

INGENUITY

Charter School

Charter Renewal Petition

Respectfully Submitted to the San Diego Unified School District

August 6, 2026

Charter Renewal Term Requested

July 1, 2027 to June 30, 2032

Dear San Diego Unified School District:

On behalf of the Ingenuity Charter Schools community, I am pleased to submit our charter renewal petition for your consideration. As a Dashboard Alternative School Status ("DASS") public charter school serving students in the southeast San Diego area since 2014, we continue to provide flexible and supportive learning opportunities for high-risk student groups.

We are grateful for the ongoing collaboration and support from San Diego Unified School District, and we look forward to building on our shared commitment to providing high-quality public education, especially for typically marginalized students within our community.

Thank you for your thoughtful review of our petition and for your partnership in ensuring that students across our community continue to thrive.

Sincerely,
Cynthia Wagner
Superintendent

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Affirmations and Declarations

I, Cynthia Wagner, hereby certify that the information submitted in this petition for the renewal of the California public charter school named Ingenuity Charter School ("Ingenuity" or the "Charter School"), operated by The O'Farrell Charter Schools, a California non-profit public benefit corporation and authorized by the San Diego Unified School District ("SDUSD" or the "District") is true to the best of my knowledge and belief. In accordance with Education Code section 47605(b), I hereby certify that we deem this Renewal Petition to be complete for purposes of commencing the timelines for the District's review and approval. I also certify that this Renewal Petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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. [Ref. Education Code Section 47605(d)(1)]

Ingenuity Charter School declares that it shall be deemed the exclusive public school employer of the employees of Ingenuity Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)

The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

The Charter School shall not discourage a pupil from enrolling or seeking to enroll 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). [Ref. Education Code Section 47605(e)(4)(A)]

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 Charter School before enrollment. [Ref. Education Code Section 47605(e)(4)(B)]

The Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any other 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 subparagraph shall not apply to actions taken by a charter school pursuant to 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. [Ref. Education Code Section 47605(e)(4)(C)]

The Charter School shall comply with Education Code Section 4760S(e){4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required. [Ref. Education Code Section 47605(e)(4)(D)]

The Charter School shall obtain Board approval at a Board meeting for any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year. [Ref. Education Code Section 47605(e)(6)]

The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(S)(C)]

The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(1)(1).

The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.S(a)(Z)]

The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)(2)]
The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 4761 OJ

The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by Every Student Succeeds Act ("ESSA").

The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").

The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").

The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").

The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Cynthia Wagner Superintendent
The O'Farrell Charter Schools

Date: _____

Executive Summary

Ingenuity Charter School: Mission, History, and Path Forward

Ingenuity Charter School is a flex-based charter school dedicated to providing innovative educational alternatives for students who thrive outside traditional classroom settings. As a DASS school, Ingenuity specializes in serving high-risk student populations through personalized, flexible learning pathways that adapt to individual needs and circumstances. By combining rigorous academics with compassionate support services, Ingenuity creates an environment where students facing academic, social, or personal challenges can rediscover their potential and achieve success on their own terms. Our commitment to flexibility and individualized attention ensures that every student receives the resources, guidance, and opportunities they need to graduate prepared for college, career, and life.

Mission

Ingenuity Charter School is a community-oriented institution dedicated to fostering high academic standards, ensuring emotional and social growth, and maintaining a safe and secure learning environment for all its students.

Ingenuity Charter School's academic and extracurricular programs draw on the sustained efforts of motivated students, a talented and well-prepared faculty, and the ongoing commitment of supportive parents or guardians-all committed to the Falcon Way-such that all students are empowered to become critical learners and thinkers, and responsible, contributing citizens.

Ingenuity Charter School provides a multi-cultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality. Each year, all students are expected to have acquired the fundamental tools and skills needed to move seamlessly onto the next grade level.

History and How the School Serves the Community

Ingenuity Charter School serves students in grades 6-12. In 2012-2013, The O'Farrell Charter School-a nonprofit public benefit corporation-changed its bylaws and modified its corporate name 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 or flex based charter school. To achieve this goal The O'Farrell Charter Schools 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 Charter School is a nonclassroom based, hybrid independent study school. As a nonclassroom-based (NCB) charter school, the School operates in full compliance with California Education Code (EC) Sections 47612.5, 47634.2, and 51745 *et seq.*, as well as applicable provisions of the California Code of Regulations, Title 5 (5 CCR § 11963 *et seq.*). Instructional delivery occurs primarily through independent study, in person "appointments" with credentialed teachers, and personalized learning strategies. The time value of student work products is used to determine Average Daily Attendance (ADA) for apportionment purposes. To maintain state funding eligibility, the School regularly prepares and submits a Determination of Funding request to the California Department of Education (CDE) for review and approval. The School maintains rigorous operational standards, including required spending ratios on certificated instructional salaries and direct instruction, to secure and preserve its approved funding determination percentage.

The School maintains Dashboard Alternative School Status (DASS) certification, recognizing that its primary mission is serving high-risk student populations through specialized academic and social-emotional interventions.

How the Program Fills Needs

Ingenuity's academic and student support systems are intentionally designed to address the holistic needs of its students-academically, socially and emotionally, and in preparation for postsecondary success. This is accomplished through the following:

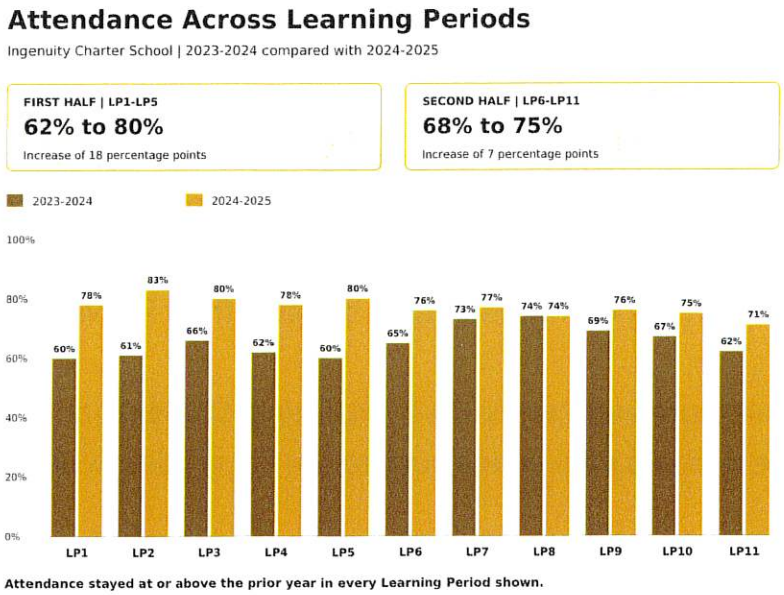
- Flexible, Hybrid Programming: Students participate in a flex-based hybrid model that combines independent study through standards-aligned digital curriculum with in-person sessions with their teachers. Additional on-site classes are available as needed, allowing students to access learning in ways that best support their individual circumstances and goals.
- Individualized Curriculum and Personalized Planning: Students engage with a comprehensive, research-based online curriculum for grades 6-12, featuring interactive

courses in core subjects, electives, and career and technical education. The curriculum includes media-rich content, embedded learning supports, built-in assessments, and varied course structures to accommodate diverse learning needs. This digital foundation is enhanced through in-person instruction and individualized support, ensuring each student's unique path is honored. Students enrolled in science courses also participate in hands-on laboratory experiences to deepen conceptual understanding

- Enrichment Opportunities: Ingenuity offers diverse educational enrichment experiences designed to promote engagement, strengthen attendance, and build meaningful social connections. These opportunities include dual enrollment, student clubs, field trips, community events, and collaborative projects that extend learning beyond the traditional classroom.
- Social-Emotional Support: Students have access to evidence-based social emotional learning curricula integrated throughout their educational experience. Comprehensive support services include school psychologists, academic and intervention counselors, and caring teachers who foster belonging, resilience, and well-being for every learner.

Successes and Strengths: Accomplishment of Ingenuity Charter School During Current Charter Term

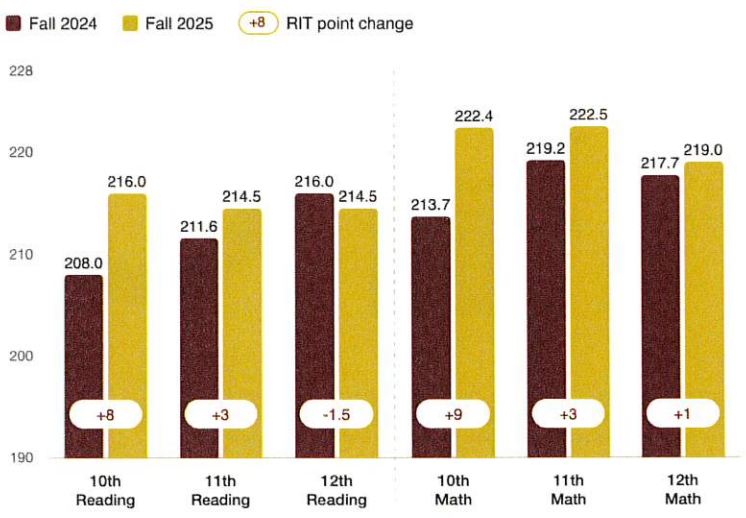
Attendance Improvement (State Priority 5: Student Engagement) Chronic absenteeism is about 60% across statewide DASS schools serving grades 9-12 (DataQuest, 2023-2024 and 2024-2025). As the chart shows, Ingenuity's Learning Period data showed gains over 2023-2024: chronic absenteeism fell from 87.9% to 68.9%, while attendance rose from 62% to 80% (LP1-LP5) and 68% to 75% (LP6-LP11), bringing Ingenuity significantly closer to the State average. In 2024–25, averages were at or above 2023–24 levels in all 11 learning periods, with gains in 10. The lowest 2024–25 learning period (71%) was above the 2023–24 yearly average (about 67%).



Academic Performance: Ingenuity demonstrated strong NWEA growth from Fall 2024 to Fall 2025, with 10th graders gaining **+8 RIT points in Reading** and **+9 in Math**. Gains held across grade levels in both subjects, with the exception of 12th grade Reading, as shown in the chart.

NWEA MAP GROWTH | FALL 2024 TO FALL 2025

Mean RIT growth by grade: Reading and Math



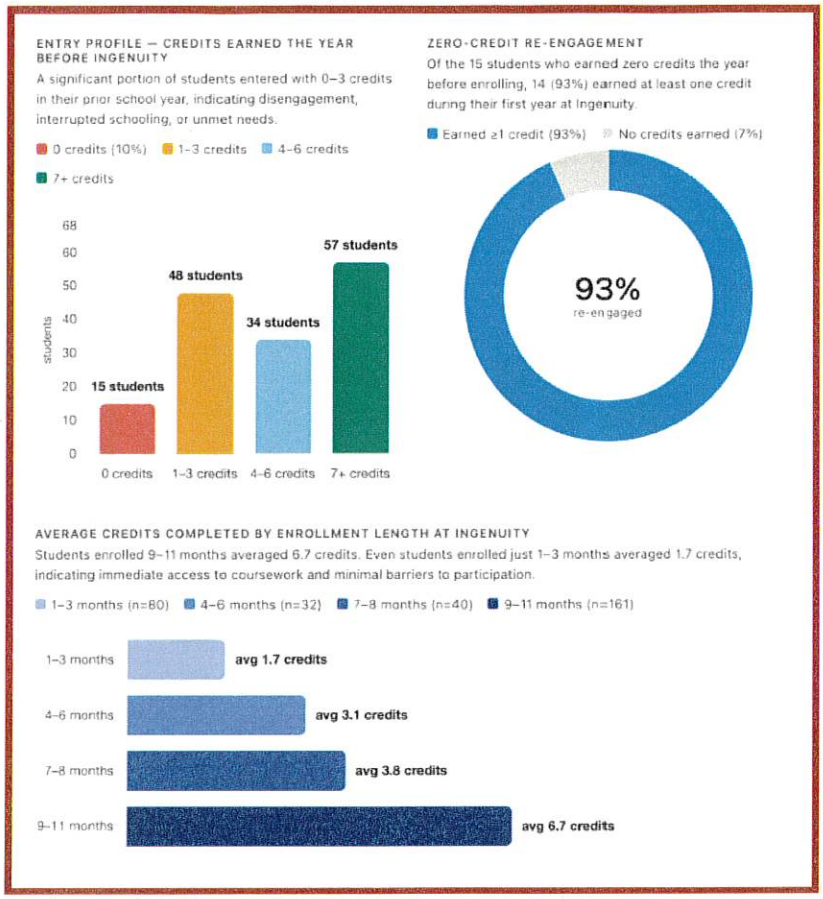
Students enrolled a full year with Fall 2024 and Fall 2025 scores; 6th-9th grade samples too small to report. Vertical axis begins at 190.

2025 Dashboard Results (State Priorities 4, 5, and 6) Ingenuity improved in ELA, math and chronic absenteeism for every reported student group.

Ingenuity Charter, 2024 → 2025 Dashboard ratings

Student group	ELA	Math	Chronic absenteeism	EL progress
All students	Red → Yellow +2 levels	Red → Orange +1 level	Red → Orange +1 level	* → Orange First rating
Socioecon. disadvantaged	Red → Yellow +2 levels	Red → Orange +1 level	Orange → Orange Held	*
Hispanic	Red → Orange +1 level	Red → Orange +1 level	Orange → *	*
Long-term EL	*	*	*	* → Orange First rating

Credit Completion (State Priority 5: Student Engagement) Ingenuity's credit recovery model drives significant growth in credit completion: from year one to year two, total credits completed rose 91% (296 to 565) and average credits earned nearly doubled from 3.7 to 7.1, with 74% of students earning more credits in their second year. The model also re-engages students who arrive with no credits: 93% of zero-credit students (14 of 15) earned credits at Ingenuity.



Challenges and Areas for Growth

A defining feature of the Charter School is its commitment to serving students who require alternative pathways to academic success. For example, Ingenuity supports:

- Students who need flexible, personalized learning approaches
- Students of all ability levels, including those with special education needs, Gifted and Talented learners, and English Learners
- Students seeking alternatives to traditional school settings
- Students re-entering education following disciplinary actions, including suspension or expulsion
- Foster youth and students who are wards of the court
- Students who are academically at-risk of dropping out or are recovered dropouts
- Pregnant and parenting students
- Students with chronic absenteeism histories

Many Ingenuity students enroll with significant academic gaps, are credit deficient, and experience high mobility due to the flexible nature of independent study. As a result, accountability measures-particularly academic performance indicators and graduation rates-remain persistent areas of need.

Graduation Rate and College & Career Readiness Despite meaningful academic gains, Graduation Rate and College & Career Readiness remain the two areas requiring the greatest improvement on the California Dashboard. Ingenuity has been identified for both Comprehensive Support and Improvement (CSI) and Differentiated Assistance, reflecting the need for strengthened systems and targeted interventions. These indicators remain the central focus of the school's multi-year academic achievement efforts.

Credit Completion Pace While 93% of students who entered with zero prior credits earned at least one credit during their first year - a strong indicator of re engagement - most students do not immediately complete credits at the expected pace of one credit per month. In 2025-26, only approximately 23% of enrolled students reached this benchmark. The school continues to implement ongoing progress monitoring and individualized academic planning to identify barriers and accelerate credit attainment for students who progress more slowly.

Serving a High-Need Population Ingenuity enrolls students who arrive with significant academic gaps, credit deficiencies, and high mobility - including foster youth, homeless youth, pregnant and parenting students, recovered dropouts, and students re-entering after disciplinary actions. In 2025-26, 10% of enrolling students had earned zero credits at their previous school, and many entered with only 0-3 prior credits. These entry characteristics make traditional accountability measures - particularly graduation rates and state assessment performance - persistently challenging to meet.

CTE and Post-Secondary Pathways Students have expressed a clear desire for expanded CTE pathways and greater access to post-secondary information and opportunities. Currently, Ingenuity offers one CTE pathway in Digital Design and Media. Ingenuity currently offers a Digital Design and Media pathway that combines hands-on creative learning with practical career skills. Students use professional tools, including Adobe Photoshop, Illustrator, and InDesign, to create logos, posters, digital artwork, and marketing materials. Through these projects, they apply design principles such as color theory, typography, and layout while developing critical thinking, creative problem-solving, collaboration, and project management skills. Students also complete

a portfolio showcasing their work and earn an Adobe Certified Professional certificate, providing tangible evidence of their skills to support future educational and career opportunities.

The Charter School strengthening these opportunities remains an area of active development. The school is working to build additional community partnerships and explore a second CTE pathway informed by student feedback and interest surveys. Current survey results indicate interest in Health Science and Medical Technology and Marketing. Ingenuity will continue gathering student input and researching the partnerships, staffing, and resources needed to offer an additional pathway that aligns with students' interests and future goals.

Plans to address Challenges and Continuous Improvement Process: Academic Improvement Plan

Since 2025-26, Ingenuity's Academic Improvement Plan (Appendix L) has implemented a systematic, data-driven continuous improvement cycle designed to accelerate student learning and ensure academic performance standards meet established goals. The plan is built on high-quality core instruction, a strong MTSS framework, and targeted Tier 2 and Tier 3 interventions that address both academic and attendance needs simultaneously. Evidence-based ELA and math supports, including READ 180, Summit K-12, small-group Integrated Math, and personalized remediation will be expanded schoolwide, while professional development in literacy and math strategies increases staff capacity to deliver effective instruction. Progress will be monitored through multiple measures, including NWEA CGI growth, CAASPP outcomes, EL language development, and diagnostic tools, with frequent data team cycles guiding intervention assignments and ensuring supports are responsive to student needs. High-needs student populations, including English Learners, socioeconomically disadvantaged students, homeless youth, and credit-deficient students, will receive comprehensive, coordinated support through integrated academic, SEL, and attendance interventions. Educational partner collaboration, family engagement, and a shared culture of accountability and continuous reflection anchor the plan, ensuring all stakeholders remain active partners in closing gaps and improving outcomes for Ingenuity's highest-need students.

Assessment and Targeted Intervention Comprehensive assessments, including NWEA MAP administered fall, winter, and spring, establish baseline data and drive instructional decisions. Dedicated ELA and math intervention teachers deliver evidence-based programs including READ 180, English Intensive, and Carnegie Math, while MTSS teams and teacher-led PLCs analyze performance regularly to assign tiered supports. Students performing two or more grade levels

below are enrolled in Tier 2 literacy courses alongside core instruction, with math interventions emphasizing conceptual understanding, fluency building, and research-based strategies.

Instructional Excellence and Student Agency Core curriculum incorporates real world problem solving, close reading protocols, and meaningful writing across all content areas. Personalized learning paths through Summit K-12 support English Learners and all language learners, while schoolwide Performance Task writing models build critical thinking across grade levels. Regular progress meetings promote student goal-setting and agency, with assessment results shared transparently with students and families and parent conferences focused on gap closing plans.

Social-Emotional Learning and Attendance Support Attendance is tracked weekly, with tiered interventions including positive incentives, attendance contracts, home visits, and connections to community services. Ingenuity directly addresses systemic barriers such as transportation, health needs, and housing instability through coordinated support. Culturally responsive learning experiences, strong staff-student relationships, and at least four family events annually foster belonging, voice, and consistent participation. Priority support is concentrated on English Learners, socioeconomically disadvantaged students, homeless youth, and credit-deficient students.

Professional Development and Data-Driven Decision Making Staff receive ongoing professional development in evidence-based literacy and math strategies, with quarterly all-staff data reviews analyzing trends across NWEA MAP, formative
assessments, attendance, discipline, and subgroup performance. Structured PLCs and data team meetings identify root causes and develop targeted solutions, ensuring a culture of shared accountability, continuous reflection, and sustained improvement.

Renewal Eligibility and Term Request

Ingenuity Charter School respectfully requests a five-year renewal term from July 1, 2027, through June 30, 2032.

Ingenuity qualifies as a DASS school in accordance with Education Code section 52052(d). As a DASS school, Ingenuity demonstrates a strong commitment to supporting students who have historically been marginalized by the traditional school settings.

Schools that serve high-risk youth, may apply for DASS status through the California Department of Education (CDE). 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 high-risk students within the school's cumulative enrollment (upon first entry to the school) to be eligible for DASS. The high-risk student groups include the following:

- Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
- Suspended (EC Section 48925[d]) more than 10 days in a school year
- Pregnant and/or Parenting Youth
- Recovered Dropouts - State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
- 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 (EC Section 42238.01 [bl)

- Homeless Youth

Pursuant to Education Code Section 47607(c)(7), the District need only consider the Charter School's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to Education Code Section 52064.S(c) and alternative metrics (discussed below). The District may only deny charter renewal upon making written findings that the closure of the Charter School is in the best interest of pupils.

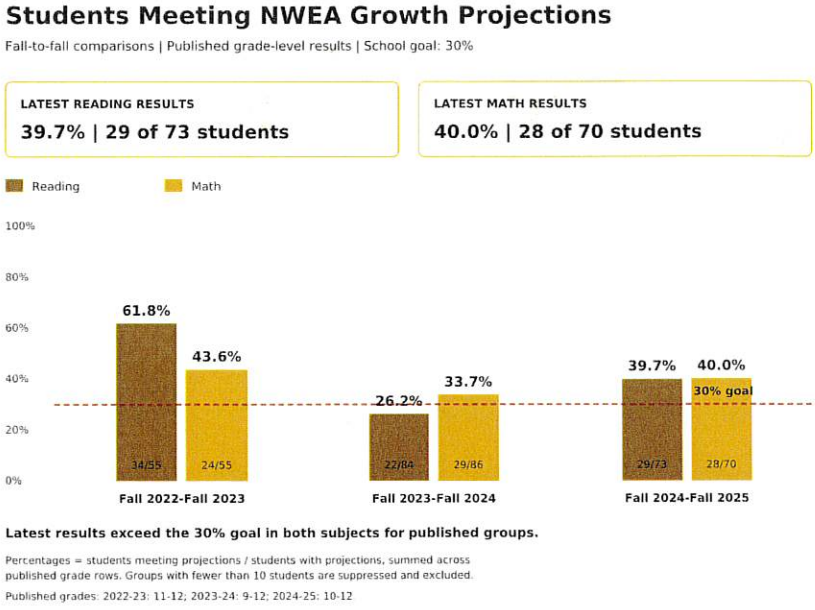
Here, Ingenuity has met the charter renewal standards pursuant to Education Code Section 47607(c)(7). For even further details, please see Element 3.

Ingenuity Charter School Dashboard Alternative Status School Renewal Criteria

DASS Renewal Criteria #1 - State Priority 4	
State and Local Measure:	Northwest Evaluation Association (NWEA) - Measure of Academic Progress (MAP)
Established Target:	30% of students who test Fall to Fall in Reading and Math will meet growth
Status:	**MET**

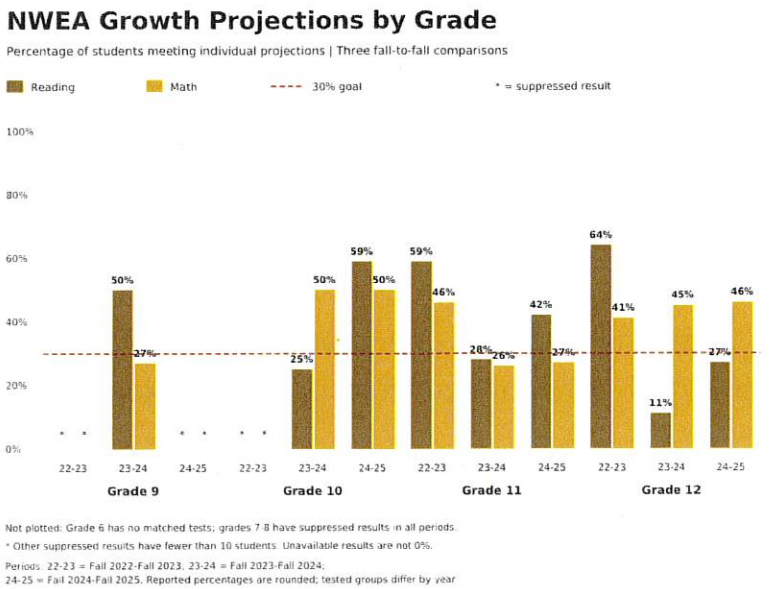
This NWEA target was refined and established in the Academic Improvement Plan submitted during the 25-26 school year. NWEA MAP Growth results demonstrate meaningful academic progress among students who remain enrolled at Ingenuity Charter School for at least one full year. These assessments are particularly valuable for Ingenuity's population because they measure growth from each student's individual starting point, complementing state assessments of grade-level proficiency.

As shown in the accompanying charts, Reading growth improved substantially from 2023–24 to 2024–25, with most grade levels meeting or exceeding expected growth. Math results also improved across most grade levels. The percentage of students meeting fall-to-fall growth projections

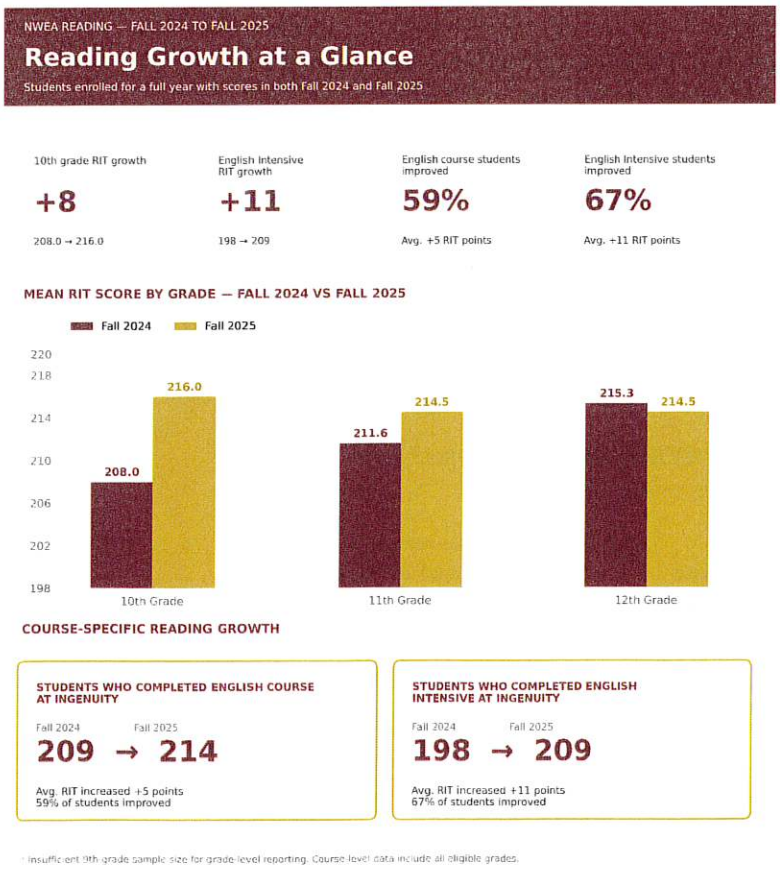


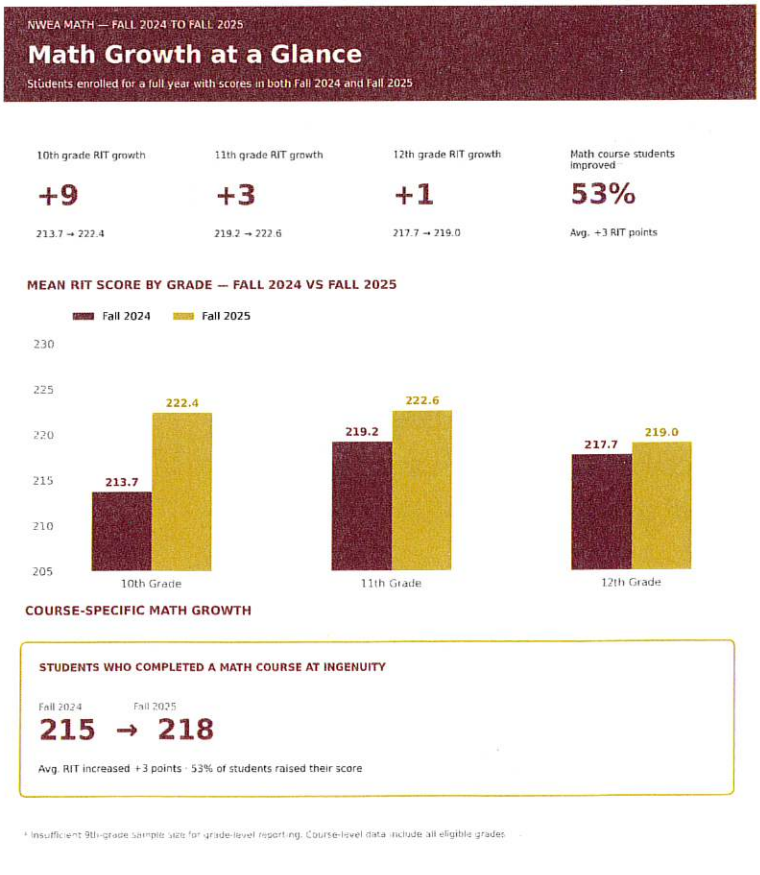
increased in both subjects and exceeded the school's 30% target across grades with published results.

Together with the reported California Dashboard improvements in ELA, Math, and Science, these results highlight Ingenuity's progress in advancing student learning and provide evidence of academic success supporting charter renewal.



Results among students completing English and Math courses provide further evidence of academic progress. Students participating in English Intensive demonstrated particularly strong Reading gains, reinforcing the value of targeted instruction for students with significant literacy needs.





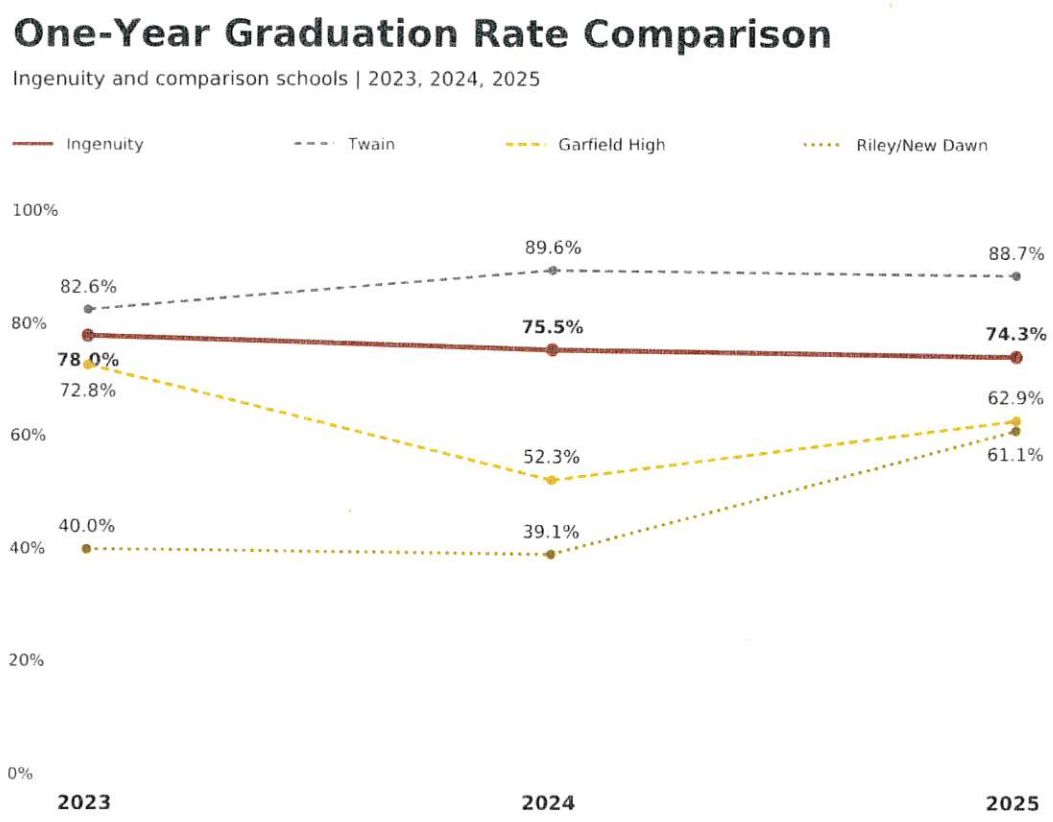
These outcomes reflect progress within Ingenuity's layered instructional model, which combines personalized coursework, in-person instruction, regular assessment, and targeted support. Read 180,

English Intensive, Summit K–12, and targeted math instruction allow staff to respond to individual learning needs and adjust support as students progress.

