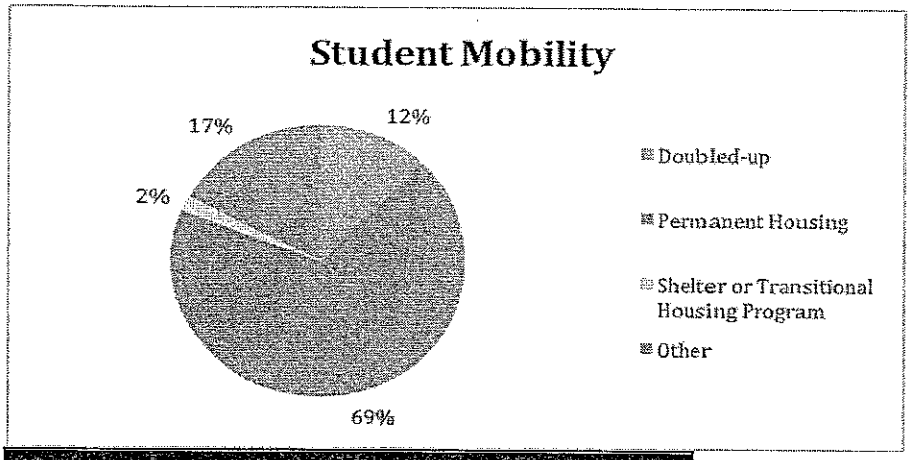
Age	F	M
10	1	0
11	1	2
12	0	4
13	4	3
14	2	5
15	14	10
16	5	11
17	10	23
18	6	14
19	1	0
Totals	44	72



44	72



Row Labels	Count of Students
English Learner	25
English Only	63
IFEP	6
RFEP	19
TBD	3



Row Labels	Count of Students
Doubled-up	14
Permanent Housing	80
Shelter or Transitional Housing Program	2
Other	20

Local Measures of Student Performance
(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Ingenuity Charter will use four local measures of student performance listed below to monitor student progress, identify learning needs of individual students, and make adjustments to instruction. All data will be stored on OASIS and Edgenuity, permitting teachers and administrators to analyze results by individual student, demographic group or course section.

1. English and Math placement exams will be given at the end and beginning of the courses to determine placement in honors, remedial and grade level courses.
2. Common benchmark assessments are administered four times throughout core courses; language arts, mathematics, history and science. They are derived from the resources from the Edgenuity A-G approved curriculum with some personalization completed by subject specific departments. The assessments are used to monitor student progress toward mastery of standards, identify students needing additional supports and to adjust instruction as needed.
3. Measures of Academic Progress through NWEA Testing Administration two times per year to monitor student progress, growth, and proficiency in English language arts and mathematics.
4. Targeted skills workshop classes in reading and mathematics will conducted based on summative and formative assessments, using the ReadingPlus system for language arts and Edgenuity for math, every six weeks.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA/SCHOOL GOAL 1A &B
Increase the number of students who score proficient or above in math and English language arts on the SBAC assessment each year by 8% from a baseline year score in 2015-2016

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SBAC ELA data from 2015-2016	SBAC results released in the summer of 2016 will reveal the percentage of students achieving proficiency.	Weekly PLC meetings will focus on evidence of student learning. PLC meetings will also focus on the alignment of curriculum and instruction to ensure that teachers and students are focused on the targets of SBAC. Annual SBAC results will be the ultimate evaluation of our progress
STRATEGY: During 2016-2017 and beyond, the schoolwide focus will be frequent, if not daily, formative assessments that will show student progress toward attaining the skills and knowledge needed for the major benchmark assessment. Benchmark assessments are aimed to show progress toward making proficiency on the SBAC.		

Specific Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Identify percentage of students who are proficient on ELA and math and establish goal	Principal Coordinator of Academic Programs	1. August 2016 – Determine the percentage of students scoring Proficient at each grade level based on the SBAC 2. August 2016 – Review data with staff to establish goal and urgency schoolwide 3. SBAC Interim Assessments in Winter of 2016	None
Establish need for and goal of frequent formative assessments and train staff on Edgenuity curriculum for formative assessments	Principal	1. August 2016 – Professional Development on Formative Assessments 2. August 2016 – Continued training with Edgenuity	Staff Development
Establish a technology check out system that allows for students to take home Chromebooks and WIFI hotspots to extended learning into the home	Principal Teachers	1. Develop technology tracking system 2. Contract with Kajeet for WiFi personal Hotspots 3. Barcode and engrave technology for check out purposes	LCAP $6,000
Continue to implement Edgenuity aligned to common core state standards curriculum, intending to increase engagement and success of foster youth, English Language Learners, and	Principal Coordinator of Academic Programs	1. January – Edgenuity Professional development	LCAP $30,000

low-income students in "at" and "above grade-level" coursework.			
Utilize Edgenuity parent notification to keep parents informed of student's academic progress weekly.	Principal Teachers	1.September – Edgenuity Professional development	LCAP $2,000
Use Edgeunity customization tools to further differentiate student instruction, providing targeted personalized curriculum school wide.	Principal Coordinator of Academic Programs	2. January – Edgenuity Professional development	LCAP $10,000

LEA/SCHOOL GOAL 2
Increase the number of English Language Learner students reclassified by 5%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CELDT Scores Academic grades and performance	Data from the CELDT, and onsite benchmarks reveal that EL students require targeted instruction in reading, particularly with word analysis, fluency and vocabulary, and comprehension. Second to reading, students need help with written conventions and grammar.	Ingenuity will compare CELDT scores each year to check for annual progress and establish goals.