Together, the results provide evidence of academic growth supporting charter renewal and guide Ingenuity's ongoing improvement efforts. Ingenuity will continue using NWEA data to identify learning gaps, monitor intervention effectiveness, and strengthen growth across grade levels.

DASS Renewal Criteria #2 - State Priority 5	
State and Local Measure:	Dashboard Alternative school Status (DASS) Graduation Rate
Established Target:	ICS' one year graduation rate will be 70%
Status:	**MET**

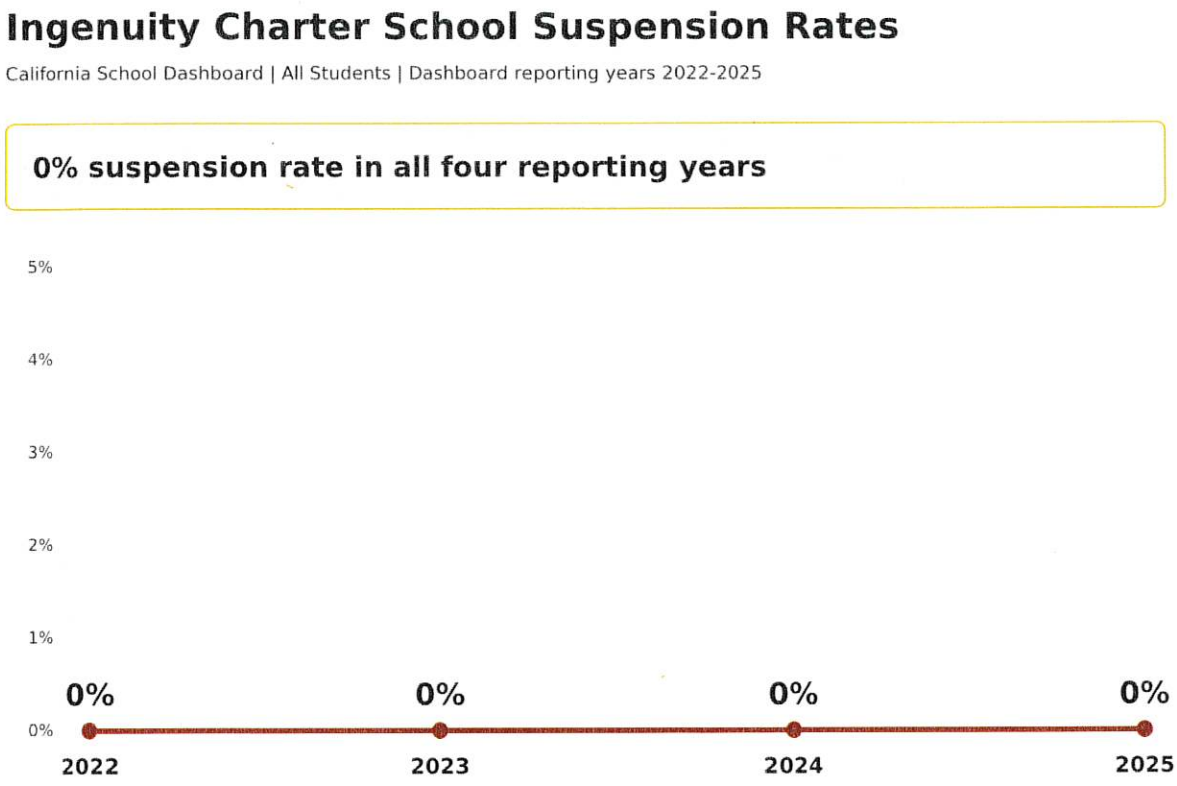
The DASS Graduation Rate is one of the renewal criteria for Ingenuity Charter School. Ingenuity is meeting and exceeding its graduation rate goal of 70%. Its one-year graduation rate remained above 74% across all three reported years, with the most recent rate of 74.3%. These outcomes demonstrate



consistent success in supporting students toward graduation and provide evidence of Ingenuity's effectiveness in serving students who benefit from an alternative educational setting.

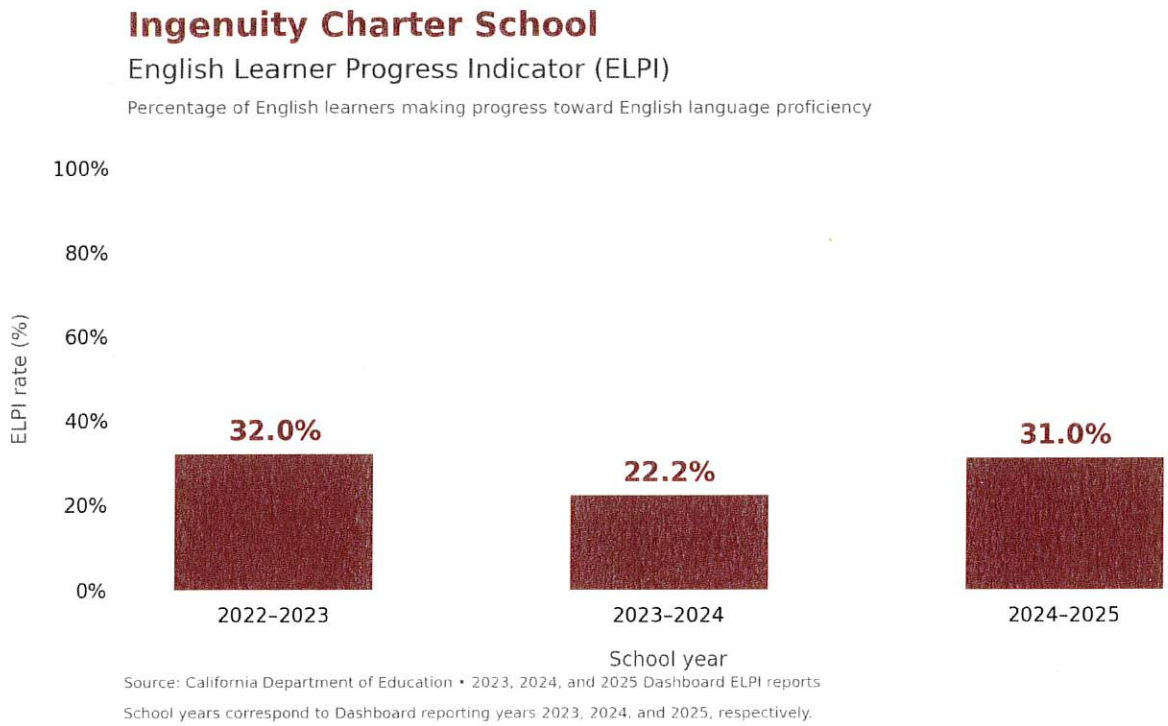
Renewal Criteria #3 - State Priority 6	
State and Local Measure:	Suspension Rate Indicator/Expulsion Rate Indicator
Established Target:	ICS will have a 0% suspension rate and expulsion rate according to the California Accountability Dashboard
Status:	**MET**

Ingenuity Charter School's 0% suspension rate reflects a program designed to keep students connected to learning through personalized support and proactive intervention. Its independent study and blended learning model allows staff to build strong relationships with students, identify concerns early, and respond to individual needs. Regular family communication, counseling, social-emotional learning, and tiered interventions help address underlying challenges while reinforcing clear behavioral expectations. For students who need additional support, Ingenuity offers alternatives to suspension, such as adjusting appointment times or transitioning to another school site to provide a setting better suited to their needs. These individualized adjustments allow students to continue receiving instruction and support while staff work with students and families to address concerns and promote positive behavior.



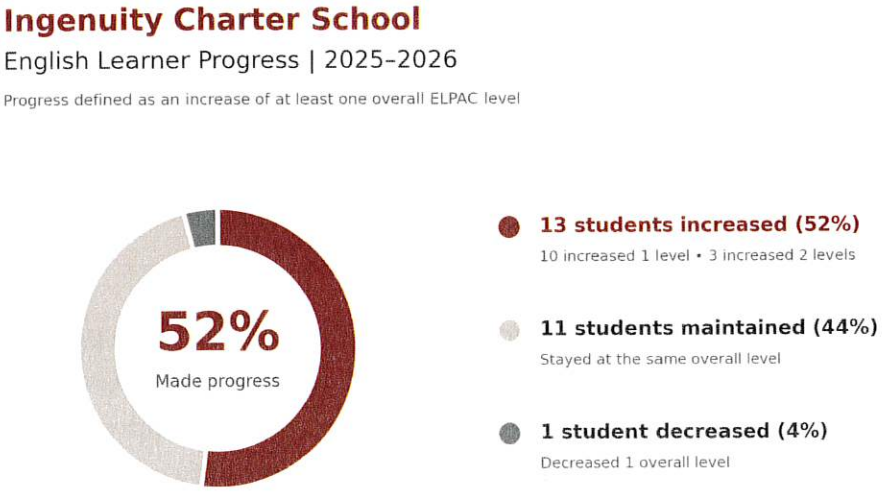
DASS Renewal Criteria #4 - State Priority 2, 4	
State and Local Measure:	English Learner Progress Indicator (ELPI)
Established Target:	ICS will maintain its status as "High" on the California Accountability Dashboard
Status:	**NOT MET**

Ingenuity has not yet met this established renewal target, but recent results demonstrate renewed progress in English language development. The Dashboard determines performance colors using both the percentage of English learners making progress and the change from the prior year. "High" remains an underlying Status category, requiring a progress rate of 55.0%–64.9%. Ingenuity's 2024–2025 rate of 31.0% falls within "Very Low" Status; however, its increase of 8.7 percentage points resulted in an Orange performance level.



This improvement followed two consecutive years of decline and represents an encouraging change in direction. Long-Term English Learners also demonstrated improvement. These results occur within an independent study setting where students enter with varied proficiency levels, educational histories, and lengths of enrollment. Changes in the students assessed can noticeably affect annual results within a small English learner population, making it important to examine both Dashboard trends and individual student growth.

In response to the identified need, Ingenuity has strengthened its ELD program and is using grant funding for an additional ELA/language development teacher. This investment expands capacity for targeted language instruction and individualized support. Staff monitor assessment results and student participation to identify needs, adjust instruction, and support consistent engagement in ELD services.



Local ELPAC results for 2025–2026 provide additional evidence of progress. Among the 25 students with overall proficiency scores in both years, 52% increased at least one level, while 96% maintained or increased their level. This local data demonstrates growth among students. Ingenuity will continue monitoring individual progress and refining its ELD supports to sustain these gains and work toward the established High Status target.

DASS Renewal Criteria #5 - State Priority 6	
State and Local Measure:	Student Safety Survey
Established Target:	At least 80% of ICS students will indicated the following: students feel safe and supported, students feel there is mutual respect between them, their teachers, and other students, students are informed about school policies and practices and feel that these are consistently enforced, students are aware of emergency evacuation plans
Status:	**PARTIALLY MET**

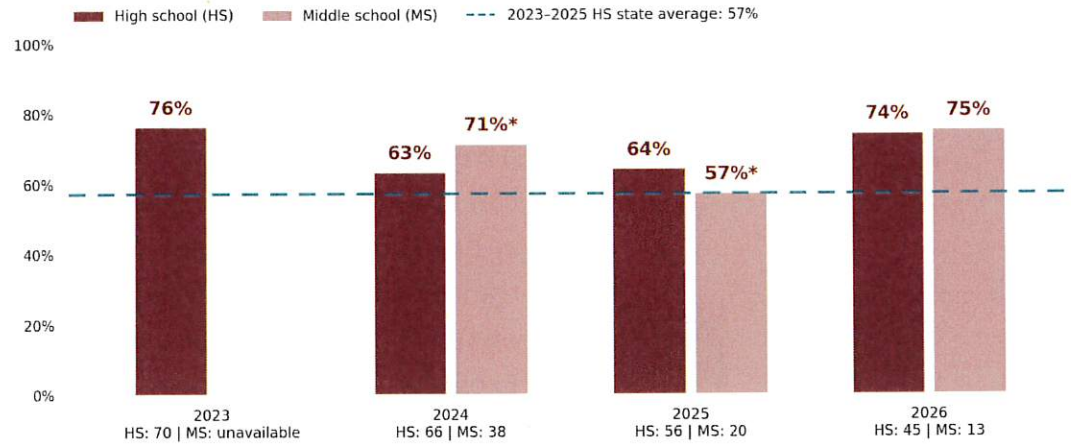
Ingenuity's renewal goal reflects a commitment to ensuring students feel safe, supported, respected, and informed. The available survey results show strengths in caring adult relationships and encouraging safety findings, while identifying overall school connectedness as an area for continued improvement. Although the full goal has not been demonstrated, these findings help Ingenuity identify where its approach is working and where additional attention is needed.

Relationships and individualized support are the organizing principles of Ingenuity's program. Many students arrive after struggling in traditional schools, carrying a sense of disconnection and limited trust in teachers or the school system. Families may also arrive discouraged after repeated attempts to find an educational setting that works for their child. For some, Ingenuity represents a final opportunity to reconnect with education. Rebuilding trust is therefore central to helping students participate, accept support, and believe that graduation is possible.

Ingenuity builds that trust through consistent individual teacher meetings, ongoing family communication, counseling, and personalized academic support. These practices allow staff to understand what is preventing a student from participating and respond to the specific barrier. A missed appointment or incomplete assignment becomes an opportunity to identify a need, reconnect with the family, and adjust support. Families have a partner who knows their child and works with them to move forward. The caring adult relationship results reflect this emphasis on adults who listen, notice when students are absent, and demonstrate that their success matters.

Students Feel Supported by Adults

Ingenuity Charter | High school and available middle school results



Total survey responses: 2024 = 104 | 2025 = 76 | 2026 = 58

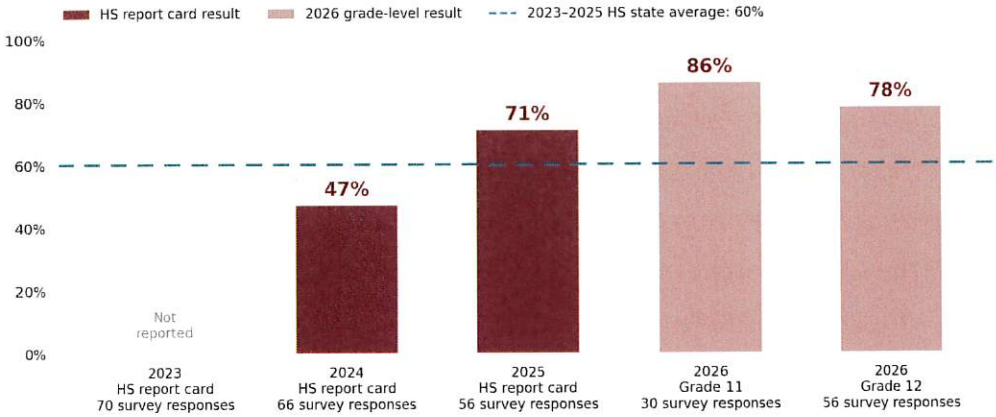
*MS 2024 and 2025 percentages represent grade 8 only; grades 6 and 7 are withheld.
MS 2026 is reported across grades 6–8. Adult support measures caring, noticing and listening.

Sources: HS School Climate Report Card 2025-26, pp. 1, 6; MS CHKS reports 2023-24, 2024-25, and 2025-26, pp. 2, 3. HS results/benchmark: grades 9 and 11. MS reports: grades 6–8.
Counts are total survey responses, not question-level counts; percentages are not pooled.

Ingenuity's approach to safety combines clear expectations with individualized responses when students need additional support. Staff reinforce campus procedures, address concerns, and communicate with families. The available safety results provide encouraging evidence, including a grade 11 result above the established target, while other findings show that continued work is needed.

Students Feel Safe at School

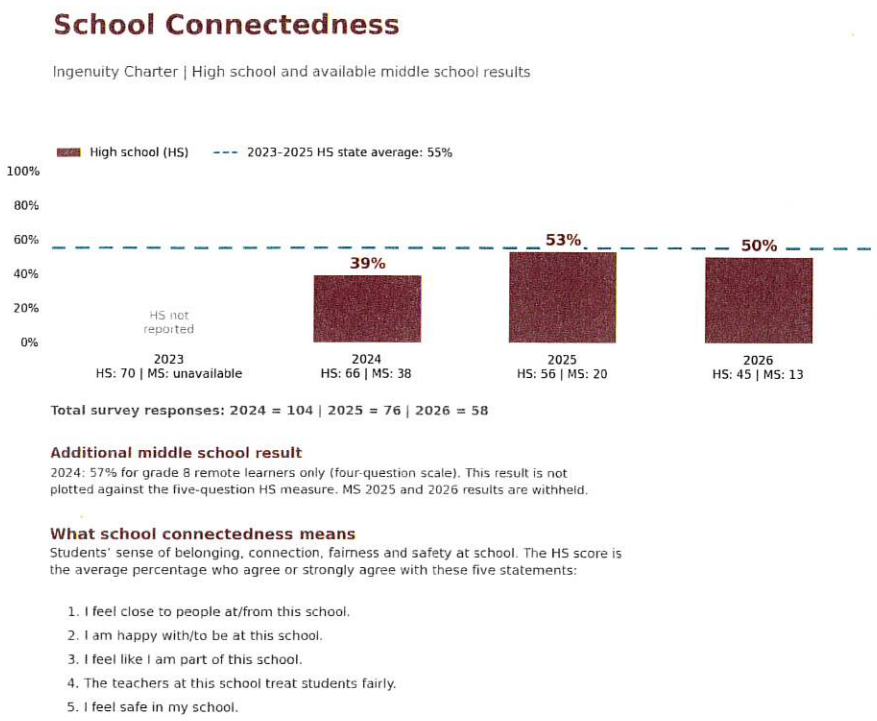
Ingenuity Charter | Students reporting "safe" or "very safe"



2026 results: grade 11 = 29% very safe + 57% safe; grade 12 = 39% + 39%.
2026 bars represent individual grades, not an overall high school percentage.
Grades 9 and 10 and middle school safety results are withheld.
The 2026 HS main report includes 130 survey responses across grades 9–12.

Sources: 2025-26 HS School Climate Report Card, pp. 1, 6; HS CHKS Main Report, pp. 2, 34.
Counts are total survey responses for the displayed report/group, not safety-question response counts.
Earlier report card results use grades 9 and 11; 2026 results use separately reported grades 11 and 12.
The dashed state line is a 2023–2025 grades 9/11 benchmark, not an annual or grade 12 average.

In an independent study program, connection to a teacher must be accompanied by opportunities to belong to a wider school community. Ingenuity provides in-person classes, clubs, field trips, and family events so students can build relationships, explore interests, and experience success beyond individual coursework. These opportunities give students reasons to participate and help families experience the school as a welcoming community. The connectedness results suggest that strong adult relationships have not yet translated into an equally strong sense of belonging for every student. Expanding meaningful opportunities for participation and listening to students about what helps them feel included remain priorities.



Student reflections illustrate why this work matters. These accounts illustrate the role that personal attention and supportive relationships can play in restoring confidence in education.

"Ingenuity changed my perspective on education because it makes me feel better that I'm capable of more than one thing" - Ingenuity Charter School Student

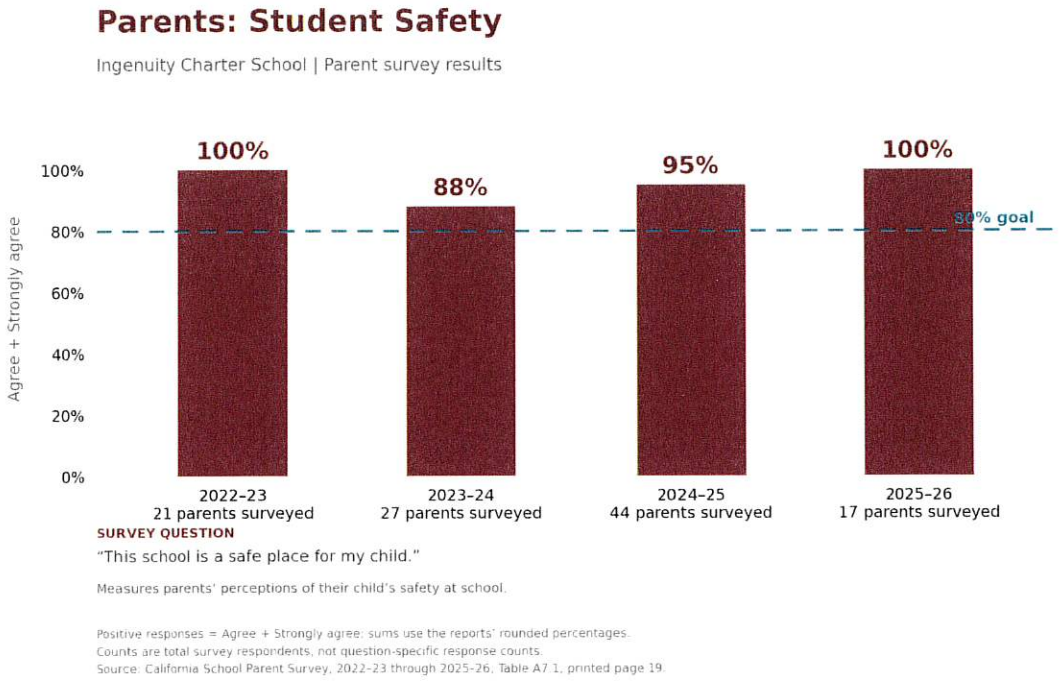
"Ingenuity was my last resort on schooling, I was never doing good at traditional classroom setting, so when I saw the poster in front of the paradise valley ingenuity charter school, I read through it thoroughly and saw that it was just the school I was looking for. When I first arrived here it was great, my teacher was very helpful and would help me relax with the new environment I was in. It was an amazing experience being here all the way through and f would do it again if I ever had the chance to." - Ingenuity Charter School Student

Schoolwide, restorative and relationship-centered approaches keep students connected even when they struggle, avoiding the exclusionary practices Gregory, Skiba, and Mediratta (2016) link directly to disengagement for Black and Latino youth. The volume and quality of family connections, alongside behavioral data, are tracked and reviewed as part of Ingenuity's ongoing evaluation of its own effectiveness.

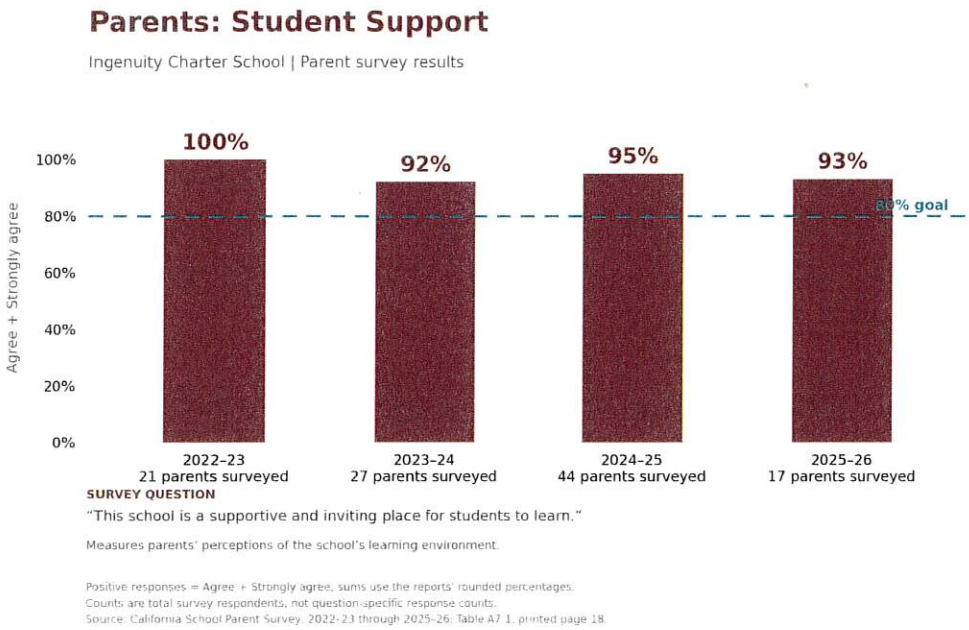
DASS Renewal Criteria #6 - State Priority 3, 6	
State and Local Measure:	Parent Safety Survey
Established Target:	At least 80% of the parents/guardians will indicate the following: feel that their student(s) feel safe and supported at school, there is mutual respect between parents/guardians and teachers, and parents/guardians feel welcome at school
Status:	**MET**

Ingenuity's goal was for at least 80% of parents and guardians to report that their children feel safe and supported, that relationships with teachers reflect mutual respect, and that families feel welcome at school. Across the 2023–24, 2024–25, and 2025–26 California School Parent Surveys, positive responses exceeded this target on each aligned measure: student safety, a supportive learning environment, respectful treatment of parents, and feeling welcome to participate. These results support achievement of the goal among responding parents, with respectful treatment by staff serving as the available indicator for the mutual respect component.

For many Ingenuity families, rebuilding confidence in education is as important as rebuilding a student's academic progress. Families may arrive after years of frustration, unsuccessful school placements, or concern that their child's needs have gone unrecognized. When Ingenuity represents a final opportunity to remain engaged in school, families need confidence that their child will be known, cared for, and given a meaningful path forward. Ingenuity's deliberately small learning community and emphasis on consistent relationships create the conditions for that confidence to develop.



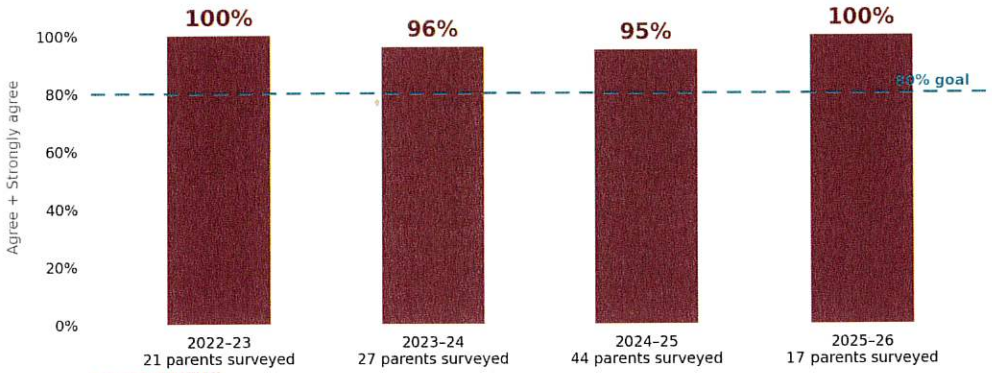
Ingenuity puts relationships first so staff can understand the circumstances affecting a student's learning and respond with individualized support. Teachers, counselors, and school leadership work closely with students and families to identify needs and help students remain engaged. This matters because a student's difficulty attending, completing work, or asking for help may reflect barriers that require attention beyond an academic assignment. Families' positive perceptions of the learning environment suggest that they recognize the care underlying this approach.



Respectful relationships with families are essential to this work. Parents and guardians bring knowledge of their children's strengths, needs, and previous school experiences. Listening to that knowledge helps staff understand students more fully and makes families partners in their children's education. For families who have previously felt overlooked or blamed, being heard and treated with dignity can help rebuild the trust needed to address challenges together.

Parents: Respect from School Staff

Ingenuity Charter School | Parent survey results



SURVEY QUESTION

"School staff treat parents with respect."

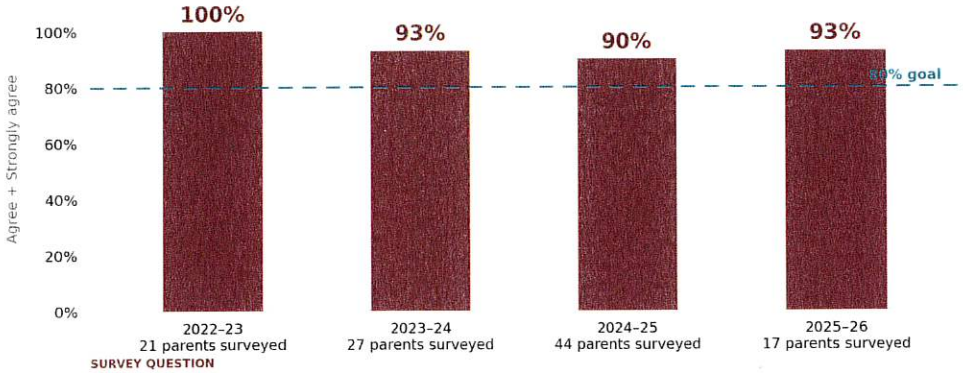
Measures respect toward parents; does not directly measure respect in both directions.

Positive responses = Agree + Strongly agree; sums use the reports' rounded percentages.
Counts are total survey respondents, not question-specific response counts.
Source: California School Parent Survey, 2022–23 through 2025–26; Table A6.1, printed page 12.

Feeling welcome gives families a reason to remain connected to that partnership. Ingenuity's accessible staff and personal approach help families feel comfortable asking questions, raising concerns, and participating in their child's education. That connection matters especially when a student begins to struggle: an established relationship makes it easier for families and staff to communicate and work together before disengagement deepens.

Parents: Feeling Welcome

Ingenuity Charter School | Parent survey results



SURVEY QUESTION

"Parents feel welcome to participate at this school."

Measures whether parents feel welcome to participate in school life.

Positive responses = Agree + Strongly agree; sums use the reports' rounded percentages.
Counts are total survey respondents, not question-specific response counts.
Source: California School Parent Survey, 2022–23 through 2025–26; Table A6.1, printed page 12.

Ingenuity recognizes that the small number of parent survey responses limits how fully these results represent all families. Parent involvement requires particular attention in an independent study setting, where students attend on individualized schedules and families have fewer routine opportunities to connect with the school in person. Some families also arrive after difficult experiences with previous schools, making rebuilding trust an essential part of engagement. Ingenuity has worked to strengthen these connections through regular teacher outreach, individual parent meetings, orientations, and family events that provide welcoming opportunities to build relationships beyond conversations about academic concerns. These efforts help families become active partners in

their child's education. Increasing survey participation remains an area for improvement so that more families' voices—including those who are less connected to the school—inform future decisions.

DASS Renewal Criteria #7 - State Priority 5, 7	
State and Local Measure:	Personalized Learning Experience- Individualized Learning Plans
Established Target:	100% of ICS students will have an individualized learning plan, with an accurate credit audit catered to every student's individual goals every year.
Status:	**MET**

Individualized learning is at the center of Ingenuity Charter School's program. A student working full-time to support their family may need a different schedule than a student navigating a difficult family situation. A student with substantial reading gaps needs different instructional support than one whose primary need is completing missing math credits. Ingenuity designs each student's educational experience around their academic starting point, personal circumstances, and goals.

Every student who enrolls at Ingenuity receives an individualized learning plan developed collaboratively with students, families, teachers, and, as needed, service providers, case managers, and intervention counselors. At initial orientation, students and parents/guardians learn about Ingenuity's purpose, learner outcomes, academic standards, and blended learning model. These conversations establish the student's educational goal, whether graduating from Ingenuity or earning the credits needed to return to a traditional school or another educational placement.

A transcript review and individualized credit audit identify completed coursework and remaining requirements, guiding course selection and a realistic timeline for completion. Credit audits are updated periodically and attached to the learning plan so that educational planning reflects the student's current progress. For students who arrive credit deficient, this process makes the path toward graduation clear and breaks it into manageable goals.

Ingenuity's flexible learning model helps students pursue these goals while accounting for responsibilities and challenges outside of school. Individualized schedules, independent study, asynchronous coursework, and opportunities for in-person instruction allow staff to match learning arrangements and instructional support to student needs. This flexibility helps students remain connected to their education while working toward meaningful academic progress.

Ingenuity monitors attendance and credit completion throughout enrollment to identify concerns and adjust support promptly. Intervention counselors become involved early, including at enrollment when additional needs are evident. Students requiring further assistance receive a Student Support Action Plan, which accompanies progress meetings and is used alongside Ingenuity's tiered reengagement plan. These meetings bring staff, students, and families together to identify barriers, establish specific next steps, and review whether the support is working.

Individualization extends to academic interventions, counseling, mental health services, and connections to community resources. For students with disabilities, planning is coordinated with their IEP and specialized services. Learning plans and support action plans serve connected purposes: helping students access instruction, sustain participation, and progress toward their goals. Through ongoing review and direct communication with families, Ingenuity keeps each student's academic needs and personal circumstances at the center of educational decisions.

DASS Renewal Criteria #8 - State Priority 1	
State and Local Measure:	Teacher Credentials
Established Target:	ICS will maintain a 100% rate of appropriately credentialed and assigned teachers
Status:	**MET**

Year	Name	Total Teaching FTE	Clear	Out-of-Field
2025	Ingenuity	8.48	21.6%	61.6%

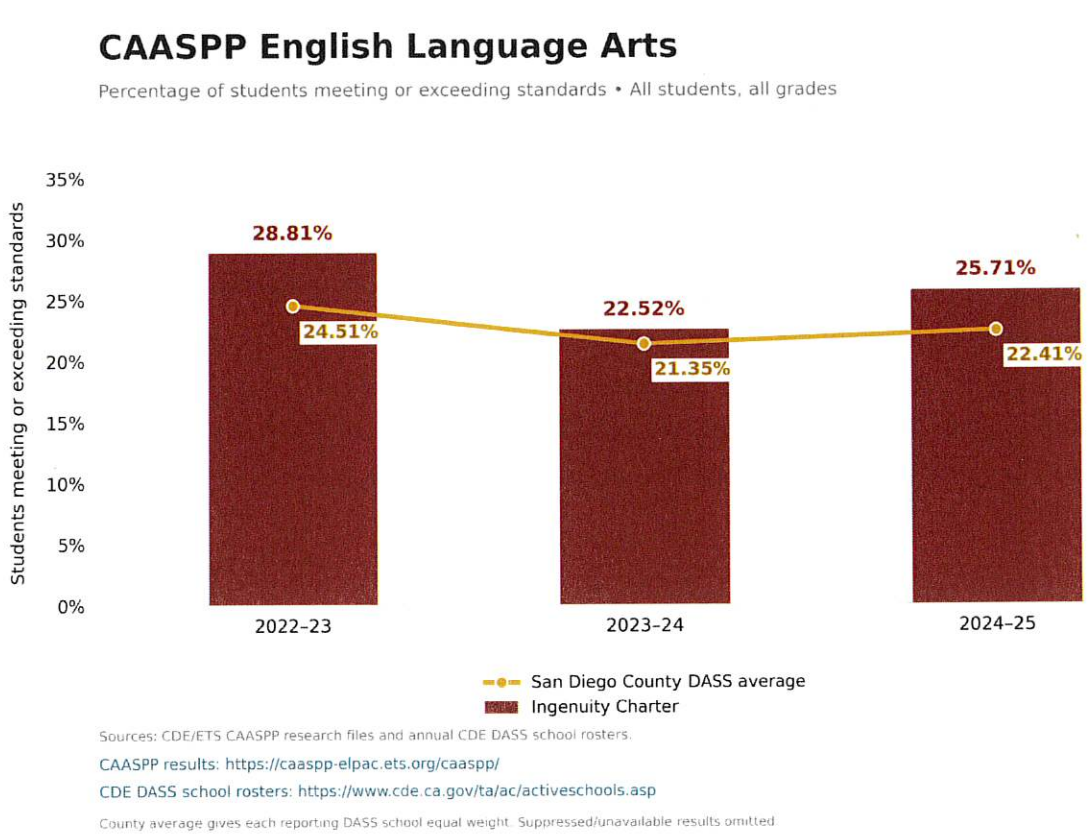
Ingenuity's out-of-field rate largely reflects independent study assignments made under Education Code §44865, which are legally authorized but categorized as out-of-field for reporting.

DASS Renewal Criteria #9 - State Priority 4, 7	
State and Local Measure:	Smarter Balanced Assessment and CAASPP
Established Target:	1. The percentage of ICS students meeting or exceeding standard will be at or above the San Diego County DASS average for ELA, mathematics, and science. 2. The percentage of ICS students meeting or exceeding standard in each of the following subgroups will be at or above the San Diego County DASS average for ELA, mathematics, and science. • Hispanic • EL • SWD • SEDA
Status:	**ELA: MET** — Schoolwide results and all four student groups exceeded their respective county DASS averages. **Mathematics: NOT MET** — Schoolwide results and all four student groups remained below their respective county DASS averages. **Science: PARTIALLY MET** — Schoolwide results and three of four student groups exceeded their county DASS averages; English learners did not.

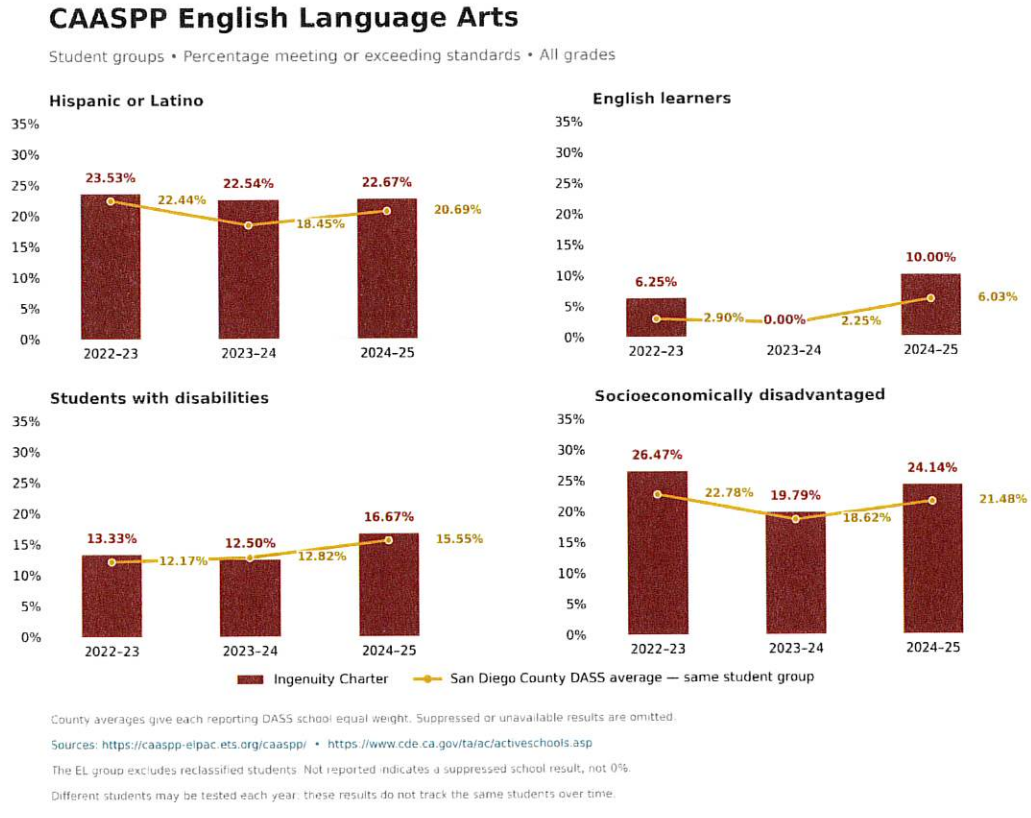
Ingenuity's renewal goal is to perform at or above the San Diego County DASS average in the percentage of students meeting or exceeding standards on state assessments. Results across the three years reviewed demonstrate consistent achievement of this goal in English Language Arts, substantial improvement and achievement in the two most recent years in science, and a continuing need for improvement in mathematics. Student-group comparisons provide a more detailed picture of where Ingenuity's supports are producing stronger outcomes and where additional attention is needed.

English Language Arts

Ingenuity exceeded the San Diego County DASS average in ELA in all three years reviewed. Following a decline in 2023–24, proficiency increased to 25.71% in 2024–25, remaining above the county benchmark. These results demonstrate achievement of the schoolwide comparative goal while reinforcing the need to continue increasing the proportion of students reaching proficiency.



Student-group results show that this comparative strength extends across Ingenuity's diverse learners. Hispanic or Latino and socioeconomically disadvantaged students exceeded their respective county DASS averages in all three years. English learners and students with disabilities exceeded their benchmarks in 2022–23 and 2024–25, following results below the county averages in 2023–24. In the most recent year, all four groups improved from the prior year and exceeded their county benchmarks. English

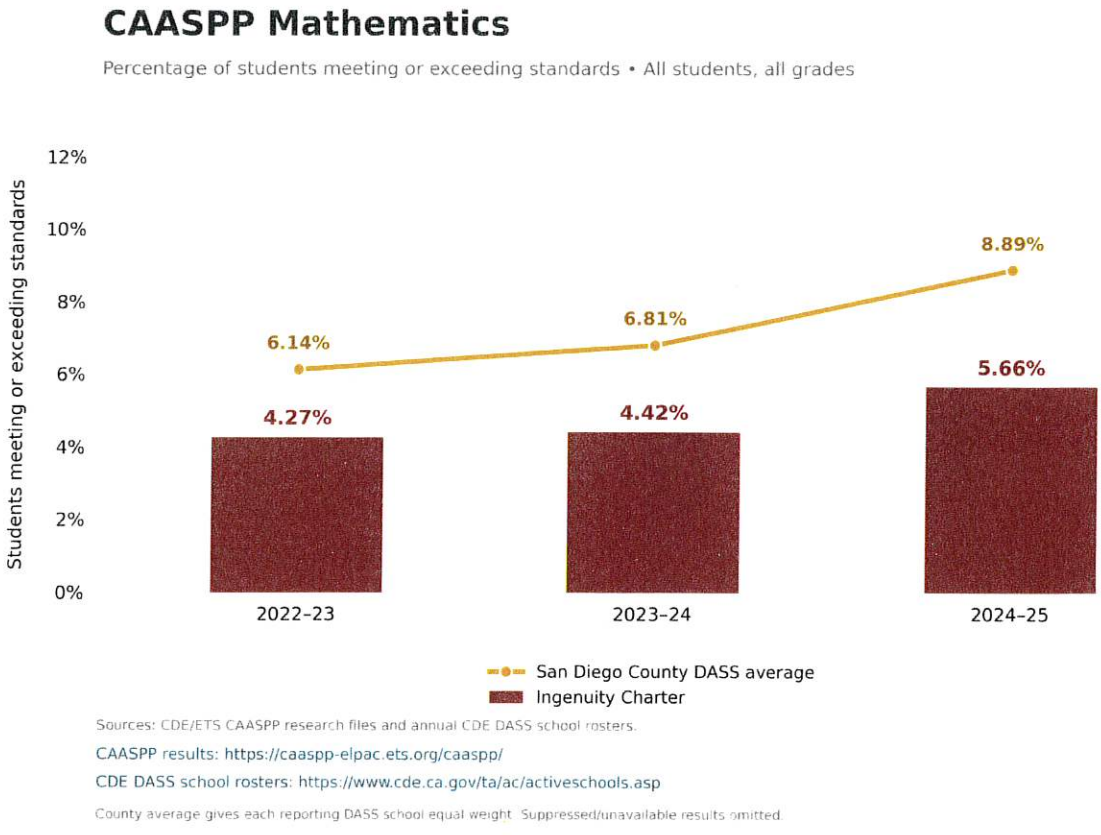


learner proficiency increased from 0% to 10%, while students with disabilities increased from 12.50% to 16.67%.

Ingenuity supports literacy through a layered instructional system. Edgenuity provides the core curriculum in a flexible, self-paced environment, while READ 180 adds targeted, in-person instruction beginning at each student's instructional reading level. English Intensive, small group instruction, and individualized teacher assistance provide opportunities to strengthen comprehension, practice skills, and receive direct feedback. English language development and collaboration with case managers and service providers help coordinate support around students' language and learning needs. Teachers use assessments and coursework to identify gaps, adjust instruction, and recognize progress. Regular contact also helps staff identify disengagement early and build relationships that support academic persistence.

Mathematics

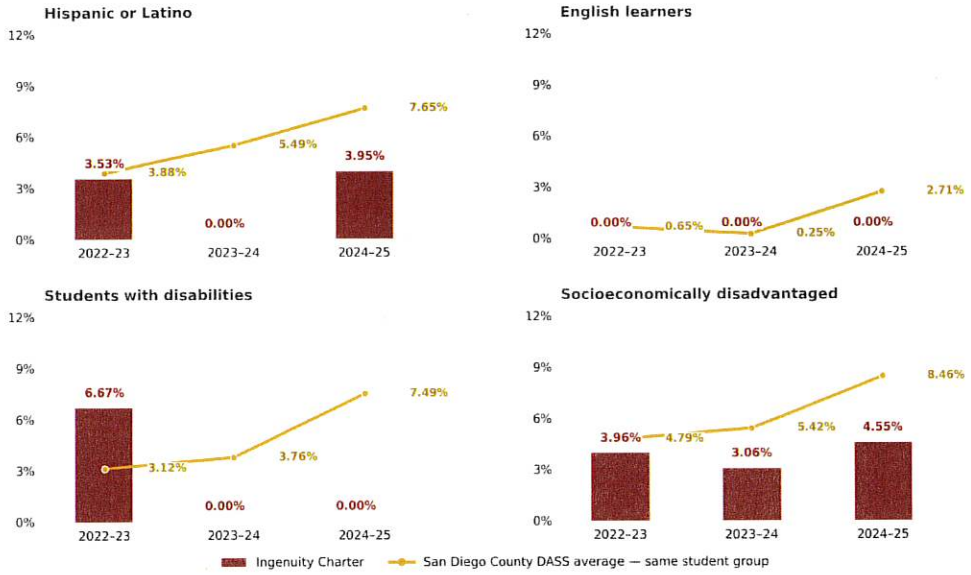
Mathematics remains an area in which Ingenuity has not yet met its schoolwide comparative goal. Proficiency increased each year, from 4.27% in 2022–23 to 5.66% in 2024–25, but remained below the county DASS average. Because the county benchmark also increased, Ingenuity's improvement has not yet closed the comparison gap.



Student-group results identify where stronger support is needed. Hispanic or Latino students, English learners, and socioeconomically disadvantaged students performed below their respective county averages in all three years. Students with disabilities exceeded their benchmark in 2022–23 but fell below it in the following two years. Hispanic or Latino and socioeconomically disadvantaged students improved from 2023–24 to 2024–25; however, no tested English learners or students with disabilities met or exceeded mathematics standards in either of the two most recent years. These results reinforce the need for targeted instruction that addresses prerequisite skills, language demands, and individual learning needs.

CAASPP Mathematics

Student groups • Percentage meeting or exceeding standards • All grades



County averages give each reporting DASS school equal weight. Suppressed or unavailable results are omitted.

Sources: https://caaspp-elpac.ets.org/caaspp/ • https://www.cde.ca.gov/ta/ac/activeschools.asp

The EL group excludes reclassified students. Not reported indicates a suppressed school result, not 0%.

Different students may be tested each year; these results do not track the same students over time.

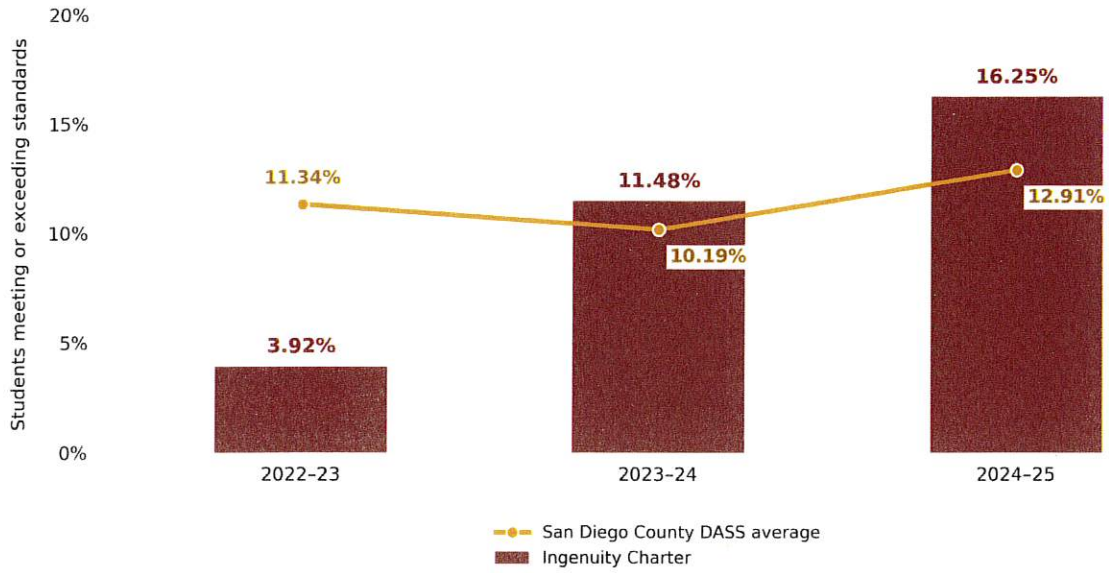
Ingenuity is addressing these needs through in-person mathematics instruction, Math Intensive, individual tutoring, and support coordinated through individualized learning plans. MAP Growth assessments, classroom work, and course progress help teachers identify skill gaps and adjust instruction while maintaining access to grade-level content. Subsequent investments include Integrated Math IA beginning in 2025–26, the planned Tier II intervention aligned with core mathematics coursework, and the selection of Math in Focus for middle school in 2026–27. These actions represent continued investment in mathematics improvement; future assessment results will determine whether they increase proficiency and narrow the county comparison gaps.

Science

Science results demonstrate substantial improvement across the review period. Ingenuity moved from below the county DASS average in 2022–23 to above it in both 2023–24 and 2024–25. Proficiency increased from 3.92% to 16.25%, demonstrating achievement of the schoolwide comparative goal in the two most recent years.

California Science Test (CAST)

Percentage of students meeting or exceeding standards • All students, all grades



Sources: CDE/ETS CAST research files and annual CDE DASS school rosters.

CAASPP results: https://caaspp-elpac.ets.org/caaspp/

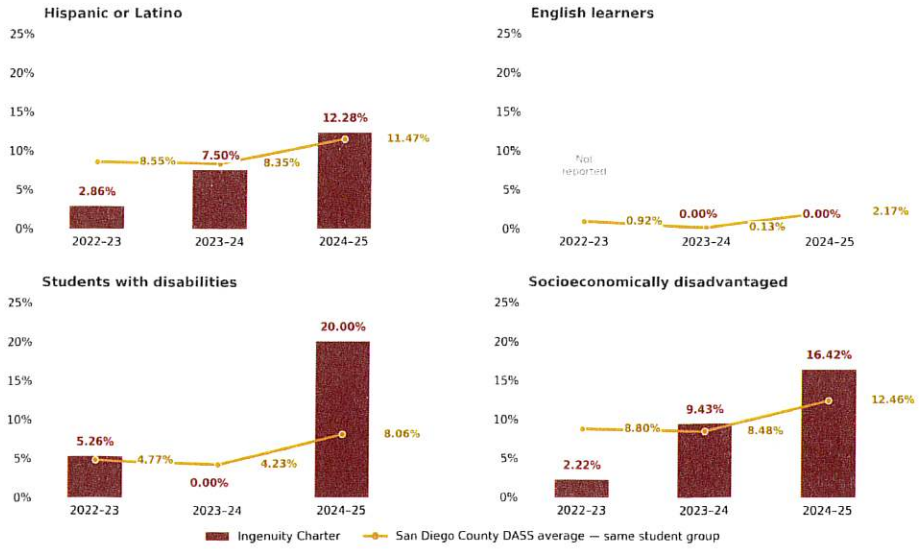
CDE DASS school rosters: https://www.cde.ca.gov/ta/ac/activeschools.asp

County average gives each reporting DASS school equal weight. Suppressed/unavailable results omitted.

Student-group results show that Hispanic or Latino and socioeconomically disadvantaged students improved each year. Hispanic or Latino students exceeded their county benchmark in 2024–25, while socioeconomically disadvantaged students exceeded theirs in both 2023–24 and 2024–25. Students with disabilities exceeded the county average in 2022–23 and again in 2024–25, when proficiency reached 20% compared with the county average of 8.06%.

California Science Test (CAST)

Student groups • Percentage meeting or exceeding standards • All grades



County averages give each reporting DASS school equal weight. Suppressed or unavailable results are omitted.

Sources: https://caaspp-elpac.ets.org/caaspp/ • https://www.cde.ca.gov/ta/ac/activeschools.asp

The EL group excludes reclassified students. Not reported indicates a suppressed school result, not 0%.

Different students may be tested each year; these results do not track the same students over time.

English learner results identify a continuing need. The 2022–23 result was suppressed because of the small number of students tested, preventing a comparison for that year. In both subsequent years, no tested English learners met or exceeded science standards. Consequently, Ingenuity met the most recent science comparison benchmark for three of the four student groups reviewed.

Ingenuity's blended science program combines online coursework with opportunities for in-person classes, labs, and teacher assistance. Individualized planning allows staff to coordinate course placement and support around students' needs, while monitoring coursework, attendance, and credit completion helps identify students requiring additional instruction or re-engagement. Continued improvement will require particular attention to scientific vocabulary, reading comprehension, and students' ability to explain their reasoning, especially for English learners.

Across these subjects, the results support continued use of individualized instruction, targeted interventions, and early re-engagement while identifying specific priorities for improvement. Ingenuity will continue examining both schoolwide and student-group outcomes to refine services, strengthen participation, and evaluate whether its instructional investments produce sustained gains in proficiency.

DASS Renewal Criteria #10 - Priority 8	
State and Local Measure:	Post Secondary Outcomes
Established Target:	ICS will contact all graduates and update the student's Naviance postsecondary plan survey with the reported outcome.
Status:	**NOT MET**

Ingenuity contacted graduates to gather information about their postsecondary education, training, and employment. However, the school was unable to reach enough graduates and obtain sufficient responses to compile meaningful outcome data. This goal was not met.

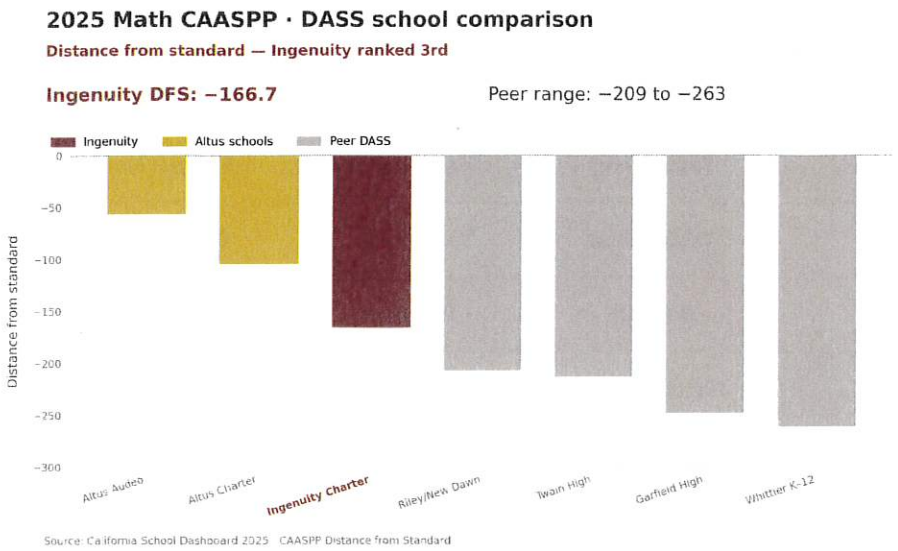
Moving forward, Ingenuity will strengthen graduate follow-up by confirming contact information before graduation, collecting an initial postsecondary plans survey, and conducting scheduled outreach through phone calls, text messages, and email. A designated staff member will maintain a centralized record of contact attempts and reported outcomes, distinguishing students' plans at graduation from their confirmed postsecondary activities. This process will help Ingenuity improve response rates, identify graduates who may need additional support, and use the findings to strengthen college and career preparation.

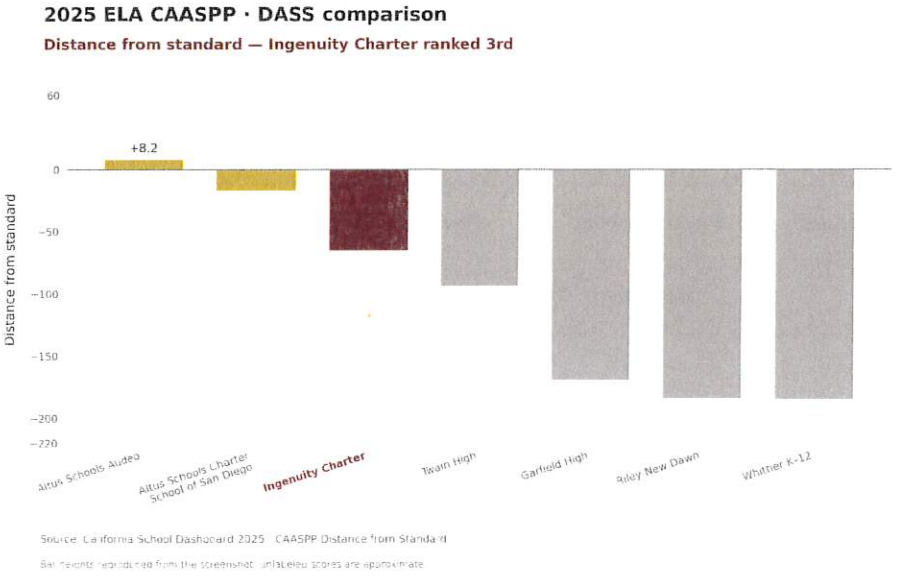
Ingenuity Charter School
DASS Renewal Criteria: Target Summary

#	Renewal Measure	2022-23	2023-24	2024-25
1	NWEA MAP Growth	**Target Met**	**Partially Met**	**Target Met**
2	DASS One-Year Graduation Rate	**Target Met**	**Target Met**	**Target Met**
3	Suspension / Expulsion Rate	**Target Met**	**Target Met**	**Target Met**
4	English Learner Progress Indicator	**Not Met**	**Not Met**	**Not Met**
5	Student Safety Survey	**Partially Met**	**Partially Met**	**Partially Met**
6	Parent Safety Survey	**Target Met**	**Target Met**	**Target Met**
7	Individualized Learning Plans / Credit Audits	**Target Met**	**Target Met**	**Target Met**
8	Teacher Credentials and Assignments	**Target Met**	**Target Met**	**Target Met**
9	CAASPP ELA: Schoolwide + Student Groups	**Target Met**	**Partially Met**	**Target Met**
9	CAASPP Math: Schoolwide + Student Groups	**Not Met**	**Not Met**	**Not Met**
9	CAASPP Science: Schoolwide + Student Groups	**Partially Met**	**Partially Met**	**Partially Met**
10	Postsecondary Outcomes / Naviance	**Not Met**	**Not Met**	**Not Met**

Additional Information for Student Progress in DASS Schools

Ingenuity was founded on the belief that every student deserves an education designed for them, not a one-size-fits-all system that they must conform to. We serve students who have not thrived in the traditional educational pathways, and we hold ourselves accountable to a rigorous set of outcomes that reflect what truly matters for these young people. We measure academic progress through multiple lenses, because no single metric tells the full story of what our students achieve. Consistent with the UCLA report's recommendation that alternative schools use "broader and more meaningful indicators," our assessment approach includes state assessments alongside growth measures that capture progress often not visible.





As the charts illustrate, Ingenuity Charter is emerging as a leader in "closing the gap". In English Language Arts, Ingenuity is posting a Distance From Standard of -65.6 while our DASS peers range from -94.7 to -186.2. In both areas, Ingenuity is ranked in the top three.

DASS Schools as Systemic Response: Serving Students Across California

California operates one of the largest alternative education systems in the nation, yet the schools at its center remain among the least understood. The most modern and comprehensive report on DASS schools from the UCLA Center for the Transformation of Schools (2026), analyzing data from 894 DASS schools serving 150,009 students, found that these schools disproportionately enroll students facing the most significant systemic barriers to education. The researchers concluded that conventional academic metrics fail to capture the progress these students make or the vital role these schools play, a finding that calls for evaluation systems designed to reflect the populations these schools actually serve.

Why Students End Up in Alternative Education Students arrive at alternative schools not because of personal deficits, but because the traditional structure was designed for students with different needs, and that this design sometimes inadvertently creates the very barriers that push students out.

> "Credit deficiency often stems from system failures rather than individual shortcomings... Chronic absenteeism reflects both punitive practices and unmet needs for engagement, conditions that alternative schools seek to address through more personalized and supportive environments." UCLA Center for the Transformation of Schools, 2026

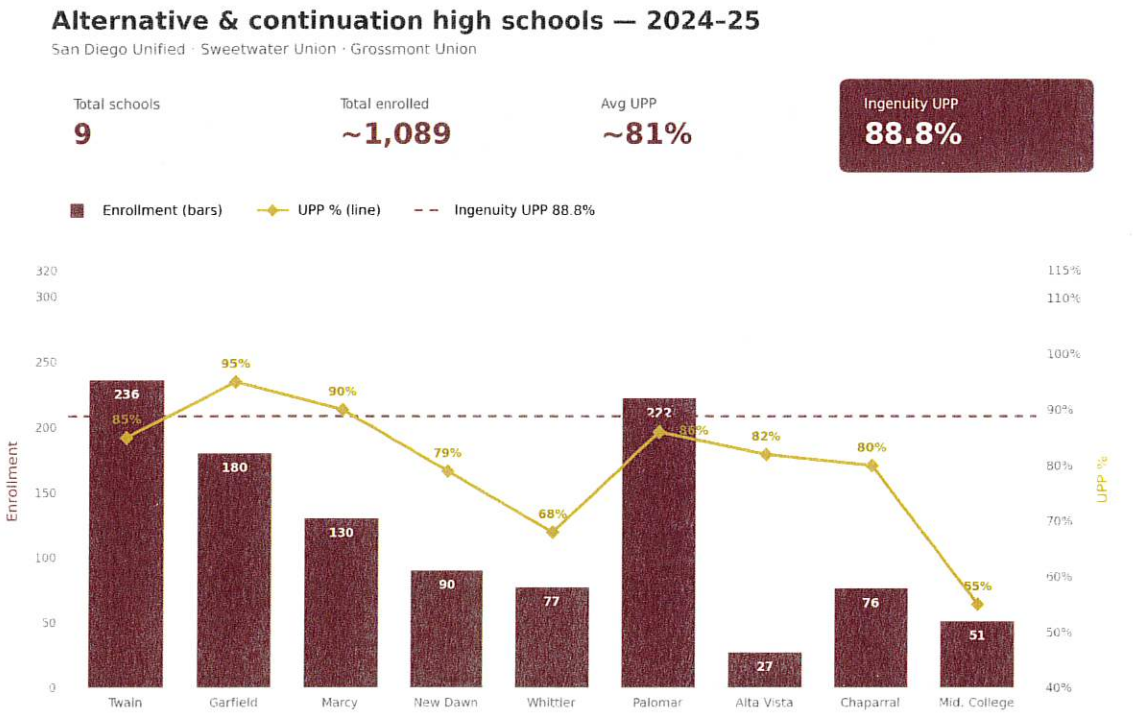
DASS Students: Historically Underserved by Traditional Systems The data reveal stark gaps between alternative school students and their peers in traditional settings. These statistics reveal a system that has underserved students:

Metric	DASS Schools	Non-DASS Schools
Chronic Absenteeism (average)	60%	24%
5-Year Graduation Rate (average)	58%	93%
Students Remaining at the Same School All Year	41%	92%
Students Meeting or Exceeding State ELA Standards	15%	47%

Source: Dataquest (2023), as cited by the UCLA Center for the Transformation of Schools (2026).

These figures should be understood as indicators of student achievement at a point in time, not as measures of DASS school performance. Standard metrics do not capture what alternative schools actually do: meet students where they are and move them forward.

Ingenuity and Alternative Schools: Meeting San Diego County's Persistent Need



The statewide challenges described by UCLA's research are acutely present in San Diego County and within San Diego Unified School District (SDUSD). Ingenuity, as well as the other schools, serve a substantial number of socially economically impacted students. The need for high-quality alternative education pathways in our community is persistent and ongoing.

Ingenuity is a Partner in Addressing Needs of Local Districts San Diego County Districts operate multiple alternative education programs within the DASS framework, including continuation schools, community day schools, and other non traditional settings. These programs serve thousands of students annually who have become disconnected from traditional settings. Alternative education schools students in San Diego reflect the statewide DASS profile: overwhelmingly socioeconomically disadvantaged, disproportionately Black and Latino, with elevated rates of foster care involvement, housing instability, disability, credit deficit.

School	District	Enroll.	UPP	Hispanic	African Am.	#3 group
Twain High	SDUSD	236	85%	52%	22%	White 9%
Garfield High	SDUSD	180	95%	60%	24%	White 4%
Marcy High	SDUSD	130	90%	55%	20%	White 8%
New Dawn	SDUSD	90	79%	42%	24%	White 13%
Whittier K-12	SDUSD	77	69%	38%	27%	White 11%
Palomar High	SUHSD	222	86%	80%	7%	Filipino 4%
Alta Vista Academy	SUHSD	27	82%	59%	18%	White 12%
Chaparral High	GUHSD	76	80%	45%	8%	White 33%
Grossmont Mid. Col.	GUHSD	51	55%	40%	5%	White 30%

Sources: Ed-Data.org, US News, CALPADS 2024-25. UPP estimated from economically disadvantaged % + EL enrollment where exact UPC unavailable. (~) = approximate.