STRATEGY: During 2016-2017 and beyond, the schoolwide focus will be frequent, if not daily, formative assessments that will show student progress toward attaining the skills and knowledge needed for the major benchmark assessment. Benchmark assessments are aimed to show progress toward making proficiency on the SBAC and also scoring proficiency on CELDT

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Ingenuity will adopt an LEA Charter specific English Language Learner Reclassification system that mirrors that of San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines. These to also include specific parent notification.	Principal Assistant Principals	September 2016 – Ingenuity will adopt a reclassification process modeled after the district process to allow for expedient, in house reclassification.	LCAP $1,100

Purchase ReadingPlus supplemental curriculum to aide students school-wide but specifically English Language learners in fluency, vocabulary, reading comprehension and writing conventions.	Principal	June 2016 – Pilot Reading Plus, analyze data, purchase program August 2016 – Reading Plus Professional development with an emphasis on ensuring greater student success on the CELDT . September 2016-Implement Reading Plus	LCAP $6,900
Continue year-long professional development in common core writing with an emphasis on text dependent writing, citing evidence, and complex text analysis to increase rigor in all classes. Additional professional development in STEM and technology use in the classroom.	Principal Coordinator Academic Programs English Teachers Science Teachers	Monthly – staff development will be centered on best practices with Common Core	LCAP $3,672
Staff will attend AVID summer institute to learn strategies to enhance education and supports for students, and attend the California Charter Schools conference to learn common core writing techniques through training and workshops.	Principal Teachers AVID Coordinator	Each Spring – Survey staff to see which would like to attend the AVID Summer Institute Each Summer – Send teachers and AVID Site Team to AVID Summer Institute	LCAP $7,000

LEA/SCHOOL GOAL 2b

Increase the number of parents involved in school events by 25% so parents are more supportive of schoolwide initiatives aimed at increasing student proficiency and remediating student skills, specifically parents of English language learners.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Sign in sheets from parent events, meetings, and workshops	As of 2015-2016, parent attendance to school functions is relatively low. 1% of parents attend school meetings and 10% on average attend schoolwide events.	Sign in sheets will be maintained for each parent event.

STRATEGY: During 2016-2017 and beyond, Ingenuity will utilize text alert technology to better inform parents of parent/student events and educational opportunities. Ingenuity will host additional functions with broad appeal.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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.	Principal	1. October 2016 – Open House 2. May 2017 – Spring Open House and dinner 3. October, December, February, and March Parent Workshop	LCAP $3,000
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options	Principal High School Advisors	1. October 2016 – College Trip 2. November 2016 – College Trip 3. December 2016 – College night 4. June 2017 – College Rep presentation	LCAP $2,000
Utlize technology to implement a text alert/reminder system for upcoming events to increase communication with parents. Use WestEd California Healthy Kids Survey (CHKS) to measure school climate and student safety, and provide report results to parents.	Principal Family Support Services	1. August 2016 – Begin use of text alert system and import information 2. June 2017 – Administer the WestEd California Healthy Kids Survey to students in grades 7, and 9	LCAP $1,000
Provide a minimum of two parent days/family days (one during the first semester and one during the second semester) during which families are invited to school for a free barbeque, games, activities, etc. aimed at increasing school connectedness and school spirit.	Principals	1. March 2016 – Schoolwide BBQ and Game Day 2. November 2017 – Schoolwide BBQ and Game Day	LCAP $4,000

LEA/SCHOOL GOAL 5

Increase the rate of students graduating 5% each year from a baseline established in 2015-2016.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Baseline graduation rate from 2015-2016	Ingenuity will evaluate the effectiveness of the overall program in various ways. Analyzing these future data will be paramount in our analysis. #/% of students graduating and successfully transitioning to college, career, and other post- secondary options.□ #/% of students successfully transitioning to their college and/or career of choice.□ Ingenuity will also incorporate whatever additional state and national accountability measures are adopted.	At the start of each student's enrollment, student transcripts will be evaluated and a personalized academic plan will be created for each student, which outlines which courses must be completed on a specific timeline for students to meet the graduation requirements. Graduation percentages will be compared from year to year.

STRATEGY: Ingenuity will individualize attention to all students, including but not limited to, English Language Learners, Foster students, at risk students, and students in a low economic status, to ensure that students clearly understand high school graduation requirements and their progress.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will ensure every transferring foster youth will be enrolled in the appropriate classes and awarded credit for all work completed and partial credits.	Principal Teachers	1. August and September 2016 – Principal and teachers will meet with students to review credits and establish or review plan to reach graduation 2. February 2017 –teachers and principal will meet with at risk students and their families/guardians.	LCAP $1,000
Ensure academic supports, remediation, transportation, and costs/fees for sports and extra-curricular programs to further engage students in school.	Principal	1. September 2016 – Students will attend a meeting to learn about the sports program and extra curricular activities. All will be encouraged to enroll free of any cost to students.	LCAP $4,000
Ensure Ingenuity has accurate academic records for every student and this information is used to build a comprehensive and personalized graduation plan for each student.	Teachers Clerk	Upon enrollment all records are immediately requested. Upon enrollment and update then once additional records arrive, a personalized goal plan will be created for each student with teacher, administrator, and family input.	No cost

Part III
Assurances and Attachments

Assurances

Signature Page

ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.

10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the SSD receives more than $500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.

16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.

20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.

24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.

28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).

- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any SSD <u>that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5))</u> hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    - Any SSD that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.

39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The SSD is complying with Section 3302 prior to, and throughout, each school year.

41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The SSD has a plan for keeping the school safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.

50. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

(i) truancy rates;

(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

_____

Print Name of Superintendent

_____

Signature of Superintendent

_____

Date

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply)***:

   ___ School Advisory Committee for State Compensatory Education Programs

   ___ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ___ Other ***(list)***

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Typed name of school principal	Signature of school principal	Date
Typed name of SSC chairperson	Signature of SSC chairperson	Date