Ingenuity's Commitment: Specializing in Serving Students with Concentrated Need

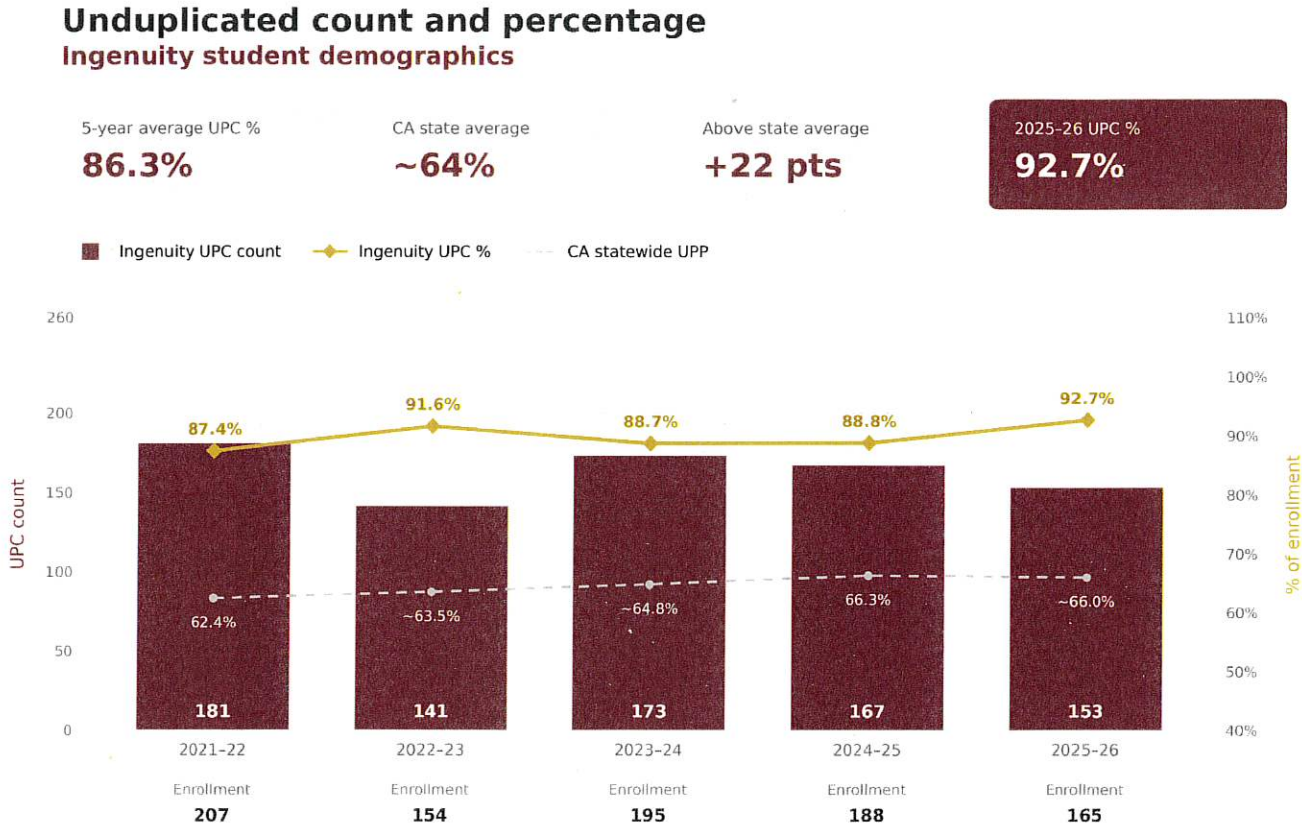
Ingenuity's enrollment reflects the community the UCLA research describes: students who are credit deficient, socioeconomically disadvantaged, disproportionately Black and Latino, with significant representation of students experiencing housing instability, foster care involvement, and a 31% percentage rate of students with disability.

Enrollment by Race/Ethnicity

Ingenuity Charter — count and % of total enrollment

Race/Ethnicity	2021-22	2022-23	2023-24	2024-25	2025-26
Total enrollment	**207**	**154**	**195**	**188**	**165**
Hispanic	**134** 65%	**99** 64%	**137** 70%	**121** 64%	**116** 70%
African American	**29** 14%	**21** 14%	**19** 10%	**26** 14%	**16** 10%
Two or More Races	**16** 8%	**14** 9%	**10** 5%	**11** 6%	**14** 8%
White	**16** 8%	**10** 6%	**12** 6%	**12** 6%	**4** 2%
Filipino	**4** 2%	**6** 4%	**9** 5%	**6** 3%	**6** 4%
Asian	**4** 2%	**3** 2%	**3** 2%	**5** 3%	**5** 3%
Pacific Islander	**3** 1%	—	**1** 1%	**3** 2%	**1** 1%
American Indian	**1** 0%	**1** 1%	**4** 2%	**4** 2%	**3** 2%

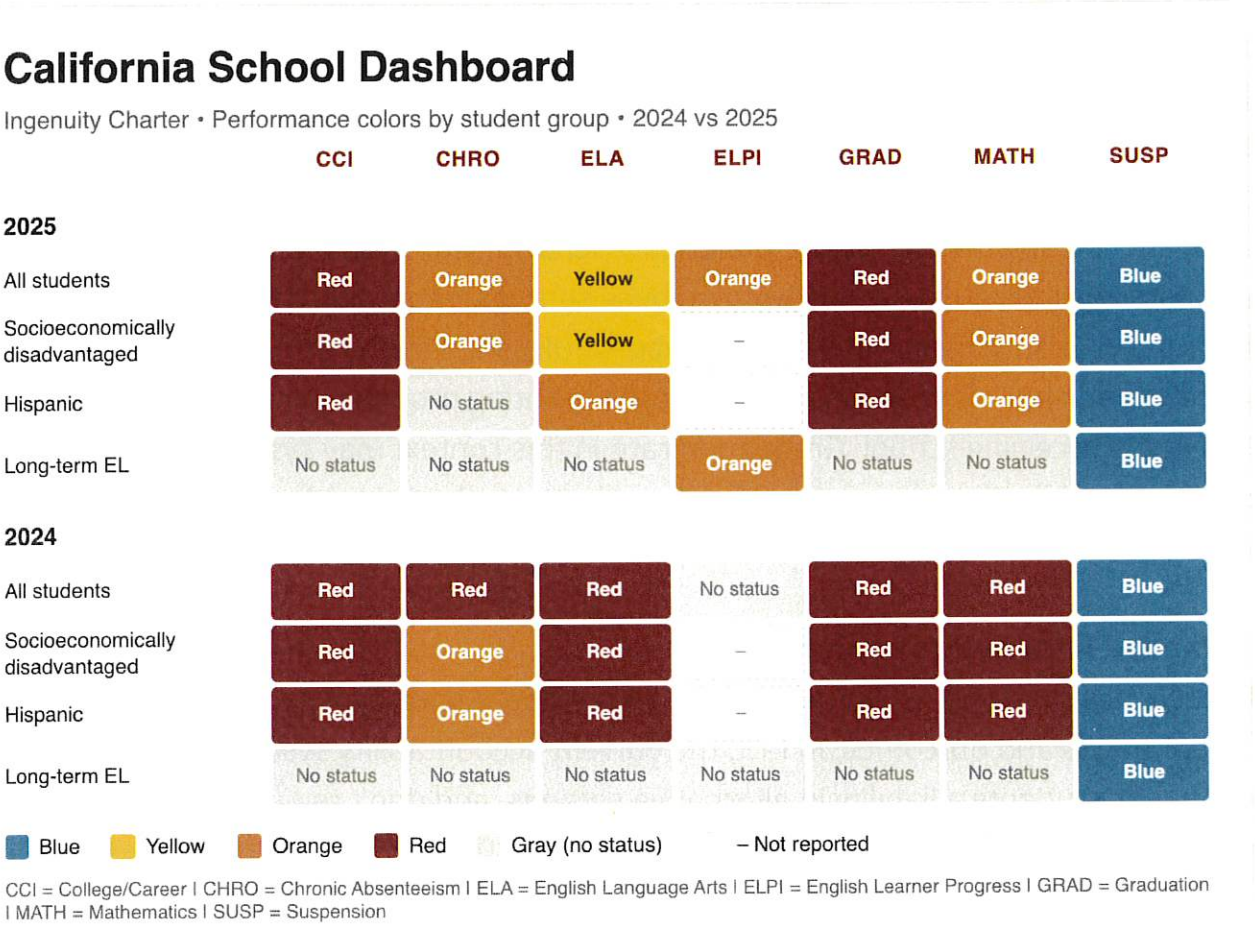
Ingenuity Charter's unduplicated pupil count (UPC) percentage has ranged from 87% to 93% over five years, consistently 22 to 28 percentage points above California's statewide average of 62-66% (Legislative Analyst's Office, 2026). With nearly 9 in 10 Ingenuity students qualifying as unduplicated, this is not a typical California school. It is one absorbing the concentrated risk factors that research consistently links to interrupted education and long-term economic instability.



Statewide UPP: source chart cites LAO 2026 report and kidsdata.org CALPADS data.
2022-23 and 2023-24 state values interpolated; 2025-26 estimated. Summary values retained from original screenshot.

Ingenuity Leads in Student Outcomes within an Alternative Education Setting

California School Dashboard measures performance across academic achievement, graduation, college and career readiness, and student engagement. Ingenuity uses Dashboard data to monitor progress toward academic and equity goals and inform annual planning priorities. The chart below shows overall performance and by student groups from 2024 to 2025 for all indicators and metrics. The chart reflects the school's status as a Dashboard Alternative Status School (DASS). The year-over-year data demonstrates a positive growth in status and change, with a significant increase in English literacy.



The additional below charts show data comparison of alternative schools status and change from 2024 to 2025 for students.

A note in comparative analysis on these schools. Research on poverty concentration effects (Willms, 2003) demonstrates that the impact of high-need populations on academic outcomes is not linear. Once a school's unduplicated pupil percentage exceeds 70-80%, individual risk factors stop adding together and begin amplifying one another, a condition researchers call "cumulative disadvantage." This context is worth noting with the school comparison, Altus Audeo (73%), sits near the lower boundary, while Ingenuity Charter (88%), Twain High (88%), Garfield High (95%), and Riley/New Dawn (84%) are all operating in the range where these compounding effects are most pronounced.

Across the five DASS schools in this comparison, Ingenuity Charter demonstrates the strongest year-over-year academic growth from 2024 to 2025. Ingenuity ELA growth impacted all groups; moved from Red to Yellow for all students and from Red to Orange

across socioeconomically disadvantaged, Hispanic, and Long-term English Learners. No other comparison school achieved ELA gains across multiple student groups in a single year. Ingenuity maintained Blue in suspension both years while simultaneously improving academically. Given research on cumulative disadvantage (Willms, 2003), it is notable that Ingenuity is producing comparable outcomes under challenging conditions.

Graduation rate is the one indicator that remains flat or unreported across every school in this comparison, and it warrants a different interpretive lens. Research on alternative education enrollment patterns indicates that students in these settings frequently do not remain enrolled for a full academic year. When a DASS school successfully stabilizes and re-engages a student who then transitions back into a traditional diploma-granting program, the graduation outcome is recorded at the receiving school. Graduation rate in this context may systematically undercount the contribution alternative schools make to student persistence and long-term completion.

What is Effective Alternative Education

> "The reliance on standardized metrics and aggregated data masks important variations in student needs and outcomes. In fact, the current accountability systems can make serving high-needs students a liability in alternative settings, and don't reward growth or progress over time." (Transformation of Schools observed in 2026)

Understanding Ingenuity's impact requires looking beyond the metrics of the state and instead looking at the whole. This is why local measures matter. The data tracks a system built on what the research has proven to be effective for alternative education programs:

- Maintain low student-to-teacher ratios that allow for individualized instruction and strong, trust-based relationships between students and educators.
- Employ supportive approaches to student interactions, reinforcing positive behavior rather than relying on punitive discipline.
- Prioritize family engagement and wraparound coordination with social service providers.
- Offer flexible learning models, credit recovery pathways, and integrated supports such as counseling and career preparation.
- Treat students as whole people navigating real-world complexity, not as academic deficits to be remediated.



Riley/New Dawn

	Chronic absent.	Suspension	ELA	Math
All students				
2025	Orange	Yellow	Red	Red
2024	Red	Red	Red	Red
Socioeconomically disadvantaged				
2025	Orange	Yellow	Red	Red
2024	Red	Red	Orange	Red
Students with disabilities				
2025	Orange	Yellow	Red	Red
2024	Red	Red	Red	Red
Hispanic or Latino				
2025	Orange	Orange	Red	Red
2024	Red	Red	*	*
Black or African American				
2025	*	Red	*	*
2024	*	Red	*	*

Twain High

	Suspension	Grad rate	ELA	Math
All students				
2025	Yellow	Red	Orange	Orange
2024	Blue	Red	Orange	Orange
Socioeconomically disadvantaged				
2025	Yellow	Red	Orange	Orange
2024	Blue	Red	Red	Orange
Students with disabilities				
2025	Orange	Red	*	*
2024	Green	Red	*	*
Hispanic or Latino				
2025	Yellow	Red	*	*
2024	Blue	Red	*	*
Black or African American				
2025	Orange	*	*	*
2024	Blue	*	*	*

Garfield High

	Suspension	Grad rate	ELA	Math
All students				
2025	Blue	Red	Orange	Orange
2024	Green	Red	Orange	Red
Socioeconomically disadvantaged				
2025	Blue	Red	*	*
2024	Green	Red	Orange	Red
Students with disabilities				
2025	Blue	*	*	*
2024	Orange	*	*	*
Hispanic or Latino				
2025	Blue	Red	*	*
2024	Blue	Red	Orange	Red
Black or African American				
2025	*	*	*	*
2024	*	*	*	*

Altus Schools Charter

	Chronic absent.	Suspension	ELA	Math
All students				
2025	Orange	Blue	Orange	Orange
2024	Green	Blue	Orange	Red
Socioeconomically disadvantaged				
2025	Orange	Blue	Orange	Orange
2024	Green	Blue	Orange	Red
Students with disabilities				
2025	Orange	Blue	Orange	Orange
2024	Blue	Blue	Orange	Red
Hispanic or Latino				
2025	Orange	Blue	Orange	Red
2024	Green	Blue	Orange	Red
Black or African American				
2025	Green	Blue	*	*
2024	Orange	Green	*	*

Altus Schools Audeo

	Chronic absent.	Suspension	ELA	Math
All students				
2025	Green	Blue	Green	Yellow
2024	Blue	Blue	Yellow	Yellow
Socioeconomically disadvantaged				
2025	Blue	Blue	Green	Yellow
2024	Blue	Blue	Orange	Yellow
Students with disabilities				
2025	Blue	Blue	Orange	Red
2024	Blue	Blue	*	*
Hispanic or Latino				
2025	Green	Blue	Yellow	Yellow
2024	Green	Blue	Yellow	Orange
Black or African American				
2025	*	Blue	*	*
2024	*	Blue	*	*

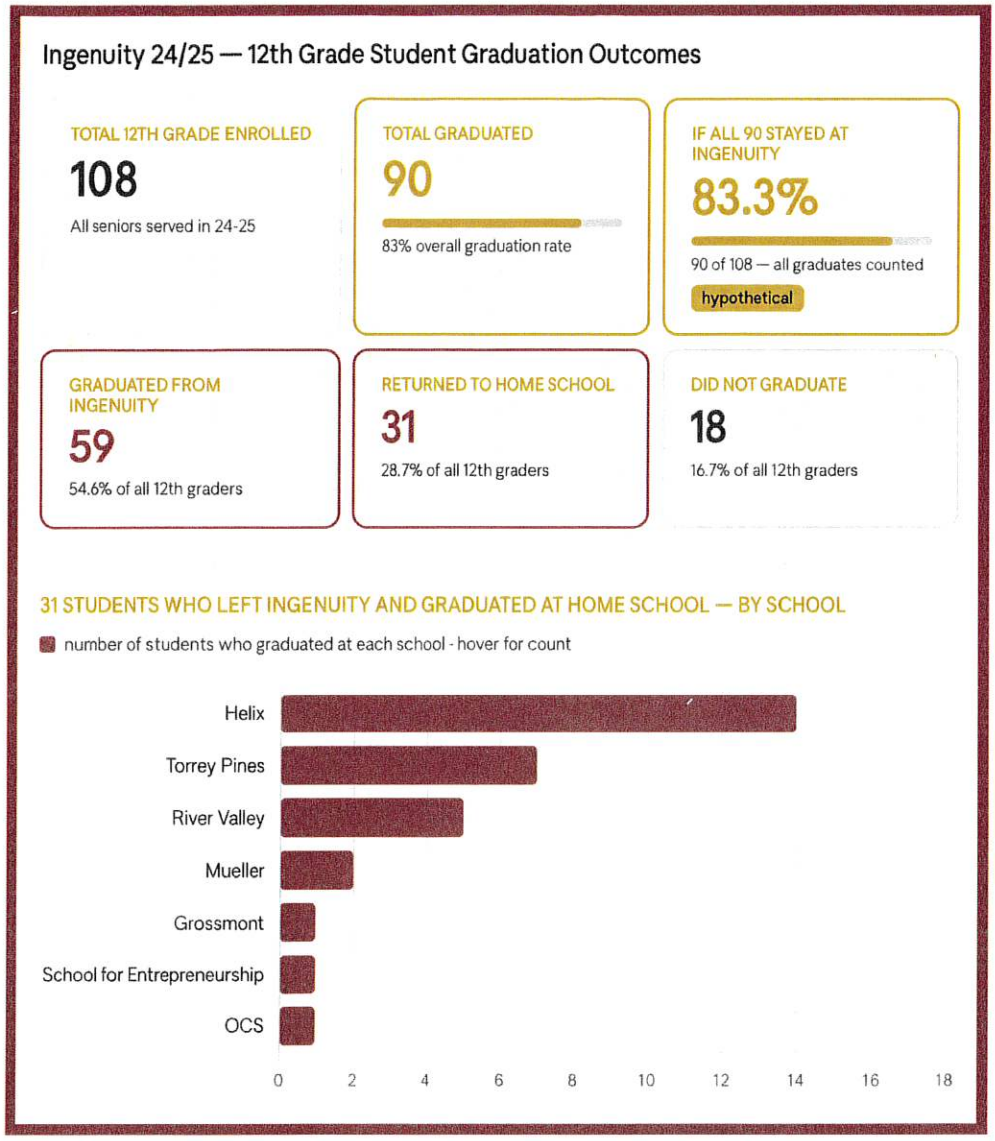
Key

California School Dashboard color ratings

Blue	Highest
Green	High
Yellow	Medium
Orange	Low
Red	Lowest
*	No status or not reported

Credit Completion and Graduation Rate Through a Different Lens

Ingenuity's Dashboard-reported graduation rate of 63.8%, a 2% decline from the prior year, does not tell the full story. It reflects the structural limitation that affects every DASS school: when a student recovers enough credits at Ingenuity to return to their home school and graduate on time, that graduation is counted elsewhere. Ingenuity receives no metric credit for it. The Dashboard number is not a measure of failure, it reflects the limited ability the current accountability framework captures what alternative schools actually do. If the work Ingenuity does were fully visible in the data; every credit recovered, student stabilized, and graduate who came and then walked at another school's ceremony would shift the picture from one of decline to one of impact. Ingenuity's 2024-25 graduation rate could be 83.3%, (including direct graduates and home school completers) if current metrics included the impact of Ingenuity's program that allows students to return to home school and graduate on time.



In 2024-25, 54.6% of seniors completed their diplomas through Ingenuity directly, and 73.8% of the 42 students who returned to their home schools graduated on schedule. Of the 18 students who did not confirm graduation, 15 remain actively enrolled per CALPADS and 3 relocated out of state with unconfirmed school status. When those are factored in, Ingenuity's true impact approaches and may rival California's statewide rate, which has hovered in the mid to upper 80s across schools serving the general population.

CA GRAD RATE 24-25	CA DROPOUT RATE 24-25	CHANGE SINCE 20-21
87.5%	**8.0%**	**+3.3%**
All-time high	Near record low	Graduation rate gain

SCHOOL YEAR	GRADUATION RATE	DROPOUT RATE	GRAD CHANGE YOY	DROPOUT CHANGE YOY
2020–21	84.2%	6.4%	—	—
2021–22	87.0%	~9.0%*	+2.8%	+2.6%
2022–23	86.2%	~9.0%*	-0.8%	~flat
2023–24	86.4%	8.9%	+0.2%	-0.1%
2024–25	**87.5%**	**8.0%**	+1.1%	-0.9%

* 2021-22 and 2022-23 dropout rates are approximate — confirmed CDE figures not publicly available for those years. -Source: California Department of Education DataQuest

The graduation rate challenge shared across DASS schools looks different through this lens. Research consistently identifies this population as among the hardest to serve. Ingenuity's effective structure produces graduation rate outcomes that are approaching State levels.

Central to those outcomes is the recognition that not every student arrives at Ingenuity on the same trajectory, and not every student needs the same diploma to change the course of their life. Students who enter with significant credit deficits often years behind, carrying the weight of interrupted schooling and unmet need require a graduation pathway that is realistic, achievable, and does not require them to choose between finishing school and surviving their circumstances. For many of Ingenuity's students, the most important diploma is the one they can actually earn.

Ingenuity offers three distinct pathways to graduation precisely because one size has never fit this population. The Minimum California Requirements pathway provides students with the most significant deficits a direct, supported route to a state-recognized diploma - a credential that opens doors to employment, community college, and continued education that would otherwise remain closed. For students who are so far behind that a traditional course sequence would take years to complete, this pathway is not a consolation prize. It is a lifeline, and the

difference between graduating and not graduating at all. The College and Career Bound pathway extends that foundation for students who have the runway and the goal to pursue postsecondary education or vocational training, supported by Career Technical Education coursework, dual enrollment partnerships with community colleges, and dedicated FAFSA and financial aid support. The University Bound pathway keeps four-year college access open for students who arrive behind but whose aspirations and progress make A-G completion achievable. Together, these three pathways ensure that every student who walks through Ingenuity's doors - regardless of how far off track they arrived - has a graduation option that is real, personalized, and within reach.

This is what the Dashboard graduation rate cannot capture. The 83.3% figure that emerges when the full picture is accounted for reflects not just students who crossed a finish line, but students who were given a finish line designed for them and who crossed it because Ingenuity's model was built to make that possible.

Ingenuity serves an important role in our community by providing families with a high quality educational option that nurtures student growth and achievement. The school's commitment to innovation, inclusion, and student success helps prepare children for a bright future while strengthening the community as a whole. Families like ours depend on schools like Ingenuity to provide opportunities that inspire and empower the next generation. - Ingenuity Charter School Parent

Our Role in the Broader System

"Effective alternative education programs enact the same design principles identified in high school redesign literature, but do so through structures tailored to highly mobile, credit-deficient, and historically underserved students ... these schools are not marginal 'last resorts' but vital laboratories for equity-driven and student-centered reform." (UCLA Center for the Transformation of Schools, 2026).

Ingenuity does not operate in isolation. We are part of a web of educational support in San Diego that includes San Diego Unified, county programs, community organizations, and social service providers. We work in partnership with these alternative educators to ensure that our students receive not just academic support but the wraparound services they need to stabilize their lives and their educational trajectories.

When a student leaves Ingenuity and enrolls in another school, we do not simply close their file. We transition them thoughtfully, communicate with receiving schools, and in many cases maintain relationships with students and families who continue to reach out for support. This is what it means to be invested in outcomes, not just enrollment.

The strong sense of community, personalized attention, and focus on both academic excellence and character development set Ingenuity apart from many other schools. We have always felt that our children are more than Just students here-they are members of a caring and supportive family. - Ingenuity Charter School Parent

The students we serve are, in the words of the UCLA researchers, students who "bring determination, adaptability, and unique strengths into learning spaces that too often fail to recognize or nurture them." We recognize and nurture those strengths. We celebrate the small victories, the student who comes to school after a week away, the student who earns their first course credit in two years, the student who walks at another school's graduation because the credits they earned with us got them there.

We are proud to be a resource not only for our students, but for our fellow educators in San Diego who refer students to us, collaborate with us, and trust us to serve young people who need something different. The outcomes we achieve together, measured in credits earned, attendance improved, students graduated, and lives redirected, belong to all of us.

"Alternative schools provide not a last resort, but a renewed pathway for dignity, growth, and re-engagement." UCLA Center for the Transformation of Schools, 2026
With strong governance and a well-established continuous improvement process, Ingenuity is poised to maintain and deepen its impact, meriting a full five-year charter renewal.

Statement of Compliance with California Education Code.
Ingenuity Charter School affirms that it will comply with all provisions of the California Education Code and all other applicable federal, state, and local laws and regulations governing charter schools (see Affirmations and Assurances section.)

Element One - Educational Program

Education Code:§ 47605(c)(S)(A)

(A) (i) The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052 [Public School Performance Accountability Program], to be achieved in the state priorities, as described in subdivision (d) of Section 52060 [Local Control Accountability Plans], that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.

As a nonclassroom-based (NCB) charter school, the School operates in full compliance with California Education Code (EC) Sections 47612.5, 47634.2, and 51745 et seq., as well as applicable provisions of the California Code of Regulations, Title 5 (5 CCR § 11963 et seq.).

Mission Statement

Ingenuity Charter School is a community-oriented institution dedicated to fostering high academic standards, ensuring emotional and social growth, and maintaining a safe and secure learning environment for all its students.

Ingenuity Charter School's academic and extracurricular programs draw on the sustained efforts of motivated students, a talented and well-prepared faculty, and the ongoing commitment of supportive parents or guardians-all committed to the Falcon Way (Focus, Attitude, Leadership, Organization, Non-Violence) such that all students are empowered to become critical learners and thinkers, and responsible, contributing citizens.

Ingenuity Charter School provides a multi-cultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality. Each year, all students are expected to have acquired the fundamental tools and skills needed to move seamlessly onto the next grade level.

Vision Statement

Academic Excellence Academic excellence will be attained through Ingenuity's highly qualified and innovative staff who will strive to create an engaging, relevant, challenging, and safe learning environment, for all students.

Relationships Our dedicated staff will motivate students to succeed by building relationships with students and families that will foster unity, equity, and acceptance among all stakeholders.

Future Planning Ingenuity staff will provide career-driven opportunities that will guide students in developing ownership and responsibility for their future.

Target Student Population

Ingenuity Charter School serves approximately 188 students - 20 in grades 6-8 and 168 in grades 9-12 - drawn primarily from the attendance boundaries of Bell Middle, Knox Middle, Mount Miguel, and Lincoln High. The school's student population reflects, and in many cases exceeds, the high-need demographics of its surrounding neighborhood schools. Almost eighty-seven percent of Ingenuity students are socioeconomically disadvantaged, nearly 30% experience homelessness, and 27.8% have disabilities. Ethnically, the student body is predominantly Hispanic or Latino (71.9%) and African American (16.3%), closely mirroring the communities served by Morse, Lincoln, and Twain. The composition of the students of the Charter School by ethnicity and other groups defined by the CDE are summarized below in the table, which shows that the Charter School students generally reflect the demographics of the surrounding non-charter public schools.

Enrollment by Student Target Groups

86.9%
Socioeconomically disadvantaged
vs. 60.4% district-wide

29.9%
Students experiencing homelessness
vs. 7.3% district-wide

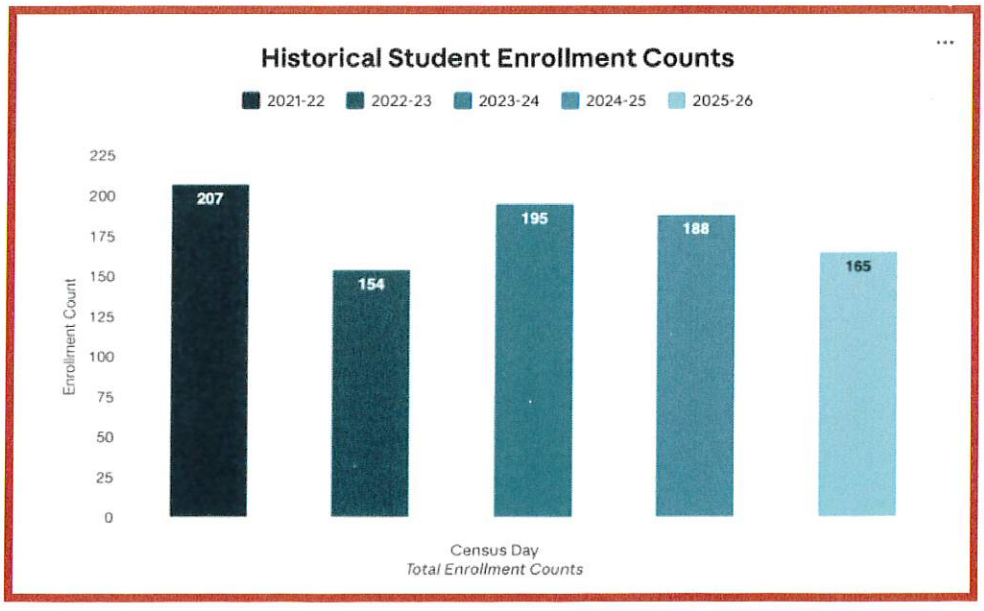
27.8%
Students with disabilities
vs. 17.2% district-wide

Ingenuity Comparison schools higher Notably higher than peers lower Notably lower than peers

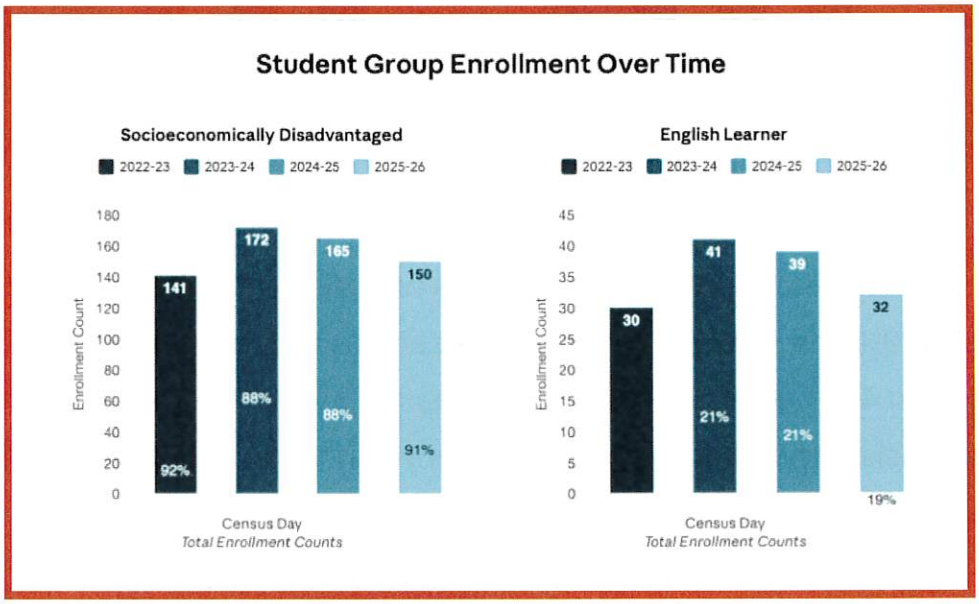
Indicator	Ingenuity	SDUSD	Bell MS	Knox MS	Morse HS	Lincoln HS	Twain HS
HIGH-NEED INDICATORS							
Socioeconomically disadvantaged	86.9%	60.4%	81.7%	96.3%	80.6%	90.8%	88%
Homeless	29.9%	7.3%	14.4%	27.6%	14.5%	22.9%	20%
Students with disabilities	27.8%	17.2%	19.6%	22.3%	17%	22%	16.4%
English learners	19.8%	16%	13%	28.9%	9.6%	24.3%	25.3%
Foster youth	0.0%	0.1%	0%	0.6%	0.2%	0.5%	0.3%
ETHNICITY							
Hispanic or Latino	71.9%	47.2%	53.9%	72.7%	50%	68.6%	69.6%
African American	16.3%	7.5%	13.1%	16.4%	12.2%	19.4%	8.2%
White	3.9%	22.8%	3.7%	1%	2%	1.4%	8.9%
Filipino	4.5%	4.2%	20%	1.2%	24.9%	1.3%	3.1%
Two or more races	11.8%	8.7%	7.6%	2.7%	6.7%	4.6%	6.5%
Asian	0.6%	8.7%	0.4%	3.9%	2.9%	3.6%	3.1%
Pacific Islander	1.1%	0.4%	0.7%	1.2%	1.1%	1%	0.3%
Amer. Indian / Alaska Native	14%	0.2%	0.6%	0.6%	0.2%	0.1%	0.3%

Annual Enrollment

Ingenuity primarily serves students from southeastern San Diego, with enrollment open to all students within San Diego County consistent with the school's charter and commitment to equitable access. The student population spans grades 6-12 and has fluctuated over five years from a high of 207 students in 2021-22 to 165 in 2025-26 reflecting the fluid nature of re-enrollment for students who have disengaged from traditional school settings. Enrollment is heavily concentrated in the upper grades, with 11th and 12th grade consistently representing the largest cohorts, highlighting Ingenuity's role as a re-engagement pathway for older students seeking an alternative route to graduation. Middle school enrollment in grades 6-8 remains small but stable across years.

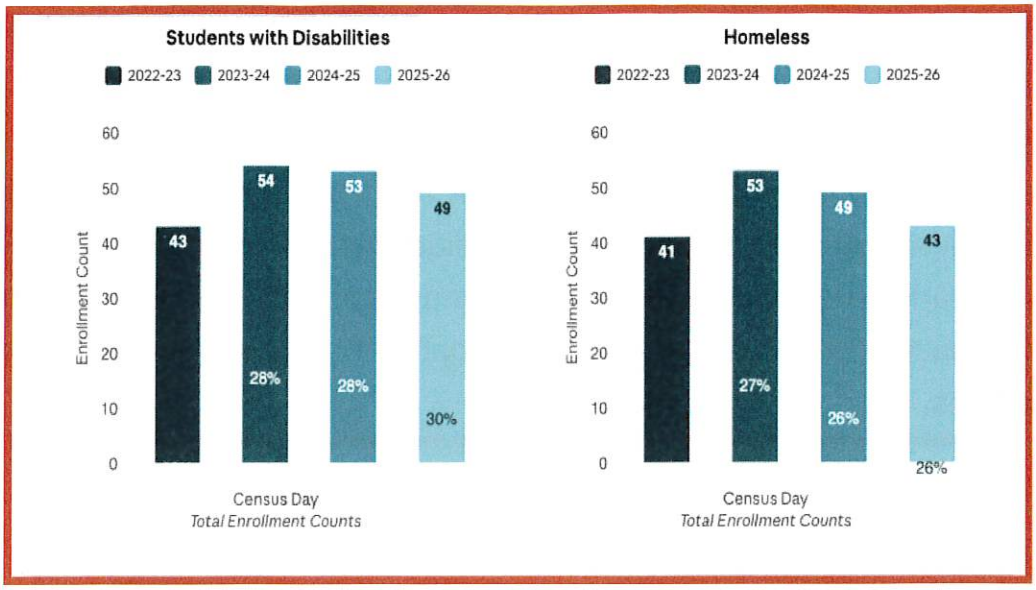


The student body is predominantly Hispanic or Latino and African American, closely mirroring the demographics of surrounding neighborhood schools and remaining consistent across all five years of enrollment data. This population reflects the cultural, linguistic, and socioeconomic diversity of the community Ingenuity serves. In recent years, the percentage of students experiencing homelessness and students with disabilities has increased significantly, deepening the complexity of student need and reinforcing the importance of Ingenuity's personalized instruction, attendance intervention, language development supports, and comprehensive wraparound services.



Socioeconomically disadvantaged (SED): SED students have consistently represented the vast majority of our student body, ranging from 141 students (88%) to 172 students (92%) of total enrollment across the four-year period. The slight dip in student numbers reflects overall enrollment fluctuations rather than a reduction in economic need within our community. With over nine out of ten students qualifying as socioeconomically disadvantaged, equitable access to high quality instruction, meals, materials, and enrichment opportunities remains a central organizing principle of our school model.

English Learners (EL): English Learners have represented a stable 19-21% of total enrollment over the same period, with counts ranging from 30 to 41 students. After a modest increase in 2023-24 and 2024-25, EL enrollment has returned to 32 students in 2025-26. Our school provides dedicated English Language Development instruction, content strategies, and family communication in multiple languages to ensure English Learners can access grade-level content while developing language proficiency.



Students with Disabilities: Enrollment of students with disabilities has remained stable, hovering between 28% and 30% of total enrollment across all four years (2022-26). Raw counts climbed from 43 students in 2022-23 to a peak of 54 in 2023-24, before settling at 49 in 2025-26. This consistency reflects our sustained investment in special education staffing, individualized supports, and compliance with IEP requirements.

Homeless students: Enrollment of homeless students have similarly represented a steady share of our student body, ranging from 26% to 27% of total enrollment. Counts peaked at 53 students in 2023-24 and have since moderated to 43 in 2025-26. Despite fluctuations in raw numbers, which are common given the transient nature of this population, our McKinney-Vento supports, including transportation assistance, school supplies, and family outreach, have ensured continuity of enrollment and access to services.

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 student group basis. The goals and actions are also specified in the measurable student outcomes section of this charter.

Our annual goals are strategically aligned with California's Eight State Priorities and are designed to ensure equitable outcomes for all students, with particular attention to our English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing

homelessness. Each goal includes specific, measurable actions that address both academic achievement and the whole child development.

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, educational partner engagement, presenting a mid-year 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 adopted LCAP and corresponding Budget Overview for Parents is adopted prior to July 1 of each year and is posted on the website.

Our annual goals are strategically aligned with California's Eight State Priorities and are designed to ensure equitable outcomes for all students, with particular attention to our English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness. Each goal includes specific, measurable actions that address both academic achievement and the whole child development.

Educational Goals and Alignment to State Priorities

Ingenuity's three educational goals are aligned to California's Eight State Priorities, creating a coherent framework that connects the academic plan and daily instructional practice to measurable student outcomes.

Goal 1: Rigorous, Authentic Learning Aligned to State Priorities 1, 2, 4, and 7, this goal ensures students receive standards-aligned, personalized instruction delivered by fully credentialed staff across digital and in-person modalities. Key actions include dedicated ELA and math intervention through READ 180, Carnegie Math, and Tier 2/3 supports; comprehensive assessment through NWEA MAP, IABs, and SBAC to monitor progress and drive instruction; hands-on science experiences; and designated English language development for English Learners. Students with disabilities receive coordinated IEP implementation and specialized services throughout.

Goal 2: College and Career Preparedness Aligned to State Priorities 4, 7, and 8, this goal ensures students leave Ingenuity with a clear post-secondary direction. Academic counseling supports credit recovery, A-G completion, and graduation planning, while CTE pathways and career exploration connect learning to real-world opportunity. Senior transition support, enrichment activities, and robust digital infrastructure ensure all students - regardless of entry point - can access and pursue meaningful post-secondary options including college, vocational training, military service, or employment.

Goal 3: Belonging, Wellness, and Engagement Aligned to State Priorities 3, 5, and 6, this goal addresses the social-emotional and relational conditions that make learning possible. Evidence-based SEL curriculum, weekly attendance monitoring, tiered interventions, and a school psychologist form the core of a system designed to keep students present and supported. Mental health partnerships, homeless and foster youth case management, resource centers, and culturally responsive practices deepen belonging and remove barriers. Strong family engagement through transparent communication, conferences, and collaborative problem solving- ensures families are active partners in student success.

Priority Areas for Annual Goal Setting

Academic Performance Annual targets are set for ELA, Math, and Science growth using NWEA MAP, formative assessments, and CMSPP. Tier 2 and Tier 3 interventions, standards-aligned curriculum, and quarterly PLC and MTSS data reviews drive instructional adjustments. Given significant entry-level gaps, targets emphasize measurable growth over time, CGI progress, EL reclassification rates, and IEP goal attainment for students with disabilities.

Graduation Rate and College/Career Readiness Goals target on-time graduation, credit accumulation, A-G completion, and post-secondary placement. Academic counseling, flexible pacing, CTE pathways, and connections to college, vocational training, military, and employment support each student's individual trajectory. Given the non-linear nature of independent study, both traditional and extended cohort graduation rates are tracked.

Attendance and Student Engagement Annual targets focus on reducing chronic absenteeism and increasing ADA through weekly monitoring, tiered interventions, attendance contracts, and individualized family action plans. Culturally responsive learning, student voice opportunities, SEL curriculum, and expanded mental health supports build the belonging and engagement that sustain participation over time.

Continuous Improvement and Accountability Progress across all three areas is monitored through quarterly all-staff data reviews, MTSS teams, and PLCs using structured inquiry protocols. Annual evaluation incorporates student, family, and stakeholder input through surveys and focus groups, ensuring that accountability remains grounded in both measurable outcomes and the lived experiences of the students Ingenuity serves.

Educational Philosophy and Curriculum

Ingenuity Charter School's educational philosophy is rooted in the belief that every student can achieve academic success and access meaningful postsecondary opportunities when provided with flexible, personalized pathways, strong relationships, and comprehensive support. We exist to serve students who need alternatives to traditional schooling- including those facing credit deficiency, chronic absenteeism, disciplinary barriers, or life circumstances that make conventional education inaccessible. The educational program is based on a non-classroom, independent study model. Students work primarily on a digital platform, Edgenuity, for core curriculum. Students also attend in person sessions with a credentialed teacher at least twice a week. Additional in emerson offerings, such as small groups, in person classes, targeted workshops, and student engagement activities are offered as a means of further personalizing learning and encouraging engagement. Our work is guided by three interconnected pillars:

Flexible, Personalized Learning We believe learning is most effective when students have choice and flexibility in how, when, and where they engage with rigorous, standards-aligned content. Our hybrid model combines independent study through Edgenuity- a UC Doorways a-g approved, California Common Core-aligned digital curriculum - with meaningful in-person instruction and hands-on experiences including science laboratory work. MyPath integrates Edgenuity and NWEA MAP results to deliver personalized, data-driven instruction in math and reading, meeting each student at their current level while accelerating progress toward grade-level expectations.

Holistic Student Support Academic success cannot be separated from social emotional well-being. Ingenuity addresses the whole child through integrated support systems- including evidence-based SEL curriculum, school psychologists, intervention counselors, mental health partnerships, and caring adults who build relationships and foster belonging. We proactively monitor attendance, remove barriers to participation, and partner with families and community agencies to ensure every student has what they need to engage and succeed.

Student Agency, Equity, and Community Central to our philosophy is the belief that students must be active participants in their own learning. We create opportunities for student voice, choice, and leadership through culturally responsive experiences, collaborative goal-setting, and regular progress monitoring that empowers students to take ownership of their educational journey. Families are essential partners - through transparent communication, progress

updates, and collaborative problem-solving, we work alongside families to co-create action plans that support each student's unique path. Our commitment to equity means meeting students where they are - academically, socially, and emotionally- and providing the scaffolding and support necessary to close gaps, build skills, and open doors to postsecondary success.

Overview of the Educational Program

Ingenuity Charter School offers an Independent Study, blended learning program serving approximately 200 students in grades 6-12. The intentionally small enrollment allows staff to build meaningful relationships with every student and deliver targeted, individualized support. The program combines independent learning with direct teacher instruction, collaborative opportunities, and enrichment experiences, all structured around each student's unique academic needs, goals, and life circumstances.

Personalized Learning Plan Each student works collaboratively with teachers, counselors, and support staff to develop a Personalized Learning Plan (PLP) that reflects their individual academic needs, strengths, interests, and postsecondary goals. The PLP serves as a roadmap for learning, ensuring that instruction, pacing, interventions, and supports are aligned to promote student success while giving students ownership of their educational experience.

Plans may include course selections, graduation requirements, credit recovery, intervention supports, career exploration, and enrichment activities tailored to each student's goals. Teachers monitor progress through assignments, assessments, and ongoing communication with students and families, reviewing and updating PLPs regularly to reflect growth, address concerns, and adjust instructional strategies as needed. This continuous process allows staff to provide timely interventions, celebrate progress, and keep students on track toward graduation and postsecondary success.

The PLP also supports the development of lifelong skills including self-advocacy, time management, goal setting, and independent learning. Through individualized guidance and meaningful relationships with staff, students are encouraged to take an active role in their education and build the confidence and skills necessary for success beyond high school.

Teacher Support and Student Meetings Students receive ongoing support from credentialed teachers through regularly scheduled meetings that promote academic achievement, engagement, accountability, and social-emotional well being. These meetings are a foundational

component of Ingenuity's independent study model, providing students with individualized instruction, guidance, and consistent connection with school staff.

During meetings, teachers review progress toward acad·emic goals, monitor assignment completion, assess standards mastery, and provide feedback on student work. Using assessment data, work samples, observations, and student input, teachers adjust instruction to keep learning aligned with each student's PLP. Meetings also give students opportunities to ask questions, receive direct instruction, build organizational and study skills, and develop self-advocacy and independent learning habits.

Meetings may be held individually or in small groups and conducted in person, virtually, or in a hybrid format, depending on student needs. Teachers maintain regular communication with families regarding student progress, attendance, academic performance, and available supports.

Beyond academics, teachers prioritize relationship-building and social-emotional check-ins to ensure students feel connected and supported. When concerns arise around attendance, engagement, or academic progress, staff collaborate with counselors, intervention teams, and families to implement appropriate supports.

Community Interests Ingenuity Charter School serves a diverse 6-12 student population reflective of the broader San Diego community. The school is open to all students residing within San Diego County. Ingenuity's educational program was designed in response to community needs and aspirations, providing rigorous academic opportunities, a safe and inclusive campus environment, and comprehensive support for English Learners, students with disabilities, and socioeconomically disadvantaged students.

How Learning Best Occurs

Ingenuity believes learning best occurs when students engage through flexible, personalized pathways that honor their unique circumstances, strengths, and learning preferences. Effective education requires active collaboration among students, teachers, families, and community partners, and Ingenuity addresses the academic, social-emotional, physical, and digital wellness needs of all students to ensure equitable access, belonging, and success.

Flexible, Relationship-Centered Learning Ingenuity implements a flex-based hybrid model combining standards-aligned digital curriculum with meaningful in-person instruction. Students access learning through multiple modalities-one-on-one meetings, small group workshops,

hands-on laboratory experiences, virtual conferences, and digital tools-allowing them to engage with rigorous content in ways that accommodate their individual needs while maintaining high academic expectations.

Central to this model is the supervising teacher, who serves as each student's primary advocate, advisor, and bridge between home and school. Through weekly progress meetings, regular family communication, and coordination with intervention teachers, counselors, and support staff, supervising teachers build trusting relationships that help students develop goal-setting skills, monitor their own progress, and build the self-advocacy necessary for independent learning and future success.

Data-Driven, Collaborative Systems Ingenuity employs an MTSS framework using ongoing assessment, progress monitoring, and collaborative data team meetings to identify needs and deploy targeted interventions. Team leaders support this work by mentoring educators, facilitating professional learning communities, and assisting leadership with continuous improvement. This collaborative approach ensures our learning environment evolves to meet student needs and respond to 21st century demands.

Through these intentional structures, combining flexibility, personalization, strong relationships, and evidence-based support, Ingenuity creates an environment where students can thrive, rebuild their educational trajectories, and develop the skills, knowledge, and confidence necessary for success in college, career, and life.

21st Century Learning

At Ingenuity, being educated means more than academic achievement; it means developing the resilience, self-direction, and adaptability to navigate a rapidly changing world. We recognize that education is not one-size-fits-all, and that alternative pathways can lead to extraordinary outcomes when designed with equity, high expectations, and unwavering belief in student potential. Ingenuity prepares students to be future-ready across three connected dimensions:

- college-ready, with the academic skills, study habits, and persistence to succeed in credit-bearing coursework
- career-ready, with the soft skills, digital fluency, and work habits employers expect
- future-ready, with the adaptability and capacity to continue learning throughout life.

Students develop strong communication, teamwork, problem-solving, analytical thinking, and organizational skills alongside technical competencies in data literacy, systems thinking, and digital fluency. These are paired with real-world experiences, dual enrollment, CTE pathways, and work-study opportunities, that connect classroom learning to postsecondary possibility. Ingenuity serves students who have faced disrupted schooling, credit deficiencies, or significant life challenges, as such, being educated also means developing persistence, self-advocacy, personal responsibility, and the confidence to rebound from setbacks. Students learn to manage their time, monitor their own progress, and seek support when needed, demonstrating the agency that modern academic and workplace environments demand.

Graduation Requirements

Ingenuity Charter School offers multiple diploma pathways designed to meet the diverse needs, goals, and postsecondary plans of students. Graduation pathways provide flexibility while ensuring students have access to rigorous coursework aligned with California State Standards and graduation expectations. The Charter School's current graduation requirements are as follows:

- 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=O. 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=S, B=4, C=3, D=1, and F=O.

Diploma Pathways:

1. **University-Bound Students:** This path is for students who plan to attend a four-year college or university (such as San Diego State University, or UCSD) after finishing high school. Some of the courses required for this diploma will vary based on which school the student plans to attend.

University Bound Students

Course Requirements by Grade Level

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English (4 years)	English 1 and 2	English 3 and 4	American Literature 1 and 2	Senior/Advanced English (TBD)
Math (3 years min.)	Algebra 1 and 2 *OR* Integrated Math I	Geometry 1 and 2 *OR* Integrated Math II	Intermediate Algebra 1 and 2 *OR* Integrated Math III	*Optional: Pre Calculus*
Social Science (3 years)		World History 1 and 2	US History 1 and 2	Government and Economics
Science (3 years)	Earth and Space Science 1 and 2	Biology 1 and 2	Physics 1 and 2 *OR* Chemistry 1 and 2	*Optional*
Foreign Language / Fine Arts (3 years)	Spanish 1 and 2, French 1 and 2, Digital Arts 1 and 2, *OR* Art 1 and 2	Spanish 3 and 4	Spanish 5 and 6	*Optional*
Physical Education (2 years)	Independent Study PE	Independent Study PE	*Optional*	*Optional*
Electives	**will vary**	**will vary**	**will vary**	**will vary**
Total Credits				44

2. **Community College and Career Bound Students:** 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.

Community College and Career Bound Students

Course Requirements by Grade Level

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English (4 years)	English 1 and 2	English 3 and 4	American Literature 1 and 2	Senior/Advanced English (TBD)
Math (3 years min.)	Algebra 1 and 2 *OR* Integrated Math I	Geometry 1 and 2 *OR* Integrated Math II	Intermediate Algebra 1 and 2 *OR* Integrated Math III	*Optional: Pre Calculus*
Social Science (3 years)		World History 1 and 2	US History 1 and 2	Government and Economics
Science (3 years)	Earth and Space Science 1 and 2	Biology 1 and 2	Physics 1 and 2 *OR* Chemistry 1 and 2	*Optional*
Foreign Language / Fine Arts (2 years)	Spanish 1 and 2, French 1 and 2, Digital Arts 1 and 2, *OR* Art 1 and 2	Spanish 3 and 4	*Optional: Spanish 5 and 6*	*Optional*
Physical Education (2 years)	Independent Study PE	Independent Study PE	*Optional*	*Optional*
Electives	**will vary**	**will vary**	**will vary**	**will vary**
Total Credits				44

3. **California Requirement Fulfillment High School Diploma (Option 2):** 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.

California Requirement Fulfillment High School Diploma (Option 2)
Course Requirements by Grade Level

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English (3 years)	English 1 and 2	English 3 and 4	American Literature 1 and 2	*Optional*
Math (2 years min.)	Algebra 1 and 2 *OR* Integrated Math I	Geometry 1 and 2 *OR* Integrated Math II	*Optional: Intermediate Algebra 1 and 2 OR Integrated Math III*	*Optional*
Social Science (3 years)		World History 1 and 2	US History 1 and 2	Government and Economics
Science (2 years)	Earth and Space Science 1 and 2, Physics 1 and 2, *OR* Chemistry 1 and 2	Biology 1 and 2	*Optional*	*Optional*
Foreign Language / Fine Arts (1 year)	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*
Physical Education (2 years)	Independent Study PE	*Optional*	*Optional*	*Optional*
Electives	**will vary**	**will vary**	*Optional*	*Optional*
Total Credits				**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 applicable law, as applicable to charter schools (e.g., ethnic studies commencing in the 2029-30 school year and personal finance commencing in the 2030-31 school year). Graduation requirements ensure all students have access to graduation by adhering to applicable laws. Ingenuity Charter School will ensure exemptions from graduation requirements as applicable in accordance with Education Code section 51225.1 and 51225.2 for foster students, homeless students, former juvenile court school students, students who are the child of a military family, students who are a migratory child, and newcomer students.

Professional Learning

Ingenuity's commitment to continuous improvement is reflected in a comprehensive professional learning structure designed to strengthen instructional practice and support student success. Professional learning is intentionally scheduled throughout the year based on staff and student need, and is facilitated by current leadership, staff, or outside agencies. Staff are encouraged to seek learning beyond scheduled sessions, and following each experience, educators are expected to reflect on and communicate their learning and identify concrete ways to apply new strategies in classroom practice. Staff regularly access training through the San Diego County Office of Education and other external partners, ensuring educators remain current with research-based practices in instruction, student support, and educational leadership.

Literacy & Math Instruction Training targets evidence-based reading intervention through READ 180, English Intensive; and Summit K-12, alongside mathematics instruction using Carnegie Math. Emphasis is placed on conceptual understanding, mathematical language, word problems, and fluency development. Close reading protocols and on-demand writing are embedded across both content areas to strengthen academic language and analytical skill.

English Language Development Staff participate in ongoing learning centered on language development, structured academic conversations, and scaffolding strategies that ensure multilingual learners fully access grade-level content. ELPAC progress data and Summit K-12 course customization tools inform differentiated ELD instruction across grade levels.

Data-Driven Instruction Educators receive training in NWEA/MAP report interpretation, student goal-setting, and instructional response. Edgenuity course customization, structured PLC protocols, and 8-week all-staff data reviews, drawing on NWEA scores, formative assessments, attendance records, credit completion rates, discipline data, and EL progress form the backbone of Ingenuity's continuous improvement cycle.

Social Emotional Learning & Student Wellness Professional learning equips educators to support the whole student through SEL frameworks, restorative justice practices, mental health and wellness strategies, suicide prevention, and substance abuse education. These experiences provide staff with tools to build strong relationships, strengthen community, and address conflict in ways that support both accountability and growth.

Attendance & Engagement Staff are trained in chronic absenteeism identification, tiered intervention design, and family partnership strategies. Culturally responsive engagement practices, grounded in student interest data, are used to strengthen attendance, foster a sense of belonging, and expand opportunities for student voice and leadership.

Conferences & Specialized Training Selected staff attend external conferences annually, including the Equity Conference, and are expected to bring new perspectives and strategies back to the school community. Leadership development and subject-specific training are provided to educators in expanded instructional roles, ensuring depth of expertise across departments.

Learning Structure Professional learning is embedded in regular practice through department meetings, subject-based PLC sessions, and structured inquiry protocols that identify root causes and develop evidence-based solutions. English Language Arts and Mathematics teachers attend targeted intervention training and are required to share strategies with colleagues through a concrete implementation plan. Individual and collaborative reflection following each professional development experience is an expectation for all staff. Professional development goals, participation, and classroom application are reviewed at the end of each school year. Leadership uses staff feedback, student outcome data, and instructional observations to adjust the two-year professional learning roadmap and identify emerging priority areas.

Accreditation

Ingenuity Charter School is fully accredited by the Western Association of Schools and Colleges (WASC). This accreditation affirms the school's commitment to rigorous academic standards, ongoing self-evaluation, and continuous improvement. Ingenuity's accreditation process supports alignment between instructional practice, assessment, and student achievement, ensuring accountability and transparency in all aspects of the educational program.

Independent Study Assurances

Ingenuity Charter School complies with all applicable independent study laws including, but not limited to, Education Code Sections 5174 et seq., 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that Ingenuity Charter School operates pursuant to an adopted independent study Board policy; each student has a master agreement. Ingenuity maintains written records that document all student attendance and participation. An annual, independent audit of student records is conducted by

a state-approved certified public accountant, which continues to be free of exceptions or qualifications. These records are made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

For all students participating in independent study, pursuant to Education Code Section 51747, an agreement is signed by: (1) the parent, guardian, or caregiver of each charter school pupil; (2) the student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. This agreement includes all of the elements described in Education Code Section 51747(g).

Students and/or Parents of Ingenuity Charter School students are expected to commit to the following principles to ensure a better education for their children:

- Complete and submit assigned coursework according to established deadlines and submission procedures.
- Make satisfactory academic progress toward course completion, grade advancement, and applicable IEP goals.
- Maintain communication with teachers regarding assignments, academic progress, and needed support.
- Ensure access to technology and internet connectivity, or notify the supervising teacher when assistance is needed.
- Review and sign the Master Agreement, acknowledging the voluntary nature of independent study and the expectations for participation.

Curriculum

Ingenuity's curriculum is aligned with the California State Standards, including the Next Generation Science Standards and Career Technical Model Curriculum. The instructional program encompasses English Language Arts, Mathematics, Science, and Social Studies, complemented by elective and enrichment opportunities in the visual and performing arts, technology, and world languages.

Instructional Methods

Ingenuity delivers rigorous, standards-based instruction through a combination of online learning, direct teacher instruction, individualized support, and face-to-face engagement designed to meet diverse academic needs.

Ingenuity uses the Edgenuity curriculum platform as its core instructional resource. The platform is fully customizable, allowing teachers to tailor pacing, assignments, interventions, and enrichment to each student's academic needs, learning style, credit attainment, and postsecondary goals. Teachers may also implement accommodations and modifications to support students with disabilities, English learners, and students requiring academic intervention. In addition to Edgenuity, Ingenuity also uses the curriculum listed below.

Teachers employ research-based instructional practices that promote critical thinking, communication, collaboration, and engagement. Instructional strategies include writing-to-learn activities-focused note-taking, journaling, graphic organizers, reflective and summary writing-as well as guided writing process instruction encompassing planning, drafting, revising, editing, and publishing. Reading instruction incorporates pre-reading activities, annotation, summarization, text analysis, and evidence-based responses to help students access complex texts and build toward college and career readiness.

Teachers regularly facilitate higher-order thinking through questioning strategies, discussion protocols, and collaborative learning. Students engage with academic language, cooperative problem-solving, and inquiry-based activities across content areas. Instruction also emphasizes independent learning habits, organization, time management, and self-advocacy.

Students demonstrate learning through diverse performance tasks including presentations, discussions, Socratic Seminars, projects, and document-based questions requiring analysis of literature, informational texts, historical documents, and current issues.

To monitor growth and inform instruction, students participate in ongoing formative and summative assessments, including reading and math inventories administered multiple times throughout the year. Assessment data is used to identify strengths and areas of need, guide instructional planning, and deploy targeted interventions and enrichment opportunities.

The Textbook/Curriculum table provides the board approved textbooks/curriculum adoptions as of July 1, 2026 (subject to change in the future as appropriate).

Subject	Textbooks/Curriculum	
	Grades 6 - 8	Grades 9 -12
English Language Arts	**Edgenuity:** Grades 6-8: Edgenuity grade specific common core curriculum	**Edgenuity:** Grades 9-12: Edgenuity grade specific common core curriculum **HMH Read 180:** • 9th: English Intensive 9 A/B • 10th: English Intensive 10 A/B
Mathematics	**Edgenuity** Grades 6-8: Edgenuity grade specific common core curriculum	**Edgenuity:** Grades 9-12: Edgenuity grade specific common core curriculum, to include: • 9-11 - Integrated Math I-III • 9-11 - Algebra • 9-11 - Geometry • 9-11 - Algebra II • 10-11 - Pre-Calculus • 11-12 - Calculus **Carnegie Learning** • 9-11 : Integrated Math I & II
Science	**Edgenuity:** Edgenuity grade specific common core curriculum, to include: Grades 6-8: • 6 - Earth Science • 7 - Life Science • 8 - Physical Science	**Edgenuity:** Grades 9-12: • 9 - Earth and Space Science • 9-11 Physics • 10-11 Chemistry • 9-11 Biology
Social Studies	**Edgenuity:** Edgenuity grade specific common core curriculum, to include: Grades 6-8: • 6th - World History: Ancient Civilizations • 7th -World History: Medieval to Modern Times • 8th - US History	**Edgenuity:** Edgenuity grade specific common core curriculum, to include: Grades 9-12: • 9-10 - World History, Geography, and Economics • 11 - US History • 12 - Economics • 12 - Government **McGraw Hill - Impact** • 9th: World History, Culture, & Geography: The Modern World • 12: Principles of Economics • 12: Principles of American Democracy- Civics

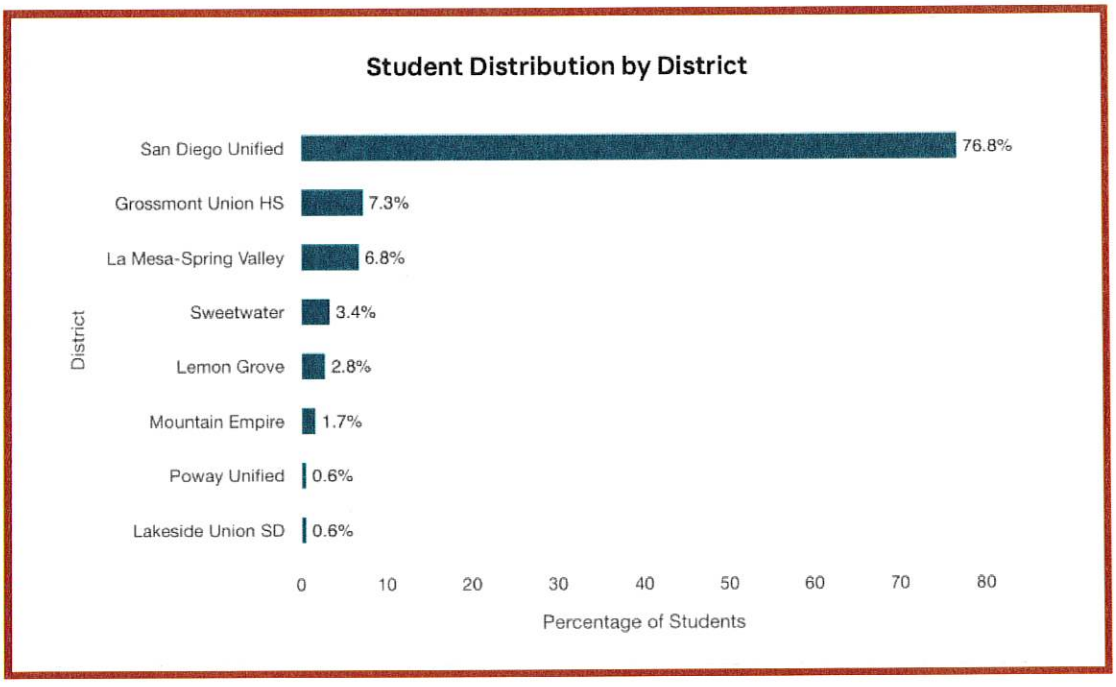
Student Population to be Served

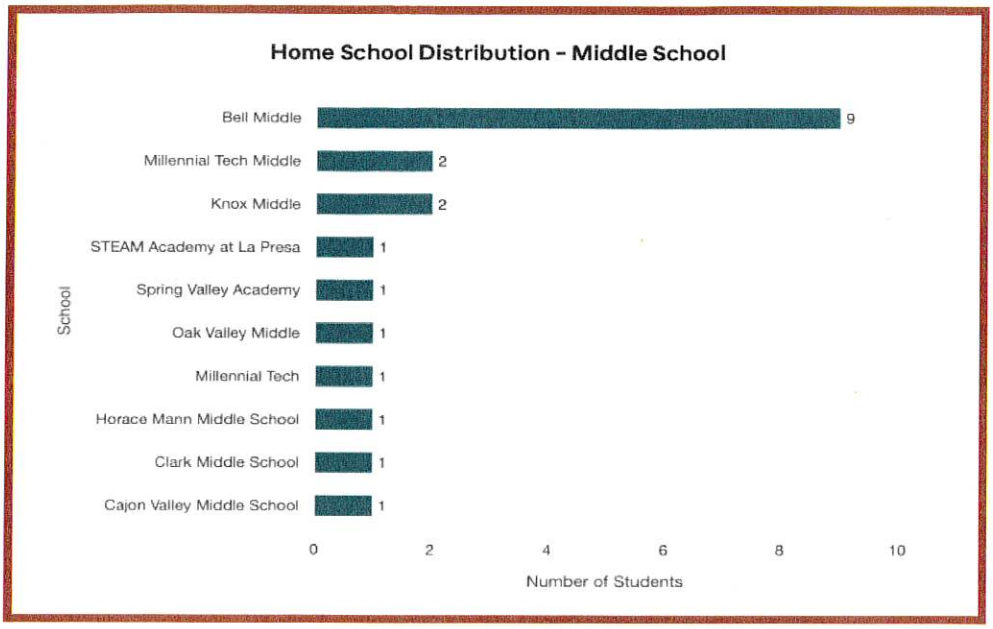
Ingenuity Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. Ed. Code§ 47605(e)(1).

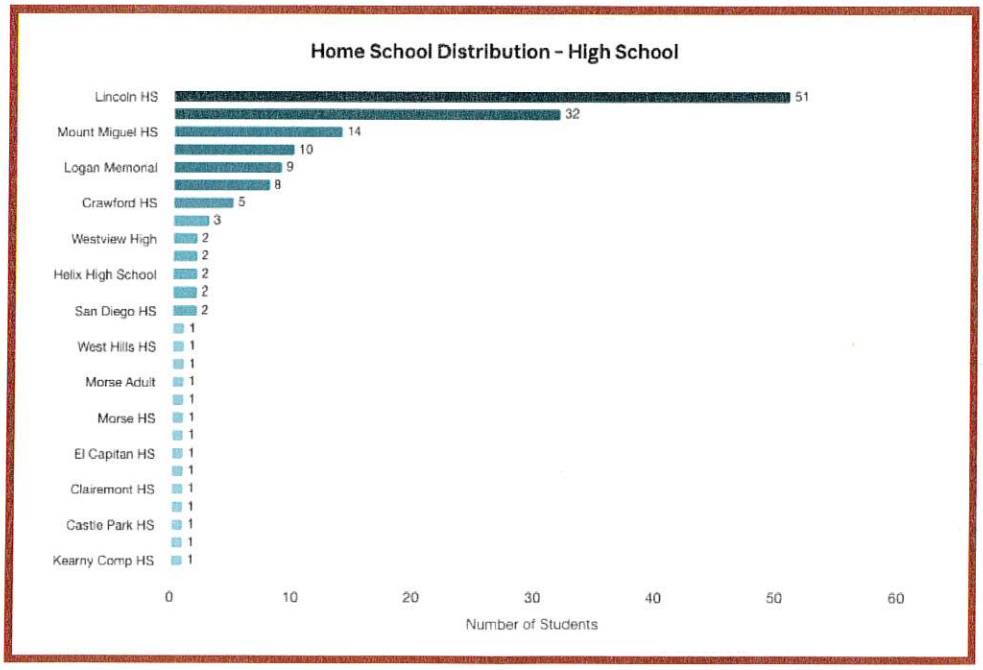
While open to all students residing in San Diego County and adjacent counties, Ingenuity makes a substantial effort to recruit underserved, low-income students in the southeast San Diego community that would typically attend nearby schools.
Please see Element 7 for more information on how Ingenuity will attract students from these neighborhoods. Ingenuity Charter School proudly serves a diverse 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.

Enrollment Trends and Student Group Diversity

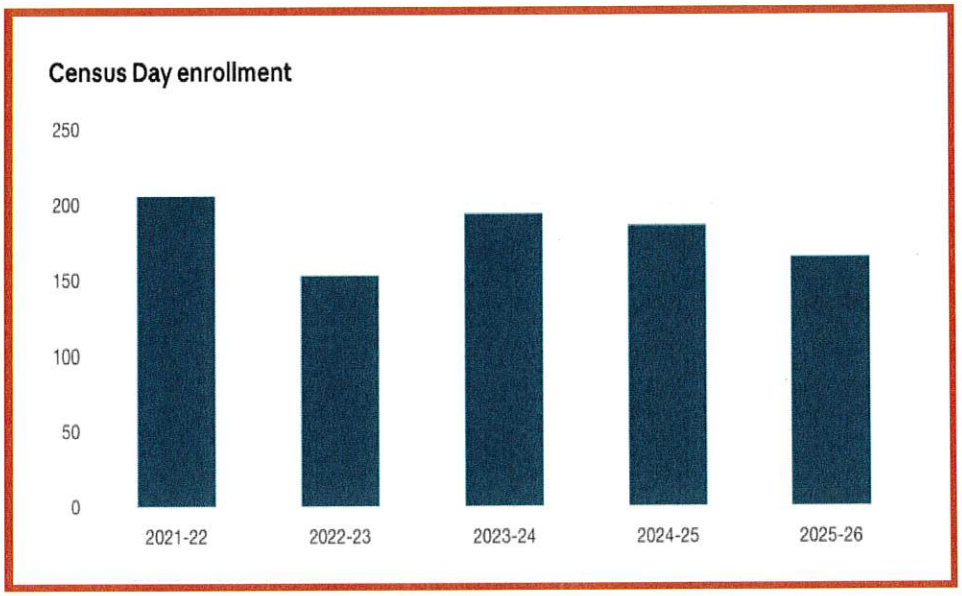
The majority of the students enrolled at the Charter School reside in the attendance boundaries of Bell Middle, Lincoln High, Grossmont High School, and Mount Miguel. A small percentage of students reside in the La Mesa-Spring Valley School District, Lemon Grove, and Sweetwater, as well as a few other adjacent school districts within San Diego County. Students attending Ingenuity represent the following districts, middle schools and high schools.

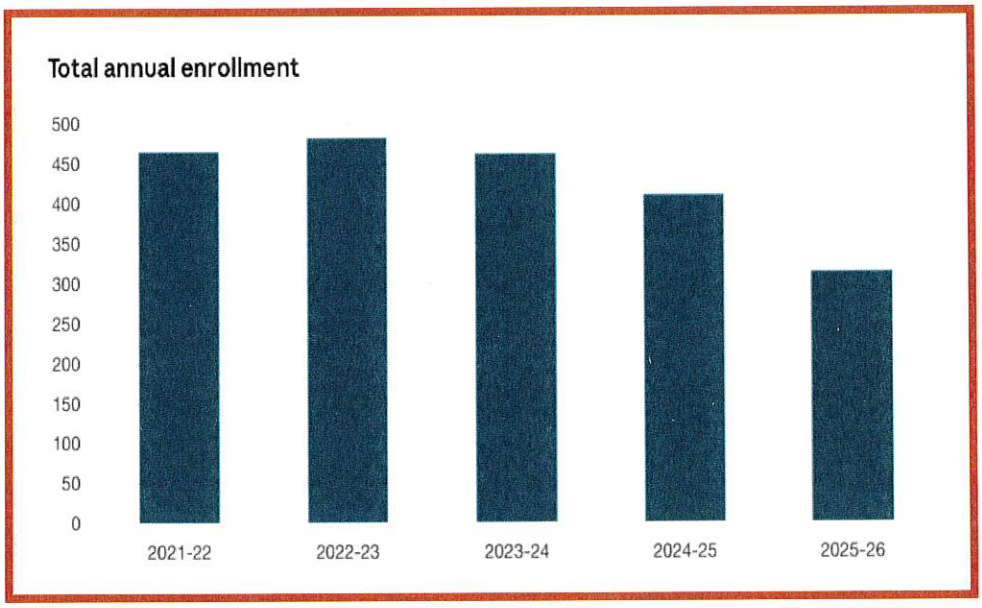






Over the past five years, enrollment has fluctuated, peaking at 207 students in 2021-22 before declining to 154 in 2022-23, then recovering to 195 in 2023-24.
Enrollment reached 188 in 2024-25 and 165 in 2025-26.





When comparing Census Day enrollment to total number of students enrolled at any point during the year, a consistent pattern emerges: the school serves significantly more students over the course of a full year than are captured on a single Census Day snapshot. In 2025-26, for example, Census Day enrollment stands at 165, while total annual enrollment reached 318 - nearly double. This trend holds across all available years, with 2024-25 showing 188 on Census Day against 413 for the full year, and 2023-24 recording 195 on Census Day compared to 465 annually. This gap suggests meaningful student mobility throughout the year, students enrolling and exiting at various points rather than remaining continuously.

Enrollment by Race/Ethnicity

Race/Ethnicity	Academic Year / Enrollment Count 2021-22	2022-23	2023-24	2024-25	2025-26
Hispanic	134	99	137	121	116
African American	29	21	19	26	16
Two or More Races	16	14	10	11	14
White	16	10	12	12	4
Filipino	4	6	9	6	6
Asian	4	3	3	5	5
Pacific Islander	3	-	1	3	1
American Indian	1	1	4	4	3

The school serves a predominantly Hispanic student population, which has consistently represented the largest share of enrollment - ranging from 99 to 137 students across the five years and accounting for approximately 70% of total enrollment in 2025-26. African American students represent the second-largest group, followed by students identifying as Two or More Races, White, and Filipino. The school also serves smaller numbers of Asian, Pacific Islander, and American Indian students, reflecting a broadly diverse community.

Enrollment by Grade Level

Grade Level	Academic Year / Enrollment Count 2021-22	2022-23	2023-24	2024-25	2025-26
6	4	1	4	3	2
7	5	4	8	10	7
8	9	7	13	13	6
9	24	15	23	24	12
10	49	29	25	24	33
11	55	53	57	84	68
12	61	45	65	30	37

Grade-level data reveals a concentration in the upper grades, particularly 11th and 12th, which have consistently held the highest enrollment numbers. In 2025-26, 11th grade leads with 68 students, followed by 12th grade with 37 and 10th grade with 33. Lower grade levels, 6th

through 8th, remain comparatively small, suggesting the school functions primarily as a high school program with limited middle school enrollment. Monitoring the incoming pipeline in grades 6-9 will be important for sustaining long-term enrollment.

2025-2026 School Year

Enrollment by Grade Level

Grade	Number of Students
Sixth	3
Seventh	9
Eighth	9
Ninth	15
Tenth	35
Eleventh	54
Twelfth	54
Total	179

In the 2025-2026 school year, enrollment continues to be heavily concentrated in the upper grades, with 11th and 12th grade each leading at 54 students. The lower grades show significantly fewer students.

Serving Diverse Learners {English Learners, Special Education, Foster youth, Low-income)

Ingenuity implements a comprehensive Multi-Tiered System of Supports (MTSS) framework to identify and address all students' academic, behavioral, and social emotional needs. Universal screening draws from multiple sources: NWEA MAP reading and math scores, social-emotional learning screeners, CAASPP and ELPAC results, cumulative file reviews, parent/guardian input, teacher observations, progress monitoring data, and classwork analysis. Within this framework, Ingenuity provides differentiated support across three tiers:

Tier 1 (Universal Support): All students receive high-quality, evidence-based core instruction differentiated to meet diverse learning needs, along with a universal SEL curriculum in grades 6-8 and a developmentally appropriate SEL curriculum in high school promoting self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Tier 2 (Targeted Support): Students needing additional support receive targeted interventions, which may include small group instruction during designated intervention periods, intensive

skills periods focused on foundational competencies, and SEL skill-building sessions with a counselor.

Tier 3 (Intensive Support): Students requiring the most intensive support receive individualized interventions, which may include one-on-one or very small group instruction, individualized behavior support plans, counseling services, crisis intervention, and coordinated support involving families, mental health professionals, and specialists.

Advanced Learners and Gifted/Talented Education

Ingenuity is committed to identifying and supporting students who demonstrate advanced academic performance, creative thinking, leadership abilities, and/or exceptional talents. The school recognizes that advanced learners have unique educational needs and provides differentiated instruction, enrichment opportunities, and acceleration options to ensure all students are appropriately challenged and reach their full potential.
Ingenuity uses multiple criteria and a holistic approach to identify students achieving substantially above grade level or demonstrating exceptional abilities. Identification methods include, but are not limited to:

Academic Achievement Data NWEA MAP reading and mathematics scores at or above the 90th percentile, CAASPP scores indicating "Exceeds Standards," and consistent advanced performance on classroom assessments

Performance-Based Evidence Student work samples demonstrating depth of understanding, creativity, critical thinking, and problem-solving beyond grade-level expectations

Cumulative File Review Academic history including prior grades, assessment trends, teacher recommendations, and patterns of advanced achievement

Teacher Observations Input regarding students who demonstrate advanced reasoning, deep curiosity, rapid learning, complex thinking, exceptional creativity, or leadership

Parent/Guardian Input Family-provided information about students' interests, abilities, achievements, and performance outside of school.

Identification is an ongoing process, not a single-point assessment, recognizing that students may demonstrate advanced abilities at different times and in different domains. Ingenuity is

committed to equitable identification, ensuring all students have opportunities to demonstrate their strengths regardless of language, cultural background, socioeconomic status, or disability.

Once identified, advanced learners receive differentiated instruction and enrichment tailored to their readiness levels, interests, and learning profiles. Services may include:

- Enrichment Programs
- Honors and dual enrollment (CCAP) coursework
- Elective and specialized courses
- Acceleration options
- Leadership and mentorship opportunities

Progress Monitoring and Continuous Support

The Charter School regularly monitors the progress of advanced learners to ensure they are being appropriately challenged and making continuous growth:

- Review of assessment data including NWEA MAP growth metrics, grades, and performance on advanced coursework
- Regular communication with students and families about progress, course selections, and available opportunities
- Adjustment of services based on student performance, interests, and changing needs
- Surveys and feedback from students and families to evaluate effectiveness of programming

Equity and Access

Ingenuity is committed to ensuring equitable access to advanced learning opportunities for all students through proactive identification practices that seek out talent across all student populations. This includes removing barriers to participation for English Learners, economically disadvantaged students, and students with disabilities, and monitoring participation data to ensure advanced programs reflect the diversity of the student body.

Ingenuity ensures that all advanced learners receive instruction that is appropriately challenging, engaging, and aligned to their readiness levels, enabling them to develop their exceptional abilities and reach their highest potential.

Special Education Plan

Ingenuity participates as a local educational agency ("LEA") of the El Dorado Charter SELPA for special education purposes pursuant to Education Code section 47641 (a). The school is committed to ensuring that all students with disabilities have access to a free appropriate public education ("FAPE") in the least restrictive environment ("LRE") as documented in their individualized education program ("IEP"), in full compliance with the IDEA", Section 504 the ADA, and all other applicable federal and state laws.

Ingenuity aims to serve students with disabilities in a full-inclusion model to the maximum extent appropriate, recognizing that each student's unique needs, as determined by their IEP team, may require a continuum of placement options ranging from full inclusion in general education with supports to more specialized settings. The school will meet the needs of students with disabilities and provide access to special education and related services such as:

- specialized academic instruction
- speech and language services
- occupational therapy, physical therapy
- adapted physical education
- assistive technology, counseling
- mental health services
- behavior intervention services
- vision services, orientation and mobility services
- transition services

Other services are also provided as determined by the IEP team. These services are provided through Ingenuity special education staff, nonpublic agencies, and/or other qualified service providers.

Inclusive Practices and Service Delivery

Ingenuity's special education personnel provide services through multiple models including direct instruction, push-in support during in-class learning sessions, pull out services, co-teaching, consultation with general education teachers, and collaboration with families and related service providers. Inclusion at Ingenuity is characterized by the following principles:

Access and Equity: Maximizing each student's success in the least restrictive environment through a free appropriate public education that is appropriately ambitious, ensures access to grade-level content standards, and provides appropriate accommodations, modifications, and supports.

Integrated Service Delivery: Organizing facilities and schedules so students with disabilities receive services in inclusive settings, promoting integration with non disabled peers.

Collaborative Teaching Models: Supporting student learning through co-teaching, collaborative planning between general and special education teachers, and team based approaches to instruction and intervention.

Differentiated Instruction: Implementing evidence-based accommodations, modifications, and supplementary aids and services as specified in students' IEPs, including modified curriculum when necessary to ensure meaningful progress toward IEP goals and grade-level standards.

MTSS Integration: Integrating special education services within Ingenuity's MTSS framework to provide coordinated academic, behavioral, and social-emotional support, with data-based decision making to monitor progress and adjust interventions.

Flexible Learning Environments: Creating personalized support through special education teachers, related service providers, and/or paraeducators within general education settings and structures, and/or separate settings, as determined by the IEP team.

Peer Interaction and Social Inclusion: Ensuring all students, including those with disabilities, have opportunities for interactions with non-disabled peers to promote meaningful access, participation, and social relationships.

Student Self-Determination: Supporting the development of self-advocacy, executive functioning, social-emotional competencies, and independence to prepare students for postsecondary success and adult life.

Professional Learning Community: Fully including special education personnel in professional development with general education colleagues to build shared understanding of content standards, evidence-based practices, behavior management, trauma-informed approaches, and culturally responsive teaching.

Specialized Professional Development: Ensuring all personnel have access to specialized professional development on disability-specific instructional strategies, IEP development and implementation, behavior support, assistive technology, transition planning, and compliance requirements.

Collaborative Leadership: Including general and special education representatives on leadership teams, committees, and goal-setting processes to improve outcomes for all students.

Shared Accountability: Fostering a school culture where both general and special education staff share responsibility for the academic success and social-emotional well-being of students with IEPs, and where all staff understand their role in implementing IEP accommodations and supports.

Child Find and Identification

Ingenuity fulfills its Child Find obligation by actively identifying, locating, and evaluating all children enrolled or seeking enrollment who are known or suspected of having a disability and may need special education and related services. This includes children who are homeless, wards of the state, highly mobile, attending private schools, or advancing from grade to grade despite not meeting grade-level standards.

Ingenuity notifies staff, parents/guardians, and community members of its Child Find responsibility through enrollment materials, annual notices, parent orientations, staff meetings, the school website, and other communication channels. Parents/guardians, staff, and other stakeholders are encouraged to contact the school psychologist, special education coordinator, principal, and/or superintendent if they know of or suspect a child may have a disability.

Referral and Assessment Process

When a student is referred for a special education assessment, or when the school has reason to suspect a disability, the charter school will:

- Provide the parent/guardian with a written assessment plan within 15 days of the referral (excluding school breaks of more than 5 days)
- Obtain informed written parent/guardian consent before conducting any assessment(s)

- Complete the assessment and hold an IEP team meeting within 60 days of receiving parental consent (not counting days between the regular school year and summer, or breaks of more than 5 school days)
- Assess the student in all areas of suspected disability using qualified assessors and culturally and linguistically appropriate assessment tools
  Provide parents/guardians with a copy of the assessment report

Ingenuity utilizes a special education information system ("SEIS") or equivalent data management system to provide centralized, secure online management for special education processes including referrals, assessment planning, progress monitoring, IEP development and implementation, service tracking, and communication with families. Assessors may include school personnel with appropriate credentials, including school psychologists, education specialists, speech-language pathologists, occupational therapists, and other qualified professionals, as well as nonpublic agency assessors and other qualified external evaluators when appropriate.

IEP Development and Implementation

The Charter School ensures that IEP team meetings are conducted in compliance with all procedural requirements, including proper notice, parent participation, required team members, and consideration of all required factors. IEPs are developed collaboratively by the IEP team, which includes the parent/guardian, general education teacher, special education teacher, LEA representative, and other individuals with knowledge or special expertise about the student.

Each IEP includes at least the following:

- Present levels of academic achievement and functional performance
- Measurable annual goals, including academic and functional goals as appropriate
- Description of how progress toward goals will be measured and when progress reports will be provided
- Special education and related services, supplementary aids and services, and program modifications
- Extent to which the student will not participate with non-disabled students
- Individual appropriate accommodations for assessments;
- Projected dates for services to begin, anticipated frequency, location, and duration
- Transition planning and services beginning no later than age-16 (or younger if appropriate)

- For students age 18 and older, transfer of rights notification
- A description of the means by which the IEP will be provided under emergency conditions.

Staffing and Professional Development

Ingenuity employs or contracts with appropriately credentialed and qualified special education personnel, including education specialists, school psychologists, speech-language pathologists, occupational therapists, behavior specialists, adapted physical education teachers, counselors, paraeducators, and other service providers as needed to implement students' IEPs.

The school provides ongoing professional development for all staff on topics including special education law and compliance, inclusive practices, differentiated instruction, behavior support strategies, trauma-informed practices, assistive technology, culturally responsive teaching, and collaborative teaming. Ingenuity actively participates in professional learning opportunities provided by the El Dorado Charter SELPA, the California Department of Education, and other qualified entities.

SELPA Participation and Compliance

The Charter School is an active and collaborative participant in the El Dorado Charter SELPA, attending required meetings, participating in governance structures, complying with SELPA policies and procedures, utilizing SELPA resources and supports, and contributing to the continuous improvement of special education services for all students. The Charter School understands and will fulfill all responsibilities under state and federal law for students with disabilities, including but not limited to Child Find, evaluation and eligibility determination, FAPE in the LRE, IEP development and implementation, procedural safeguards, parent participation and rights, dispute resolution, discipline procedures, transition services, and data reporting requirements.

Other Special Student Populations

Ingenuity is committed to ensuring equitable access, support, and educational opportunities for all special student populations, including but not limited to foster youth, homeless youth, students in transition, students who are military-connected, students who are justice-involved, students who qualify for protections under Section 504, and students protected under the ADA.

Foster Youth and Students in Out-of-Home Care

Ingenuity charter school recognizes the unique challenges faced by foster youth and students in out-of-home placements and is committed to ensuring educational stability, timely enrollment, credit recovery, and access to support services. Foster youth have the right to:

- Remain in their school of origin when it is in their best interest, with transportation provided as needed
- Immediate enrollment even without typically required documents such as records, transcripts, immunization records, or proof of residency
- Full or partial credit for coursework satisfactorily completed at previous school(s)
- Exemption from local graduation requirements in addition to the statewide minimum requirements if transferring after sophomore year, as applicable pursuant to Education Code section 51225.1. (AB 167/216)
- Access to academic counseling, tutoring, mental health services, and/or other support services as may be offered by the Charter School.

The school has designated a Foster Youth Liaison who coordinates services, monitors academic progress, facilitates communication between schools and child welfare agencies, ensures compliance with applicable law, and connects foster youth and their caregivers with community resources and support services as appropriate.

Homeless Youth and Students Experiencing Housing Insecurity

Under the McKinney-Vento Homeless Assistance Act, students experiencing homelessness or housing insecurity have specific rights and protections. The Charter School defines homeless students as children and youth who lack a fixed, regular, and adequate nighttime residence, including students who are:

- Sharing housing with others due to loss of housing, economic hardship, or similar a reason; living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or are abandoned in hospitals.
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children living in circumstances described above Students experiencing homelessness have the right to:
- Immediate enrollment without proof of residency, immunization records, school
- records, or other documents typically required
- School stability, including the right to remain in their school of origin or enroll in the school where they are currently residing, based on the best interest determination
- Transportation to and from the school of origin when requested
- Full participation in all school programs and activities for which they are eligible
- Automatic eligibility for free meals under the National School Lunch Program
- Access to specialized support services, including tutoring, counseling, and referrals to health, dental, mental health, and other appropriate services

Ingenuity has designated a Homeless Liaison who ensures identification of homeless students, facilitates immediate enrollment and school placement decisions, provides information about educational rights, coordinates with community agencies and service providers, resolves disputes regarding enrollment or school selection, and connects families with resources including transportation, school supplies, and community support services.

Section 504 and ADA Protections

Students with disabilities who do not qualify for special education services under IDEA may be eligible for protections and accommodations under Section 504 and the ADA. A student qualifies for a 504 Plan if they have a physical or mental impairment that substantially limits one or more major life activities, including but not limited to learning, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, or working.

Students protected under Section 504 and ADA have the right to:

- A free appropriate public education, including regular or special education and related aids and services designed to meet their individual needs
- Reasonable accommodations and modifications to ensure equal access to educational programs, services, and activities
- An evaluation to determine eligibility and needed accommodations
- A Section 504 Plan developed by a team including the parent/guardian, educators, and other appropriate individuals

- Periodic review of their 504 Plan and reevaluation
- Procedural safeguards including notice, opportunity to review records, an impartial hearing, and representation by counsel
- Protection from discrimination based on disability.

Ingenuity has designated a Section 504/ADA Coordinator who oversees the identification, evaluation, and accommodation process for students with disabilities under Section 504 and ADA, ensures compliance with federal anti-discrimination laws, provides training to staff on legal obligations and best practices, facilitates the development and implementation of 504 Plans, coordinates accommodations for school assessments and standardized testing, and serves as the contact person for disability-related concerns and grievances.

Coordinated Student Support Services

Ingenuity Charter School recognizes that students from special populations often face barriers to academic success that extend beyond the classroom. To provide comprehensive, wraparound support, the Charter School partners with community based organizations and service providers to deliver integrated student and support and/or resources for families. Such support may include the following:

- Individual and group counseling services
- Crisis intervention and mental health support
- Case management and care coordination
- Social-emotional learning programs and skill-building groups
- College and career readiness programming
- Enrichment activities and experiential learning opportunities including field trips;
- Parent and family education workshops
- Basic needs assistance including food, clothing, school supplies, and hygiene products
- Referrals to community resources such as housing assistance, healthcare, legal services, and other support services
- Mentorship and positive youth development programs
- Trauma-informed care and restorative practices

The school's coordination of these services within the MTSS framework ensures that students from special populations receive holistic, culturally responsive support that addresses academic, social-emotional, behavioral, and basic needs barriers to learning. The Charter School maintains

regular communication and collaboration among school staff, community partners, families, and students to monitor progress, adjust supports, and ensure continuity of services.

Staff Training and Awareness

The Charter School provides ongoing professional development to all staff members on the rights, needs, and best practices for supporting special student populations, including training on legal compliance requirements, trauma-informed practices, cultural competency, implicit bias, advocacy skills, and effective collaboration with families and community partners. The Charter School is committed to creating an inclusive, welcoming, and supportive environment where all students, regardless of their circumstances, can thrive academically, socially, and emotionally.

Addressing the Needs of Socioeconomically Disadvantaged Students

The Charter School is deeply committed to educational equity and recognizes that socioeconomically disadvantaged students face systemic barriers that can impact their academic achievement, school engagement, and overall well being. Ingenuity believes that all students, regardless of their economic circumstances, deserve access to high-quality instruction, comprehensive support services, and enriching opportunities that enable them to achieve academic success and reach their full potential. The school implements targeted strategies and allocates resources strategically to eliminate opportunity gaps and ensure that socioeconomically disadvantaged students receive the support they need to thrive.

Ingenuity Charter School recognizes that socioeconomically disadvantaged students may face multiple, intersecting barriers to academic success including factors such as academic challenges, basic needs insecurity, social emotional and trauma related challenges, opportunity gaps, and family or community factors. Ingenuity Charter School approaches supporting such students through an asset-based mindset honoring students' resilience, cultural background, and diversity. Culturally responsive practices, combined with academic excellence and strong relationships support students' growth.

School Calendar and Bell Schedule

Ingenuity Charter School believes that regular and timely attendance, both in person and virtually, plays a critical role in student success. 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 master and student calendars for the 2026-27 school year are included in Appendix and will be provided to the District on a regular basis.

Strong attendance ensures that students are fully engaged in their academic learning and social-emotional development from the earliest grades through high school graduation. Research and experience consistently show that attendance is one of the most important predictors of achievement, with students who attend regularly more likely to perform at grade level, build strong peer and adult relationships, and be prepared for college and career opportunities. At Ingenuity, attendance is not only a measure of compliance but also a reflection of student connectedness to school, family partnership, and our shared commitment to student growth.

Ingenuity Student School Calendars 2026-2027 (All Tracks)

Attendance

To promote and sustain strong attendance, Ingenuity has expanded opportunities that encourage students to feel more connected to school. This includes an increased number of in-person events that allow students to socialize, incentives for maintaining attendance above 90%, and providing field trips for students with the highest attendance averages. Student voice plays a central role as student input is gathered through surveys, classroom visits, and "Lunch with the Principal" sessions and is used when designing attendance incentives. Another way Ingenuity has worked to sustain strong attendance is to provide workshops tailored to career exploration, on campus clubs, and field trips to universities, community colleges, and trade schools. Regular communication with students and families, often daily, keeps them informed about progress and attendance expectations.

Staff collaboration is another major component of improving attendance. Bi weekly meetings allow teachers and leadership to review individual and schoolwide attendance data, identify trends, and adjust strategies. After conducting student empathy interviews, Ingenuity focused on engagement by increasing field trips, implementing daily teacher phone calls to absent students, teaching additional workshops, and revising the re-engagement plan.

The new Student Success Action Plan fosters collaboration between teachers, families, and students to support consistent attendance and academic success. As a result of these combined efforts, ADA has increased each learning period throughout the school year.

Element Two - Measurable Student Outcomes

Education Code Section 47605(c)(S)(B)

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. *The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section* 52060, *that apply for the grade levels served by the charter school."*

Ingenuity Charter School is committed to ensuring students are successful in meeting the measurable student outcomes which are aligned with the State Priorities and the Charter School's mission, vision and Local Control Accountability Plan. Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for all significant subgroups of pupils, which addresses the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP, which is posted to The O'Farrell Charter School's website and is submitted to the District and state annually. The current LCAP is included in the Appendices.

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish

additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site and submitted to the District on an annual basis.

A summary of the Charter School's current LCAP and measurable student outcomes is listed below. Given the size of the Charter School, Ingenuity has limited measurable student groups. These student groups are represented in the outcomes below.

Ingenuity Charter School LCAP Summary
Goal One: *Provide authentic, rigorous, and hands-on learning experiences that connect academic knowledge* *to the world in order to increase student performance and achievement.*
State Priority Areas: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)

Measurable Outcomes:
California Accountability Dashboard Academic Indicator: Academic Performance in English Language Arts: "All Students" will perform no more than 15 points below standard, Socioeconomically Disadvantaged Students will perform no more than 45 points below standard, and Hispanic Students will perform no more than 40 points below standard. Academic Performance in Mathematics: "All Students" will perform no more than 75 points below standard, Socioeconomically Disadvantaged Students will perform no more than 80 points below standard, and Hispanic Students will perform no more than 80 points below standard. California Accountability Dashboard Academic Indicator in English Learner Progress: At least 50% of English learners will make annual progress. English Learner Reclassification and LTEL Rate: 70% of applicable students will be reclassified and 45% of English Learners are classified as LTELs.
Goal Two: *Nurture well-rounded student development and ensure preparedness for college and career.*
State Priority Areas: Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)
Measurable Outcomes: California Accountability Dashboard Academic Engagement Indicator for College and Career: 40% of all students will be prepared California Accountability Dashboard Academic Engagement Indicator for Graduation Rate: 75% Graduation Rate for all students A-G Completion Rates: 65% of all students will meet the A-G requirements
Goal Three: *Promote a sense of belonging through strong relationships, social emotional support and student engagement strategies.*

State Priority Areas:
Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Measurable Outcomes:
California Accountability Dashboard Academic Engagement Indicator for Chronic Absenteeism Rate: No more than 30% of students will be chronically absent California Accountability Dashboard Academic Engagement Indicator for Suspension/Expulsion Rate: 0% of students will be suspended or expelled Average Daily Attendance Rates: Ingenuity will have a 85% ADA rate. California Healthy Kids Survey: Key Indicators of Student Connectedness (Students feel a part of the school) will be at least 75% "agree" response.

Element Three - Methods to Measure Pupil Progress

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." (Ed. Code § 47605(c)(5)(C))

Statewide Assessments

The Charter School administers all required statewide assessments. Results will be reported to the California Department of Education and/or communicated to parents/guardians as required. These assessments include but are not necessarily limited to the following:

- CAASPP - Smarter Balanced Summative Assessments (ELA and Mathematics):
- Administered in grades 6-8 and 11; California Alternate Assessment (CAA) for eligible students.
- CAASPP - California Science Test: Administered in grade 8, and once in high school; CAA for Science for eligible students.
- English Language Proficiency Assessments for California (ELPAC): Initial
- ELPAC within 30 days of first enrollment in a California public school, Summative ELPAC annually for all English learners, Alternate ELPAC (Initial and Summative) for eligible students.
- Physical Fitness Test: Administered in grades 7 and 9.

Benchmark and Interim Assessments

In addition to state testing, the Charter School administers benchmark and interim assessments throughout the year to measure student progress toward grade-level standards. These assessments, aligned to state content expectations, using approved curriculum, provide timely information that teachers and administrators use to adjust instruction, target interventions, and monitor growth between annual state assessments. The Charter School uses an internal data and assessment platform to administer, analyze, and track these assessments, allowing teachers and leadership to efficiently review student performance data and inform instructional planning.

The Charter School also administers the NWEA Measures of Academic Progress (MAP) assessment in English Language Arts and Math. MAP is a nationally normed, adaptive assessment that provides a reliable measure of student achievement and growth over time. Because MAP results can be compared across grade levels, schools, and years, they provide

"verified data" that supports instructional decision making, progress monitoring, and identification of students in need of targeted support or enrichment. MAP data is used by teachers and administrators to set individual growth goals, differentiate instruction, and evaluate the effectiveness of interventions, ensuring that each student's academic trajectory is accurately understood and supported.

Data-Driven Instructional Practices

Data-driven instruction is a systematic approach that uses multiple sources of student performance data to guide teaching and learning. Teachers analyze assessment results to identify learning gaps, differentiate instruction, and design targeted supports. Professional Learning Communities (PLCs), composed of teaching teams that meet regularly, serve as the foundation for this work. Within PLCs, educators collaboratively review assessment data, plan instruction, and monitor the effectiveness of interventions to improve student outcomes. School leadership teams also review data to monitor progress toward academic goals, inform professional development, and ensure that instructional practices are responsive to student needs. PLC data cycles are aligned with the school's assessment calendar to ensure that instructional planning and intervention decisions are timely, relevant, and informed by the most recent student performance data. The Charter School is also supported by Parsec Education to collect, analyze, and report achievement data from both state and local accountability measures. The Charter School also shares student academic achievement to students' parents/guardians through progress reports and report cards, and parents/guardians can review their students' grades through the Charter School's SIS platform.

As a Dashboard Alternative School, alternative metrics have also been established and used to ensure adequate progress of student outcomes. These metrics and alternative data are included in previous sections of this petition.

Element Four: Governance

Education Code: §47605(c)(S)(D)
The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

Ingenuity Charter Schools is operated by The O'Farrell Charter Schools, a California nonprofit public benefit corporation. The O'Farrell Charter Schools board of directors ("Board") is the decision-making body for Ingenuity Charter School. The Board supervises and directs the superintendent. The superintendent oversees the educational program and operational/related matters, 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 Board of Directors is responsible for the following (a nonexhaustive list):

- Ensure the Charter School meets its mission, vision and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission
- Hire, supervise, and evaluate the Superintendent
- Approve contractual agreements in accordance with Board and fiscal policies and applicable law
- Approve and monitor Ingenuity Charter Schools' annual budget,
- budget revisions, financial reports and monthly cash flow statements
- Act as a fiscal agent which includes but is not limited to the receipt of funds for the operation of Ingenuity Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Ingenuity Charter School.
- Ensure an external independent auditor produces an annual financial audit according to generally accepted accounting principles
- Establish committees as needed
- Recruit and appoint new Board members
- Execute all applicable responsibilities provided for in the California
- Corporations Code
- Engage in ongoing strategic planning, including the annual LCAP update and goal setting process in addition to annual Board of Directors' Goals
- Approve the schedule of Board meetings
- Approve annual independent fiscal audit
- Approving and monitoring the implementation of general Board policies of the school.
- Approve salary schedules for school staff

- Involve parents/guardians and the community in the support of school programs.
- Execute all other responsibilities provided for in the Articles of Incorporation, Bylaws, applicable law, and this charter as necessary to ensure the proper operation of the school.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall order the Inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4) .

In accordance with Education Code Section 47604(b)(1), the Charter School shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

In accordance with Government Code Section 53235.1 (b), members of the Board and the Superintendent will receive at least two hours of ethics trainings within the first six months of service to the Charter School and at least once every two years thereafter. Board members shall also receive training in K-12 public education school finance laws in accordance with Education Code Section 35220 *et seq*. In accordance with California Education Code § 44691(b)(1)–(2), Board members must also complete annual Mandated Reporter Training within the first six weeks of each school year (or within six weeks of taking office). Board members are also subject to the requirement to complete annual Child Abuse Prevention Training covering professional boundaries, grooming recognition, and student safety protocols.

Board Member Name	Description	Term
1. Talib Mahdi	Chair	October 2026-October 2028
2. Troy Owens	Vice Chair	October 2026-October 2028
3. Danielle Porter	Parent Representative	May 2025-May 2027
4. Dominic Cooper	Financial Liaison/Community Representative	August 2025-August 2027
5. Sharlette Dela Cruz	Community Representative	January 2026-January 2028

The relevant qualifications of our current Board members are included in the Appendix.

Board Meetings

All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act. The Board 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. Regular meetings of the Board of Directors are held at dates and times set by the Board and published in an annual Board meeting Calendar. Meetings currently are held once per month during the academic year. Meetings are typically held at the campus of Ingenuity Charter School at 6130 Skyline Drive, San Diego, CA 92114. Meeting notices and agendas are made available and posted to the public prior to board meetings (both online posting to the school website www.ofarrellschool.org as well as physical posting at the school site for public viewing in both school offices). For all regular meetings, an agenda will be posted 72 hours in advance. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Agendas and minutes of all meetings, proceedings, and actions are available on Ingenuity's website at:

https://ofarrellschool.community.diligentoneplatform.com/Portal/DefaultaspX

As a non-classroom based charter school with multiple resource center locations, Ingenuity complies with EC § 47604.1(c)(2)(B) which mandates that a two-way, audio-visual teleconference location must be established at each resource center operated by the charter school. Members of the public and families are allowed to attend, listen, and provide public comment from any designated resource center teleconference location. The official meeting agenda is posted at each resource center at least 72 hours in advance of a regular meeting (24 hours for a special meeting) in a location freely accessible to the public.

The San Diego Unified School District shall be entitled to a single representative on the Board of Trustees in accordance with Education Code Section 47604(c)

The Charter School Bylaws are Included in the Appendix.

Authorizer Oversight

The San Diego Unified School District is the chartering authority of Ingenuity Charter School. The Charter School seeks to work collaboratively with the authorizer. At times the District may choose to offer services to charter schools at a cost The specific term and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. The Charter School understands that current law mandates that the District provide oversight pursuant to Education Code 47604.32. The District may charge for the actual costs of supervisorial oversight not to exceed 1% of the Charter School's revenue pursuant to Education Code section 47613.

Conflicts of Interest

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act No officials of the Charter School, including designated employees, may make, participate in making or in any way use or attempt to use their official position to influence a Charter School decision in which they know or have reason to know they have a disqualifying conflict of interest pursuant to the PRA or Section 1090. Board members and designated employees are required to disclose certain financial interests on their Forms 700. Annual disclosure statements (Forms 700) shall be required as stated in the Conflict of Interest Code. The Conflict of Interest Code is included in the Appendix.

FAMILY ENGAGEMENT AND PARTNERSHIP

Ingenuity Charter School recognizes that family engagement is essential to student success and that strong partnerships between families, educators, and the school community create the foundation for academic achievement, social-emotional development, and lifelong learning. Research consistently demonstrates that when families are actively involved in their children's education, students experience improved academic performance, better attendance, increased motivation, higher graduation rates, and enhanced social-emotional well-being. The Charter School is committed to creating a welcoming, inclusive, and culturally responsive environment where all families feel valued, respected, and empowered as essential partners in their children's education.

Guiding Principles of Family Engagement

The Charter School's approach to family engagement is guided by the following principles:

- **Families as Partners:** Families are recognized as children's first and most important teachers, and their knowledge, experiences, and cultural perspectives are valued and incorporated into the educational process.

- **Two-Way Communication:** Meaningful engagement requires ongoing, reciprocal communication between families and educators, with information flowing in both directions and families having authentic opportunities to share input, ask questions, and influence decision-making.

- **Equity and Access:** All families, regardless of language, cultural background, work schedule, socioeconomic status, or other factors, deserve equal access to engagement opportunities and the support needed to participate fully in their children's education.

- **Capacity Building:** The Charter School is committed to building the capacity of both families and staff to engage in meaningful partnership, providing resources, training, and support to strengthen collaborative relationships.

- **Student-Centered Focus:** All family engagement efforts are designed to support student learning, growth, and well-being, with families and educators working together to ensure each student reaches their full potential.

Family Engagement Opportunities

Ingenuity Charter School provides diverse opportunities for family involvement through formal and informal activities organized by staff members including administrators, teachers, and counselors. These opportunities are designed to accommodate varying family schedules, needs, and preferences, and to honor the multiple ways families can support their children's education.

Volunteering and Campus Involvement

Parents/guardians are encouraged and welcomed, but never required, to volunteer in classrooms, on campus, at school events, and on field trips. Volunteer opportunities are flexible and designed to leverage families' unique talents, interests, and availability.

Governance and Advisory Bodies

The Charter School values family voice in decision-making and provides multiple avenues for families to participate in school governance and program development:

- **School Site Council (SSC):** The SSC meets regularly with family representatives, staff, and student members (as appropriate by grade level) to develop, review, and update the Charter School's Title I Family Engagement Policy, the School Safety Plan, and other school improvement initiatives. The SSC also serves as the Parent Advisory Committee for the development and review of the Local Control and Accountability Plan (LCAP), which serves as the Charter School's School Plan for Student Achievement, ensuring that family input shapes the school's goals, actions, and resource allocation.

- **English Learner Advisory Committee (ELAC):** The ELAC meets regularly with parents/guardians of English learners to provide input and recommendations on programs, services, and supports for English learners. The ELAC advises on the school's English Learner Master Plan, reviews assessment data and reclassification procedures, provides feedback on professional development needs, and ensures culturally and linguistically responsive practices.

- **Site-Based Family Input Sessions:** The school principal meets regularly with families to discuss important school happenings, gather feedback on programs and services, address concerns, celebrate successes, and build relationships. These sessions may take various forms including coffee chats, focus groups, town halls, and informal gatherings designed to be accessible and welcoming to all families.

Communication and Information Sharing

Ingenuity Charter School maintains consistent, transparent, and accessible communication with all families through multiple channels:

- **Parent Portal:** Families have secure access to the student information system portal to monitor their child's academic progress, attendance, grades, assignments, and assessment data in real-time. The school provides training and technical support to ensure all families can effectively use this tool.

- **School Website and Social Media:** The school website and social media platforms are regularly updated to provide timely information about academic programs, school events, resources for families, student accomplishments, and opportunities for engagement. Content is designed to be accessible, user-friendly, and culturally responsive.
- **Direct Communication:** Teachers, counselors, and administrators maintain regular communication with families through email, phone calls, text messages, and communication apps, providing updates on student progress, sharing classroom activities, and responding promptly to family questions and concerns.
- **Translation and Interpretation Services:** All major communications are provided in English and Spanish. Other languages are available as requested or as required by applicable law. Interpretation services are available for meetings, conferences, and events to ensure all families can fully participate regardless of language barriers.

Family-School Partnerships for Learning

The Charter School facilitates structured opportunities for families and educators to collaborate on supporting student learning:

- **Progress Updates and Check-Ins:** Teachers maintain ongoing communication with families about student progress, providing regular updates, celebrating growth, addressing concerns early, and collaborating on interventions and supports as needed.

Family Engagement Events and Activities

The Charter School hosts a variety of family engagement events throughout the year designed to build community, celebrate diversity, support student learning, and strengthen family-school partnerships:

- **Cultural Celebrations and Community Events:** The school hosts events that honor the diverse cultures, languages, and traditions represented in the school community, promoting cross-cultural understanding and affirming students' identities.
- **Family Learning Workshops:** The school offers workshops on topics such as supporting literacy and math at home, understanding assessment data, navigating

college and career pathways, promoting social-emotional wellness, and using technology tools for learning.

Building Family Capacity

Culturally Responsive and Inclusive Engagement

The Charter School is committed to ensuring that family engagement practices are culturally responsive, trauma-informed, and inclusive of all families. This includes:

- Recognizing and valuing diverse family structures, cultural backgrounds, languages, and lived experiences;
- Addressing barriers to participation such as work schedules, transportation, childcare, language, and technology access;
- Creating welcoming environments where all families feel respected, heard, and valued;
- Building trust through consistent, authentic relationships and responsive communication;
- Providing flexible engagement options that honor families' time, resources, and preferences;
- Examining and addressing implicit bias and systemic barriers that may exclude or marginalize certain families.

Continuous Improvement

The Charter School regularly seeks family input through surveys, focus groups, and conversations to assess the effectiveness of engagement efforts, identify areas for improvement, and ensure that engagement practices meet the diverse needs of the school community. Family feedback is used to refine communication strategies, enhance engagement opportunities, and strengthen the school's partnership with families in support of all students' success.

Element Five - Employee Qualifications

Educ. Code§ 47605(c)(5)(E): "The qualifications to be met by individuals to be employed by the charter school."

Nondiscrimination

Ingenuity Charter School shall not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Qualifications of Employment

Ingenuity Charter School requires that employees meet the specific qualifications outlined in their job descriptions. All teachers will meet the requirements for employment set forth in applicable law, including credentialing requirements under the Charter Schools Act and Education Code section 47605(1)(1). The educational and skill-level qualifications for all instructional staff will align with the educational goals established in this charter petition. Human Resources staff will verify appropriate credentials and authorizations prior to hiring any certificated employee. Additionally, all certificated teachers who serve one or more English Learners will be required to hold English Learner Authorization as recognized by the California Commission on Teacher Credentialing (CCTC). Credential and authorization documents will be maintained on file and made available for periodic review by the District.

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

Administrative:	Superintendent (Administrative Services Credential Required) Chief Operations Officer (Administrative Services Credential Required or Chief Business Officer Certification Required) Chief Academic Officer (Administrative Services Credential Required) School Principal (Administrative Services Credential Required) Director of Special Education and Student Support (Administrative Services Credential or PPS Credential Required) Director of Facilities, Transportation, and Safety
Instructional:	Credentialed Teachers, including education specialists (applicable teaching credential required)
Instructional support:	School Counselors (PPS credential required) School Psychologists (PPS credential required) English Learner Assistant
Non-instructional support:	Director of Information Technology IT Staff Executive Assistant to the Superintendent and Board Clerk Administrative School Secretary Registrar Custodial Staff Warehouse Technician Finance, Human Resources, and Payroll staff

Qualifications of Employees:

Superintendent of The O'Farrell Charter Schools:

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 charter school and/or school district leadership.
3. Knowledge of charter school reform movements.
4. Experience with marketing and school finance.

Under the direction of the Board of Directors, the Superintendent performs key responsibilities which include but are not necessarily limited to the following:

- Establish LEA-wide goals and objectives and evaluation processes.
- Provide for LEA organization including administrative organization, assignment of administrators, enrollment monitoring, and school grade organization.
- Develop and evaluate formal Board policies and procedures.
- Assist the Board and individual members in the development of basic competencies and skills.
- Identify, plan, implement and evaluate educational growth programs.
- Assist and support subordinates in the process of needs assessment, setting objectives and evaluation of performance.
- Develop and monitor budgets, policies and procedures.
- Maintain a positive OCS image through high visibility, public relations, press relations, relations with auxiliary organizations and service club memberships.
- Demonstrate educational and job leadership including management and instructional considerations.
- Perform and complete projects assigned by the Board of Directors.
- Perform related duties as assigned.

The Superintendent position is shared with The O'Farrell Charter School.

Chief Academic and Student Support Officer:

Under the direction of the Superintendent, the Chief Academic and Student Support Officer is responsible for leading the development, implementation, alignment and evaluation of the instructional

and academic programs across all grade levels and schools. The CASSO ensures that curriculum, instruction, and assessment align with the organization's mission, vision, and goals while maintaining compliance with applicable state and federal standards. Additionally, the CASSO oversees the leadership of special education and student services, ensuring equitable access to high-quality education and comprehensive support for all students. The CASSO fosters innovative teaching strategies, personalized learning approaches, and data-driven decision-making to improve student achievement and outcomes. The CASSO supervises and evaluates principals and assigned directors in collaboration with the Superintendent. This position is shared with The O'Farrell Charter School. Qualifications include the following:

Required:

- Degree from an accredited college or university in education, special education, or educational administration
- Experience as a school principal or director
- Minimum five years of increasingly responsible supervisory and management experience in public school district or public charter school organization
- Possession of a valid California Administrative Credential or Pupil Personnel Services Credential
- Possession of a valid California Clear Teaching or Pupil Personnel Services Credential

Preferred:

- Strong skill set in educational leadership with supervisory experience overseeing school site leaders, special education, data, accountability, and/or other areas of student support
- District level administrative or charter school director level experience
- Proficiency in the California Professional Standards for Education Leaders (CPSEL)

Chief Operations Officer:

The Chief Operations Officer oversees critical operations and business functions of The O'Farrell Charter Schools including direct oversight of the Human Resources and Business Services Departments. The COO is responsible for oversight of the Organization's operational affairs, business management, business administration, and Human Resources matters. The incumbent exercises considerable independent judgment and is in a position of trust and confidence. The COO reports directly to the Superintendent and acts as the Superintendent's designee, as appropriate. This position is shared with The O'Farrell Charter School. Requirements are as follows:

- Degree from an accredited college or university in educational administration, personnel administration, business administration or other closely related areas

- Minimum five years of increasingly responsible supervisory and management experience in public school district or public charter school organization
- Valid Administrative Services Credential or CASBO CBO Certification
- Strong skill set in Business Services and Human Resources and familiarity with multiple departments related to overall operations
- Proficiency in the California Professional Standards for Education Leaders (CPSEL)

Director Of Special Education and Student Services:

Under the direction of the Superintendent and Chief Academic and Student Support Officer, plans, organizes and directs Special Education programs and Student Services programs; assists in the planning, development, implementation and maintenance of special education and Student Services related operational policies and regulations; maintains student files and records; assures compliance with applicable LEA rules and policies, and State and Federal laws, IDEA, codes and regulations; and supervises and evaluates the performance of assigned personnel. This position is shared with The O'Farrell Charter School. Qualifications include the following:

- Master of Arts Degree or higher from an accredited college or university in education administration, Special Education, Student Services, or other closely related area(s)
- Valid California Administrative Services Credential or Pupil Personnel Services Credential
- Minimum of three (3) years of successful experience in special education programs as a teacher or service provider
- Minimum of three (3) years of experience in a leadership position at the site and/or LEA level, including managing, supervising, and evaluating and supervision, evaluation and oversight of special education programs and related services preferred
- In-depth knowledge of California Education Code, IDEA, and other relevant regulations
- State-of-the-art theories, techniques and methodologies of Special Education instruction and student support
- Commitment to equity, inclusion, and the success of all students

Director of Information Technology:

Under the direction of the Chief Operations Officer, support district-wide technology innovation; provide leadership for the planning and implementation of technology that promotes effective instructional and operational technology to support the student body and all staff members, and provide and implement recommendations to integrate technology into curriculum development and teaching practices, develop and recommend

technology strategies to enhance student learning, provide good communication and leadership in the area of technology, oversee all aspects of software and hardware purchases including network infrastructure, provide support and training for these various technology products both instructional and operational, and perform other related duties that facilitate the use of technology by students, teachers, support staff, and administration. This position is shared with The O'Farrell Charter School.

- Bachelor's degree in IT, Computer Science, Educational Technology, or related field.
- 5+ years of IT experience, including 3+ years in a leadership role in K-12 or public sector.
- Expertise in IT infrastructure, network security, cloud services (Google Workspace, Microsoft 365), and SIS administration.
- Knowledge of cybersecurity, data privacy laws (FERPA, CIPA), and disaster recovery planning.
- Experience managing IT budgets, procurement, and E-rate funding.

Director of Facilities, Transportation and Safety:

Under the direction of the Chief Operations Officer, develop, implement and manage effective facilities planning and safety programs. Oversee, monitor and ensure proper compliance of public works projects including monitoring of work, administration of bids, requests for proposals, budgets and legal filing of documents. Oversee, monitor and ensure compliance with all School safety initiatives and plans. Ensure all requirements of local, state and federal laws are met with regards to facilities and safety. Will serve as the District's Safety Officer. This position is shared with The O'Farrell Charter School.

Qualifications include the following:

- Completion of a Bachelor's Degree or equivalent in police science, criminal justice, technology or comparable field including education
- Comprehensive knowledge of safety and facilities software, school facilities, custodial, grounds, and/or transportation is expected
- Successful security, school safety or FEMA Emergency Management experience in public schools (preferred)
- Three years of progressively responsible experience of acceptable level and quality in an educational environment, managing school facilities and supervising others in a security/safely related field (preferred)

- Training or experience in custodial, facilities, maintenance, operations, and/or project management
- Valid California driver's license and availability of private transportation
- Experience in a school district, other large public agency, or charter school (preferred)

School Psychologist:

Under the direction of the Director of Special Education, the School Psychologist role is to help children and youth succeed academically, socially, and emotionally. Through student assessment and support, they collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school. This position is shared with The O'Farrell Charter School. Qualifications include the following:

- Bachelor's Degree in Psychology or closely related program
- Valid California Pupil Personnel Services Credential (School Psychology)
- Bilingual applicants encouraged to apply

Ingenuity Principal:

Ingenuity Charter School serves grades 6-12 with one principal. The principal is selected by the superintendent. The School Principal serves as the educational leader and administrator of the school, responsible for fostering a culture of academic excellence, inclusivity, and continuous improvement. The Principal ensures the effective implementation of instructional programs, supports the professional growth of staff, builds strong relationships with the school community, and drives initiatives that enhance student outcomes and well-being. The qualifications for principal include the following:

- Master's Degree from an accredited college or university in educational administration, educational leadership, or other closely related areas; additional experience can be substituted (more than the three years of increasing responsibility) for a Master's Degree
- Minimum three years of increasingly responsible supervisory, leadership and/or management experience in public school district or public charter school organization
- Minimum of four years of teaching experience, with a proven track record of improving student outcomes.
- Valid California administrative services credential

- Valid California driver's license
- Proficiency in the California Professional Standards for Education Leaders (CPSEL)

Ingenuity Teaching Positions:

Under the direction and supervision of the Principal, the Teacher will plan and carry out an effective educational program that will maximize learning for all students and contribute to their development into confident, competent and creative learners. The Charter School requires that teachers hold the appropriate certificates, permits, or other documents issued or recognized by the California Commission on Teacher Credentialing for the teacher's certificated assignment. All credentialing documents are maintained on file at the Charter School and are available for periodic review by the District, as the chartering authority. Pursuant to Education Code section 47605(l), the Charter School ensures that all certificated staff possess the necessary qualifications and authorizations required for their assigned duties. 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 has 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. Qualifications include the following:

- Possess a Valid California Multiple and/or Single Subject Teaching Credential (depending on subject taught)
- CLAD/BCLAD/CTEL or equivalent, including EL Authorization
- Ability to assess, prescribe, instruct, and evaluate the learning needs of individual students
- Experience in analyzing achievement data by studying, evaluating, and modifying current instructional practice to accelerate students' academic achievement
- Knowledge of and experience with a variety of assessment tools and techniques
- Knowledge of or experience with AVID methodologies (preferred)

Ingenuity Education Specialist:

Under the direction and supervision of the Principal and the Director of Special Education, the Education Specialist will plan and carry out an effective educational program that will maximize learning for all students and contribute to their

development into confident, competent and creative learners. Qualifications include the following:

- Possess a valid California Special Education teaching credential: California Special Education Credential, area of Mild/Moderate or Extensive Needs
- Two years-experience in Special Education (preferred)
- CLAD/BCLAD/CTEL or equivalent, including EL Authorization
- Ability to assess, prescribe, instruct, and evaluate the learning needs of individual students
- Ability to relate to children, staff and parents
- Knowledge of and experience with a variety of assessment tools and techniques
- Detailed working knowledge of the various exceptionalities.

Ingenuity School Counselor:

Under the direction of the Principal, the Counselor provides students equitable access to a quality developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal, and social development, as well as career and college guidance. Delivery of these services may be provided through individual and group activities as well as through classroom and small group activities. Qualifications include the following:

- Valid California Pupil Personnel School Counseling Credential
- Valid California Driver's license
- Experience with identifying and supporting struggling and "at risk" groups
- Three or more years counselor experience (preferred)
- Experience with Restorative Justice and Positive Behavioral Interventions & Supports (PBIS)

All Positions:

All positions must meet all qualifications as required by applicable law, such as background clearance from the FBI/DOJ and TB clearance.

All employees, both certificated and non-certificated, must also meet the qualifications specified in their respective job descriptions. 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.

In addition, Ingenuity Charter School complies with all requirements under Education Code section 44939.5. Ingenuity Charter School inquires with previous school employers of potential

employees if the applicant was the subject of any credible compliant, substantiated investigation, or disciplined for egregious misconduct as defined in Education Code section 44932 (a)(1).

Hiring Practices:

All hiring practices are nondiscriminatory in nature and follow established protocols. Potential candidates apply for positions through EdJoin or additional hiring platforms. Applicants are screened by HR staff and/or hiring supervisor based on qualifications, experience and references. Applicants selected to move forward for consideration are typically granted a video interview. If selected by the hiring supervisor to move forward, candidates will participate in a panel interview made up of administrative, classified and/or certificated staff. Some positions may require a third interview and/or performance task, to be evaluated by the Superintendent for hire. Recommendations for hire are then made to Human Resources, who issue the official offer of employment.

Professional Development Systems

The Charter School maintains a robust professional development system to support the growth and effectiveness of all staff members. Systems are in place to provide training and/or job shadowing for employees when they first begin, tailored to their specific role. Ongoing professional development occurs throughout the year, including targeted training for classified staff and structured learning opportunities for credentialed staff during non-student days and days.

An annual Professional Learning calendar is developed each year to outline training sessions, workshops, and collaborative learning opportunities for all staff, ensuring that professional growth is systematically planned and communicated in advance. Professional development is delivered both internally and through external partners and consultants, including the San Diego County Office of Education and other specialized organizations. Professional development plans are determined based on multiple sources of data, including verified student achievement data, benchmarks, CAASPP results, and the California Dashboard, ensuring that learning opportunities are relevant, targeted, and aligned with student and staff needs.
Additionally, individual professional learning plans are developed to provide targeted support for staff members identified as needing specific assistance.

Element Six - Health & Safety Policies

Educ. Code § 47605(c)(5)(F): 'The procedures that the charter school will follow to ensure the health and safety of pupils and staff These procedures shall require all of the following:

(i) That each employee of the school furnish the school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3."

The Charter School prioritizes the health and safety of all students and staff through clearly established protocols and ongoing staff training. Trained office staff members complete annual health and safety training to ensure that they are equipped to respond to common medical needs, follow mandated procedures, and support students effectively. The School Safety Committee, composed of certificated and classified representatives from all school sites, meets regularly to review practices, recommend improvements, and ensure consistent implementation of policies. Their work, along with the school's comprehensive safety protocols, supports a safe and well-supervised environment for all students. A nonexhaustive summary of our policies and procedures is included below.

Ingenuity Charter School complies with all applicable laws regarding health and safety.

Criminal Background Check

To ensure the health and safety of students and staff, the Charter School requires employees and contractors to undergo a Live Scan fingerprint background check through the Department of Justice (DOJ) pursuant to Education Code sections 44237 and 45125.1. This process includes submitting fingerprints to the DOJ for the purpose of obtaining state and federal criminal history information, including records from the Federal Bureau of Investigation. Once processed, the DOJ provides either clearance or any reportable findings.

Volunteers who volunteer with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering with students without the direct supervision of a credentialed employee.

Immunizations and Tuberculosis Risk Assessments

Ingenuity Charter School conducts initial and ongoing tuberculosis screenings of employees, contractors, and volunteers as required by law. The Charter School requires immunization of students as a condition of school attendance to the same extent as would apply if students attended a non-charter public school. Absent a permissible medical exemption, all students are required to provide records documenting immunizations as required at all public schools pursuant to Health and Safety Code Sections 120325 et seq, and Title 17, California Code of Regulations Sections 6000 et seq. All rising and enrolled students in grade 7 must be immunized with a pertussis vaccine booster.

Medication Policy

The school has an administration of medication policy (provided in Parent Handbooks) and adheres to Education Code Section 49423 as applicable regarding administration of medication in school and shall adhere to Education Code Section 49414 regarding epinephrine delivery systems and training for staff members as applicable. The Charter School may also provide emergency naloxone hydrochloride or another opioid antagonist to trained personnel who have volunteered to provide emergency medical aid to persons who may be suffering from opioid overdose, per Education Code Section 49414.3.

Health Screening

Students receive health screening for vision, hearing, and/or scoliosis, adhering to Education Code section 49450 et seq, as applicable to the grade levels Ingenuity Charter School serves.

Suicide Prevention

Ingenuity Charter School maintains a Suicide Prevention Policy on student suicide prevention in accordance with Education Code Section 215. Required parental notification is sent in accordance with Education Code and applicable requirements.

Emergency Preparedness and Comprehensive School Safety Plan

Emergency preparedness is guided by the School Safety Committee and approved through the School Site Council, which formally designates the committee to develop and maintain the Emergency Preparedness Plan and Comprehensive School Safety Plan. This plan outlines procedures for a range of emergency situations and ensures that staff are trained and ready to act quickly and appropriately. Throughout the school year, students and staff participate in

regularly scheduled drills, including evacuation, fire, and lockdown drills, to reinforce readiness and ensure smooth execution in real situations.

School Safety Plan

The Charter School has adopted a Comprehensive School Safety Plan, to be reviewed and updated by March 1st of every year, which includes identification of appropriate strategies and programs that provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety.
The Comprehensive School Safety Plan includes all of the following pursuant to Education Code Section 32282.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. The full Emergency Preparedness and Comprehensive School Safety Plan is included in the appendix.

Mandated Reporting Compliance

The school maintains full compliance with all mandated reporting requirements as outlined in the California Education Code and the Child Abuse and Neglect Reporting Act. In accordance with Education Code section 44691 and Penal Code section 11165.7, all employees, governing board members, adult volunteers who interact with students outside the immediate supervision of the student's parent/guardian or an employee, and all contractors whose duties require contact with or supervision of students complete annual mandated reporter training to ensure they understand their legal responsibilities and the procedures for identifying and responding to suspected abuse or neglect. In all applicable situations, reports are made promptly to San Diego Child Protective Services and/or law enforcement, following state guidelines. Mandated reporters receive guidance and support from school counselors and administrators, as needed, throughout the reporting process, ensuring that all concerns are handled professionally, sensitively, and in compliance with legal requirements.

Facility Safety

Ingenuity Charter School complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms

annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under law.

Comprehensive Sexual Harassment and Anti-Discrimination Policies and Procedures

Ingenuity Charter School is committed to providing a school that is free from discrimination and harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran 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, or any other basis protected by federal, state, local law, ordinance or regulation. Ingenuity Charter School has comprehensive policies to prevent and remediate any concerns about discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Related policies can be found in the Employee Handbook, Student-Parent Handbook, Annual Notifications, and Board Policies.

Menstrual Products

Ingenuity Charter School stocks the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The charter school posts a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice includes a text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

All students have access to unisex/ gender neutral bathrooms at the school site. Any student is permitted to utilize the single-stall unisex bathrooms throughout the day.

School Meals

As required by Education Code Section 49501.5, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a

maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

Notwithstanding the foregoing, as a charter school that provides independent study, the Charter School shall meet the requirements above for any student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility. Students who are present during established meal times shall have a nutritionally adequate breakfast and nutritionally adequate lunch made available.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School posts and distributes a poster identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5.

Workplace Violence Prevention Plan

The Charter School maintains an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

The Charter School has procedures for preventing acts of bullying, including cyberbullying. The Charter School annually makes available the online training module developed by the CDE pursuant to Education Code Section 32283.S(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

The charter school provides any required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.3.

SAFETY Act

Pursuant to Education Code section 220.3, employees and contractors of the Charter School are not required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All school officials who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

The Charter School shall distribute a notice at the beginning of each school year to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Immigration Policies

Ingenuity Charter School shall maintain policies and implement practices in alignment with Education Code section 234.7 regarding pupil protections relating to immigration and citizenship status.

Drug-, Alcohol-, and Smoke-Free Environment

Ingenuity Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Extreme Weather Policy

Ingenuity Charter School has adopted and implements a weather policy for extreme weather conditions, which incorporates the standardized guidelines developed by the CDE and complies with Education Code Section 33355.

Element Seven - Student Population Balance Plan

"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 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." 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, Ingenuity Charter School is committed to actively recruiting and enrolling a diverse student body that reflects the racial, ethnic, socioeconomic, linguistic, and learning profile diversity of the general population residing within the local community. To achieve this goal, the school implements the following strategic outreach and enrollment practices:

- **Community-Based Outreach and Partnerships:** Establish and maintain relationships with community organizations, libraries, childcare centers, and faith-based institutions serving diverse populations; attend community events in neighborhoods throughout the District to engage directly with families who may be underrepresented in charter school enrollment.
- **Multilingual and Culturally Responsive Communication:** Provide enrollment materials, school communications, and website content in the primary languages spoken by families in the community; ensure translation and interpretation services are available during recruitment events, information sessions, and tours.
- **Accessible Enrollment Process:** Implement a transparent, barrier-free
- enrollment process which provides multiple enrollment pathways including online, in-person, and mobile options; offer enrollment assistance and support to families navigating the process.
- **Targeted Recruitment to Underrepresented Groups:** Conduct intentional outreach to diverse families and community members through intentional and professional marketing and public relations.
- **Inclusive Family Engagement:** Host culturally responsive family events that honor the diversity of the school community; ensure events are accessible through provisions such as childcare, food, and flexible scheduling.
- **Data-Driven Reflection and Continuous Improvement:** Annually review enrollment and retention data disaggregated by student demographics; identify disparities and adjust recruitment strategies to ensure equitable access for all student groups, including

students across racial and ethnic subgroups, students with disabilities, and English Learners including redesignated fluent English proficient pupils.

By implementing these evidence-based outreach strategies with dedicated staff time and resource allocation, Ingenuity Charter School aims to cultivate an inclusive learning community where students and families from all backgrounds feel genuinely welcomed, valued, and supported.

Element Eight: Admissions Requirements

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Education Code Section 47605(c)(5)(H).

The goal of the admissions policy of Ingenuity Charter School (hereinafter "School") is to attract, admit and retain at the School the broadest spectrum of students and families representative of the rich diversity existing in the community. The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School will not charge tuition and the School will not discriminate in admissions or outreach against any pupil on the basis of any of the characteristics listed in Education Code section 220 or any other protected characteristic(s).

Ingenuity Charter School's admission policies and procedures are consistent with Education Code section 47605(e), as required by Education Code section 47605(c)(S)(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, the county, or a county immediately adjacent.

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, a waitlist will be created via by a public random drawing ("lottery") with preference given in the following order:

1. Children of staff
2. Siblings of currently enrolled students
3. Children who reside within the boundaries of the District
4. Children who reside outside the boundaries of the District

The above preferences will be consistent with federal law, the California Constitution, and Education Code. All enrollment practices, procedures and preferences shall be nondiscriminatory as defined by federal and state law.

The lottery will take place at Ingenuity Charter School or virtually. A local community member who is not a staff member and does not have a child enrolled at Ingenuity Charter School will be selected to conduct the lottery. During the lottery, The Charter School will announce the number of openings available. A unique identification number may be assigned to each child. The lottery

shall continue until all of the identification numbers are drawn. The identification numbers drawn after open spaces are filled will be placed on a waiting list in the order drawn.

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 a registration meeting at Ingenuity Charter School (This meeting is not a condition of admission.) and signature and submission of all necessary documents, including the immunization records and other required documents in order to complete the admissions process.

No student may concurrently attend a private school that charges the student's family for tuition.

All students must be residents of the San Diego Unified School District, San Diego County, or a county immediately adjacent to San Diego County.

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

Admission will be completed upon submission of all necessary documents.

In accordance with law, homeless students or foster students may be admitted even if some of the above-referenced admission documents are not submitted in a timely manner.

Parents/guardians are encouraged to be involved by volunteering, however there is no requirement for volunteer hours as a condition of admission or enrollment.

Ingenuity Charter School notifies parents/guardians that volunteering is not a requirement for acceptance to, or continued enrollment at Ingenuity Charter School.

Element Nine - Suspension & Expulsion Procedures

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter schoolJar any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that 1s consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

> *(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
>
> *(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

(iii) Contain a clear statement that 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 initiate the procedures specified in clause (ii) before the effective date of the action. ff the pupil's parent or guardian, the

homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."
(iv) 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." (Ed. Code§ 47605(c){5}{/).)

Ingenuity Charter school considers suspension or expulsion a last resort. Through the MTSS process, the team identifies each student's level of need and implements restorative practices and other alternative means of correction whenever possible before considering suspension.

I. INTRODUCTION

Ingenuity Charter School believes that maintaining a safe and secure learning environment is crucial to student success. 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. In creating this Policy, the Charter School has reviewed Education Code section 48900 et seq., which describe the offenses for which students at non-charter public schools may be suspended or expelled and the procedures governing those suspension and expulsions, in order to establish its list of offenses and procedures for suspensions and expulsions.

Ingenuity is committed to periodic review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension and expulsion. This Policy may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with applicable legal requirements.

When this Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Ingenuity 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.

Ingenuity's ultimate goal is to keep students in class and in school so that they can benefit from the instructional program provided.

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 Ingenuity has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under 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. Ingenuity will follow Section 504, the IDEA, the ADA and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Ingenuity 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student 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 student 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 student, the student'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 to challenge the involuntary removal before the effective date of the action. If a hearing is requested, the student

shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions as enumerated below.

II. 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 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 Ingenuity grounds at any time, nor attend or participate in any Ingenuity 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 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 an Ingenuity 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.

C. Grounds for Suspension and Expulsion of Students

Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause 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 knife 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, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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, including but not limited to electronic files and databases.
- Stole or attempted to steal school property or private property, including but 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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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.
- 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.

- 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.
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including 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:
        a. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
        b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        c. Causing a reasonable student to experience substantial interference with their academic performance.
        d. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by O'Farrell.
    2. "Electronic act" means the creation or transmission originated on or off the 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 O'Farrell-sanctioned activities.

3. For purposes of this Policy," reasonable student " means a student, including, but not limited to, a student with exceptional needs,who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the student's exceptional needs.
   a. 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 for their immediate family's safety, or for the protection of Ingenuity property, or the personal property of the person threatened or their immediate family.

4. 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.
    - 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 volunteers and/or a student or a group of 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.

Nondiscretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the 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 et seq., alcoholic beverage, or intoxicant of any kind.
- 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.

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

- Caused, attempted to cause, or threatened to cause 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 knife 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, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind.
- 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, including but not limited to electronic files and databases.
- Stole or attempted to steal school property or private property, including but not limited to electronic files and databases.
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- 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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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.
- 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.
- 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.
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including 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 O'Farrell.

    2. "Electronic act" means the creation or transmission originated on or off the 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 O'Farrell-sanctioned activities.

3. For purposes of this Policy," reasonable student " means a student, including, but not limited to, a student with exceptional needs,who exercises average care, skill,

and judgment in conduct for a person of that age, or for a person of that age with the student's 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 for their immediate family's safety, or for the protection of Ingenuity 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. This section applies to students in any of grades 4-12, inclusive.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233(e). This section applies to students in any of grades 4-12, inclusive.
- Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or volunteers and/or a student or a group of 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. This section applies to students in any of grades 4-12, inclusive.
- 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.

Nondiscretionary Expellable Offenses. Students must be recommended for expulsion for any of the following acts when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the 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 et seq., alcoholic beverage, or intoxicant of any kind.
- 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.

D. Procedures to Suspend a Student

Provide Opportunity for Informal Conference

A suspension shall be preceded, if possible, by an informal conference with the student conducted by the Principal or designee. The conference may include the student's teacher or other Ingenuity employee who referred the student for possible disciplinary action. At the conference, the student shall be informed of the charges against them and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present their side of the story, in accordance with Education Code section 47605(c)(5)(1).

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" involves a clear and present danger to the life, safety, or health of students or Ingenuity personnel. If a student is suspended without a conference due to an emergency situation, 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.

Notice to Parents/Guardians

The Principal or designee makes the decision to suspend and determines the appropriate length of the suspension. At the time of the suspension, an Ingenuity 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.
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. The Notice of Suspension Form shall state the fact of suspension, its duration, and the specific offense committed by the student If Ingenuity 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 Ingenuity 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.

If Appropriate. Report to Law Enforcement
The Principal or designee determines whether the offense should be reported to law enforcement.

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.

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 upon return from the suspension. Copies of the signed contract are kept by the school and given to the parent/guardian.

Provide Homework Upon Request
Upon the request of a parent/guardian, a teacher shall provide to any student 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.

III. 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 by 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 in which the student is enrolled) to be assigned by the Superintendent as needed. The Panel may expel any student found to have committed an expellable offense.

C. Procedures to Expel a Student

If Appropriate, Extend Suspension

Upon recommendation for expulsion by the Principal or designee, the student and their parent/guardian will be invited to attend a meeting with the Superintendent and/or designee to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after the meeting is held with the student or parent/guardian, unless the student and parent/guardian fail to attend the conference.

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. During suspension pending expulsion, the student will have access to online curriculum and certificated staff in a virtual manner.

Provide Notice of Expulsion Hearing

Ingenuity shall send written notice to the student and parent/guardian regarding the expulsion hearing. The notice shall be sent 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 Ingenuity's disciplinary rules relating to the alleged violation;
- Notification of the parent/guardian's or student's obligation to provide information about the student's status at the Charter School to any other school to which the student seeks enrollment.
- The opportunity to appear in person and/or to be represented by legal 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 at the Charter School's sole discretion.

If the student facing expulsion is a foster student, Ingenuity 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, Ingenuity 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.

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.

A record of the hearing shall be made and may be maintained by any means, including electronic recording or a summary.

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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School 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 Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive a five day notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Panel may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Panel may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. If the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion

evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Make Final Decision

The Panel will make its final decision within ten (10) schooldays following the hearing.
Final decisions shall be in the form of written findings of fact, which shall be based solely on evidence produced at the hearing.

If compliance by the Panel with these time requirements is impracticable, the Charter School may extend the time period for the holding of the expulsion hearing and/or making a final decision for an additional ten (10) school days.
Students who are expelled from Ingenuity may be given a rehabilitation plan as approved by the Panel 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 Panel decides not expel the student, the student shall immediately be returned to their educational program.

The Administrative Panel's decision/recommendation will be considered by the Board of Directors. The Board will render the final decision. This decision regarding expulsions shall be final. There is no right to appeal.

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 of the· specific offense committed by the student
- Notice of the obligation of the parent/guardian or student to inform any new school of the student's expulsion

Notify School District of Residence

If the Board takes action to expel, Ingenuity 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.

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 Ingenuity or from another 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.

IV. SPECIAL PROCEDURES FOR THE SUSPENSION OR EXPULSION OF STUDENTS WITH DISABILITIES

A. Notification of SELPA

Ingenuity 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 O'Farrell 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, 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, Ingenuity, 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 Ingenuity, 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 Ingenuity 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, and implement a behavioral intervention plan for such student, provided that Ingenuity 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 Ingenuity agree to a change of placement as part of the modification of the behavioral intervention plan.

If Ingenuity, 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 Ingenuity 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, Ingenuity must notify the parents/guardians of that decision, and provide the parents/guardians with a copy of the procedural safeguards.

D. Special Circumstances

Ingenuity 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 O'Farrell, on the charter school premises, or to or at an O'Farrell function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at Ingenuity, on Ingenuity premises, or at an Ingenuity function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at Ingenuity, on Ingenuity premises, or at an Ingenuity 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 Ingenuity had knowledge that the student was disabled before the behavior occurred.

Ingenuity 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 Ingenuity 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 Ingenuity personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other O'Farrell supervisory personnel.

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

Ingenuity 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.

Element Ten - Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Education Code Section 47605(c)(5)U).

Ingenuity Charter School participates in the California State Teachers Retirement System ("STRS") and California Public Employees Retirement System ("PERS") for all eligible employees and coordinates such participation, as appropriate, with the social security system or other reciprocal systems.

Ingenuity makes all required contributions to CalSTRS and CalPERS on behalf of its employee members.

The Charter School's human resources and/or payroll staff will be responsible for ensuring appropriate arrangements for coverage are made.

The Charter School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b) or 401 (k) plans, Flexible Spending Accounts, etc.

Element Eleven - Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code Section 47605(c)(5)(L).

As per state law, no governing board of a school district shall require any pupil enrolled in a school or district to attend a charter school. Ingenuity Charter School is a school of choice. Students who reside within the District and who choose not to attend Ingenuity Charter School may attend school within the District according to District policy or at another school district or school within the District's intra- and inter-district transfer policies. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of that charter school's charter and policies.

Parents and guardians of students enrolled at Ingenuity Charter School will be informed on enrollment forms that the student has no right to admission in a particular school or program of any local educational agency as a consequence of enrollment in Ingenuity Charter School, except to the extent that such a right is extended by the local educational agency.

Element Twelve - Return Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Education Code Section 47605(c)(5)(L).)

No person may be required to be employed at Ingenuity Charter School. District employees will have no special rights to work at Ingenuity Charter School. Applications for employment by District employees will be evaluated on the same basis as all other applicants. Ingenuity shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence. All employees of Ingenuity are considered the exclusive employees of the Charter School and not SDUSD unless otherwise mutually agreed upon in writing.

Employment by Ingenuity Charter School provides no rights of employment at any other entity, including any rights in the case of closure of Ingenuity.

Employees of the District who choose to leave the employment of the District to work at the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District.

Element Thirteen - Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code § 47605(c)(5)(M)

Ingenuity Charter School seeks to work collaboratively and in a non confrontational manner with the San Diego Unified School District without resorting to formal procedures. Ingenuity Charter School values and appreciates the long-standing collaborative relationship with its authorizer. In the event of a dispute between the Charter School and the District, the Charter School or District agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent or Superintendent/Director of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

Ingenuity Charter Schools' Superintendent and appropriate representatives from San Diego Unified School District shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall meet again with applicable representatives and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District representative and the Charter School Superintendent, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the parties. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Ingenuity Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Ingenuity Charter School. If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify the governing board in

writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

Complaints received by the District relating to the operation of the Charter School will be resolved as set forth in O'Farrell's policies and procedures below.

Internal Complaints

The Charter School has internal dispute resolution processes to be used for all internal disputes related to the Charter School's operations. The Charter School shall maintain a Uniform Complaint Policy and Procedures, and Title IX complaint procedures as required by state and federal law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution processes. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School, unless there is an immediate or imminent health and safety concern.

Element Fourteen - Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code Section 47605(c)(5)(N).

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

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

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

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

As applicable, Ingenuity Charter School will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA.

All student records of Ingenuity Charter School shall be transferred to the District upon school closure. If the District will not or cannot store the records, Ingenuity Charter School shall work

with the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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

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

Upon the dissolution or final liquidation of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed in accordance with the Articles of Incorporation.

Upon closure of the Charter School, all unrestricted assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of The O'Farrell Charter Schools. Any assets acquired from the District or District property will be promptly returned to the District upon closure. Any grant funds and restricted categorical funds shall be returned 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. Any donated materials and property will be returned in accordance with any conditions established when the donation of such materials or property was accepted.

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

Ingenuity Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The Superintendent or designee will be responsible for executing the closure procedures.

Additional Assurances

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(h).

Liability

Ingenuity Charter School is operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701 (d). Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of Ingenuity Charter School or for claims arising from the performance of acts, errors, or omissions by Ingenuity Charter School if the authority has complied with all oversight responsibilities required by law. Ingenuity Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of Ingenuity Charter School. Further, Ingenuity Charter School and the District shall enter into a memorandum of understanding, wherein the Ingenuity Charter School shall indemnify the District for actions of Ingenuity Charter School under this charter.

The corporate bylaws shall provide for indemnification of the Charter School Board of Directors, officers, agents, and employees. Ingenuity Charter School retains appropriate insurance as required by the District's Operations Agreement, evidence of which will be provided to the District upon request.

Workers' Compensation Insurance

Workers' compensation insurance is in place to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees.

Employment Practices Liability Insurance

Ingenuity Charter School shall obtain appropriate employment practices liability coverage.

Facilities

"The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(h).

Ingenuity Charter School is located at the three resource centers listed below:

- 6130 Skyline Drive, San Diego, California 92114 on District owned property
- 342 Euclid Ave, Suite 401, San Diego, CA 92114
- 8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977

Transportation

The Charter School will not provide transportation to and from school except as required by law.

Administrative Services

"The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(h).

Ingenuity Charter School shall retain the right to purchase administrative or other services from outside vendors. The specific terms and costs for these services shall be the subject of a mutually agreed upon agreement.

Ingenuity Charter School currently contracts with a back-office provider for financial service needs. Currently, the back office (Charter Impact) provides support for Ingenuity Charter School in the following areas:

- Annual budget development
- Cash flow projections
- Long term financial planning
- General ledger and accounting
- Accounts payable & receivable support
- Payroll, retirement reporting, and benefits administration
- Selected Local/State/Federal reporting for compliance
- Board financial reports
- Student Data Services Support

Budgets and Financial Reporting

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

Ingenuity Charter School is in a strong financial position to continue delivering high quality education programs for students, provide competitive salaries and wages to employees, and weather economic uncertainty.

Ingenuity Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. 5 By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Ingenuity Charter School's receipts and expenditures for the preceding fiscal year.

Ingenuity Charter School agrees to and submits to the right of the District to make random visits and inspections to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, Ingenuity Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its respective financial records and contracts, from the District, the County Superintendent of Schools, or from the Superintendent of Public Instruction and shall consult with the District, the County Superintendent of Schools, or the Superintendent of Public Instruction regarding any inquiries. The District may inspect or observe any part of Ingenuity Charter School at any time. The District agrees it will not do so unreasonably or by causing a disruption of student instruction or operations except in the case of an emergency or imminent health and safety concern.

Audit Procedures

The Charter School shall provide for an annual and independent financial and compliance audit in accordance with Education Code section 41020. The books and records of Ingenuity Charter School will follow generally accepted accounting principles, and as applicable law requires, the audit will employ generally accepted accounting procedures. The audit shall be conducted by

applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Superintendent or designee will contract and oversee the auditing process. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and the CDE by January 31 each year. The Superintendent, or designee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies may be referred to the Dispute Resolution process contained in this Petition. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Attendance Accounting

The Charter School implements an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

Mandated Cost Recovery

Ingenuity Charter School is responsible for recovering from the State all eligible mandate costs applicable to the charter school, if applicable.

Projected Enrollment of Ingenuity Charter School

Year	Grades 6-8	Grades 9-12	Total Enrollment
2026-2027	30	220	250
2027-2028	30	220	250

2028-2029	30	220	250
2029-2030	30	220	250
2030-2031	30	220	250

Enrollment projections are based on an optimistic cap of 250. Given fluctuating enrollment in recent years, the Charter School has provided an additional multi-year budget to demonstrate the fiscal ability to maintain staffing and programs over the next five years if enrollment significantly declines. See appendix.

Appendix A

Community Letters of Support

To Whom It May Concern

I am writing this letter in support of Ingenuity Charter School.

The impact this school has had on my family is overwhelming. My grandson (who is now 16 y/o) had begun to have mental health issues in middle school, issues that were so intense he was no longer able to attend a "regular school." Once I began researching options, i learned that Ingenuity Charter held classes on site at O'Farrell Charter School, the school that his younger brother attended.

The close proximity, the willingness of the staff to work with him through his anxieties as well as the different symptoms he was experiencing, due to the changes in medications, and the availability of onsite counseling/therapy has helped to make the transition smooth. One of his anxieties is having to communicate with people, letting staff know what he needs. He has developed a "rapport" with the staff and often communicates via email to make "appointments" or to express his anxieties. My goal for him has always been more than just an education, it has been for him to become a functioning member of society, one who can navigate the complexity of life and relationships, and Ingenuity Charter is helping him to achieve just that. He has been able to build trust with members of the staff, especially with the principal, who he often responds to with a smile and willingness to complete assignments and on-site time, even when he is dealing with anxiety.

staff has worked to remove obstacles to him success, providing transportation, childcare during IEP meetings, access to counseling, and connections to preferred staff that allow him to feel safe enough to express fears and concerns. We are still a bit of a way from the" finish line" but Ingenuity Charter School has made his goal of completing his education and finding his place in society achievable.

Peace and Blessings,
JoAnne Cochran
(619)851-5719

To Whom It May Concern,

I am writing in support of Ingenuity Charter School's renewal. This school has made a tremendous difference in my child's education and overall well-being.

My daughter has a health condition that makes a traditional school setting challenging. Ingenuity Charter School has provided the perfect learning environment for her by allowing her to work from home and continue her education without the daily stress and physical demands of attending school in person. This flexibility has been invaluable to our family and has allowed her to focus on learning while managing her health needs.

We have been incredibly fortunate to work with such caring and dedicated staff throughout our time at the school. Mrs. Valencia, my daughter's previous teacher, was always kind, supportive, and encouraging. She helped create a positive learning experience and made a lasting impact on my daughter's educational journey.

Mrs. Gilly, her current teacher, has continued that same level of excellence. She is patient, supportive, and responsive, always willing to answer our questions and address any concerns. She genuinely cares about her students and works hard to help them succeed. When my daughter has to attend school in person, Mrs. Gilly makes sure that my daughter's 504 Plan is respected and validated.

In addition, Mrs. Butler has been an amazing counselor. She goes above and beyond to support students, helping them focus on their individual needs and encouraging them to thrive both academically and personally. It is clear that she truly cares about the well-being and success of every student she works with.

Ingenuity Charter School has provided my daughter with opportunities and support that have helped her succeed in ways that would not have been possible in a traditional school environment. The school's flexible approach, combined with its dedicated teachers and counselor, has made a meaningful difference in her life.

I strongly support the renewal of Ingenuity Charter School and would love to see it continue helping more students and families for many years to come.

Respectfully,

The Padilla Tapia family

To Whom It May Concern,

My name is Robert Cooper, and I am the proud parent of Tylar Cooper and Symphony Cooper. I am writing to express my sincere gratitude for Ingenuity and the positive impact it has had on my children's education and personal development.

Since attending Ingenuity, both Tylar and Symphony have grown tremendously, not only academically but also in confidence, character, and their enthusiasm for learning. The school's commitment to providing a supportive and engaging learning environment has helped them develop important skills that will benefit them throughout their lives. As a parent, there is nothing more rewarding than seeing your children excited about school, motivated to learn, and encouraged to reach their full potential.

What makes Ingenuity truly special to our family is the dedication of its teachers, staff, and leadership. The school creates a welcoming atmosphere where students are valued as individuals and encouraged to succeed. The strong sense of community, personalized attention, and focus on both academic excellence and character development set Ingenuity apart from many other schools. We have always felt that our children are more than just students here—they are members of a caring and supportive family.

Ingenuity serves an important role in our community by providing families with a high-quality educational option that nurtures student growth and achievement. The school's commitment to innovation, inclusion, and student success helps prepare children for a bright future while strengthening the community as a whole. Families like ours depend on schools like Ingenuity to provide opportunities that inspire and empower the next generation.

For these reasons, I strongly believe that Ingenuity should continue to serve our community. The positive impact it has had on Tylar, Symphony, and countless other students is invaluable, and I hope many more families will continue to benefit from the exceptional education and support that Ingenuity provides.

Thank you for your time and consideration.

Sincerely,

A Day in the Life at Ingenuity

Hello Charter Board,

I hope this letter exemplifies how great of an experience Ingenuity Charter is to me and every other student. My name is Eric Epps and as a senior I have been able to graduate an entire semester early thanks to Ingenuity Charter School. I chose to transfer to Ingenuity after enduring a distasteful social experience going to Mount Miguel High my junior year. I've had aspirations of graduating high school early even before transferring here to Ingenuity.

Here's how a day would look for me as an Ingenuity student. Every day of the week is its own unique schedule. I just finished an in person Government class which was taught by Mr. Garcia. We had a class of around 20 students and we all worked together to complete note packets and group projects. Now that the Government class ended, I am currently attending physics labs every single day of the week except for Wednesdays. It's been a smooth transition working with new students and personalities. We meet at the Elementary Institute of Science with Mr. Segina. On Monday, we conducted an experiment involving measuring tape and racecars. The objective was to record data. On Tuesday, we recorded tilted angles using a clipboard, paper clip, wooden block, string, and a compass. Physics labs are an opportunity to get hands-on learning which I enjoy the most. When I get home from labs, I log into my online courses to complete each day's expected progress.

When I'm not at labs, I go to the Euclid Ingenuity site every Monday and Friday. The resource center feels like an academic oasis. Each student is focused and working towards completing online courses and teachers walk around quietly to help them. There are multiple teachers who are almost always available to respond to any student's questions. My comprehension grew significantly after being supported by Ingenuity teachers. I enjoy greeting Ms. Wells and Ms. Dowdall every morning I go into Euclid campus. It's a pleasure of mine to interact and be kind to everyone. During each class we all get a chance to pause and play a game as a class. This is considered our brain break. My favorite brain break was a giant card game of Uno. I feel well supported by the teachers here and all I have left is to take my online final exams for English 12B and PhysicsB courses. Once I pass those two final exams, I will graduate high school feeling satisfied.

A typical day of the week could also include a field trip. My favorite field trip from Ingenuity was paddle boarding at Mission Bay during Senior Bay Day which was a first-time experience for me. As I never have been paddle boarding before and I was fortunate enough to have an instructor beside me. It could also include attending a family event after school. Tonight I am going to Family Vision Board Night that will be hosted at O'Farrell. This is an opportunity for teachers, families, and students to set goals for 2026. Some of my personal goals are to attend Southwestern college where I will study Psychology and Communications.

Everyday I feel very fortunate to have experienced Ingenuity classes with familiar acquaintances and friends. I attended O'Farrell from Pre-k through 10th grade. Since attending Ingenuity, I've

To whom it may concern,

My name is La Reesha Ealy and I am a parent of a student that attends the ingenuity charter school paradise valley location. I have had three out of four of my children to attend this school. Two of them are graduates and one is in the eleventh grade.

I chose ingenuity because it was a smaller school and less kids. The schools that they attended befor ingenuity were very big and had over 1000 students. I felt like my children needed a smaller enviroment. I like that my children have the oppertunity to have one on one attention when needed.

The teachers are so very helpful, they answer any and all questions I have. I love that the teachers take notice when my child is in need of help without him having to ask.

Ingenuity feels like a family not just a school. Im excited my children are able to participate activities like a regular school such as school dances ,sports,feild trips, and visit colleges. I love that they also have family night Where we can participate in painting and pizza and vision boards for the following year. At these events Im able to meet the principal and all the teachers and get to really know them. I feel like ingenuity was a really good fit for my children because the teaching styles are different. They have in person classes in smaller classrooms and less students. They also give an option if my son or my daughter's didn't want to be at school that day they could also log on from home.

And not only that, the teachers are available to help them when online, someone is always available to help them if they were having a problem or they needed another subject open. Someone is always available and willing to help even on school breaks. My kids went from having d's and f's in school to a's and b's... their confidence was boosted, and they started feeling better about themselves. My favorite part about ingenuity is how the staff is very helpful and willing to go above and beyond If there is a problem. Thank you for your time. If you have any questions please feel free to call me. 6194382832

Alina Figueroa
12/10/2025

The impact Ingenuity has on me was it helped me catch up on credits and made school feel manageable instead of stressful. I learned how to stay organized and focused, and I improved my attendance and motivation as well as gained confidence in my academic ability. I was able to learn at my own pace. I became more confident and learned self-discipline and responsibility, grew emotionally, learned not to give up when things get hard, started to believe in myself again, and learned how to handle challenges better.

The reason I came to Ingenuity was because I transferred from O'Farrell charter school. Traditional school wasn't working as well and I needed more support and understanding. I wanted a school that cared about mental health, needed flexibility to succeed, and I wanted teachers who wouldn't give up on me. One thing that has helped me a lot is that I was able to catch up on credits and the one-on-one teacher support, goal-setting meetings, small group classes, catch up on assignments, personal growth, and meetings with counselors. These meetings were when I was able to meet with the counselors and work on my future path to college. During these meetings I was able to apply to college and I applied to Grossmont and I was grateful enough to get accepted with a good schedule. The semester starts February 2nd, and I plan on majoring in general medicine to become a doctor and then transfer to the University of San Diego or UCSD. Another good thing that has happened to me during my time here at Ingenuity was that I was able to schedule a meeting with the Department of Rehabilitation to help me with jobs after high school. Ingenuity was a better fit for me because its smaller classes, teachers actually know your name, you can work at your own pace, and there's less pressure and more support, a flexible learning style, and they focus on progress not punishment.

I feel like if I hadn't come to Ingenuity, I'd still be behind in credits feeling lost or unmotivated to try my best in school and possibly not graduating on time. I would also be struggling academically and feeling discouraged and unsure about my future. My favorite part about Ingenuity is the supportive teachers that have made me feel understood as well as the small calm environment and being able to ask questions freely. They give second chances and they encourage you to try your best instead of being judgmental. One way I would describe my teachers are supportive, patient and understanding as well as encouraging, motivating and always willing to help. They actually care about students. I would describe the learning at Ingenuity as personalized, self paced, hands on, supportive, less stressful, focused on growth, and adapted to different learning styles.

Ingenuity has made an impact on me because it helped me catch up on credits and it helped me manage my time with school work and my personal life. Something I would like someone to know about Ingenuity is that it gives second chances and It changes lives. It feels like a family. Students are more than grades here. Teachers truly care. It helps students believe in themselves.

Appendix B

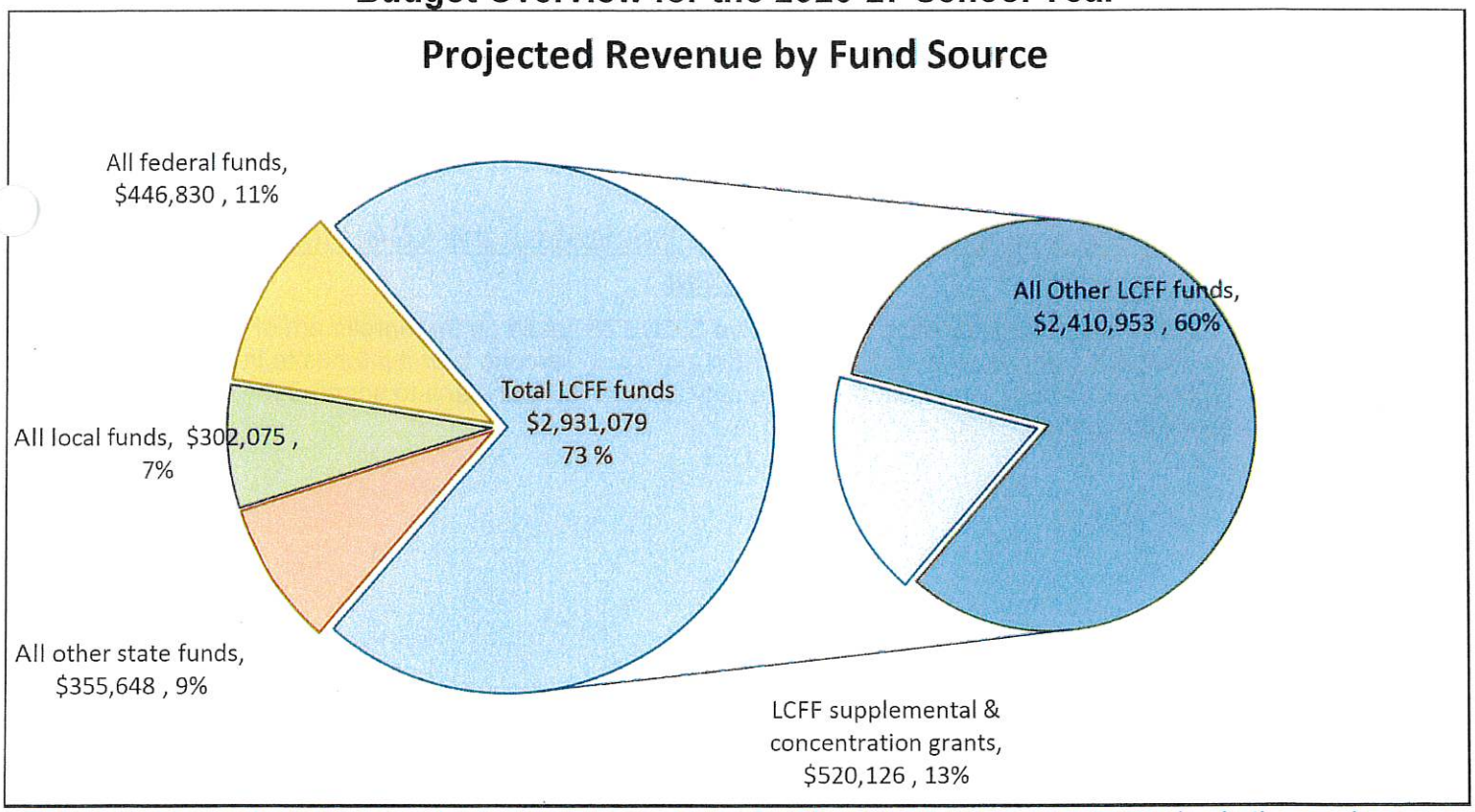
2026-2027 Local Control Accountability Plan (LCAP)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ingenuity Charter School
CDS Code: 37-68338-6061964
School Year: 2026-27
LEA contact information:
Cindy Wagner
Superintendent
cindy.wagner@ofarrellschool.org
619-263-3009

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 2026-27 School Year

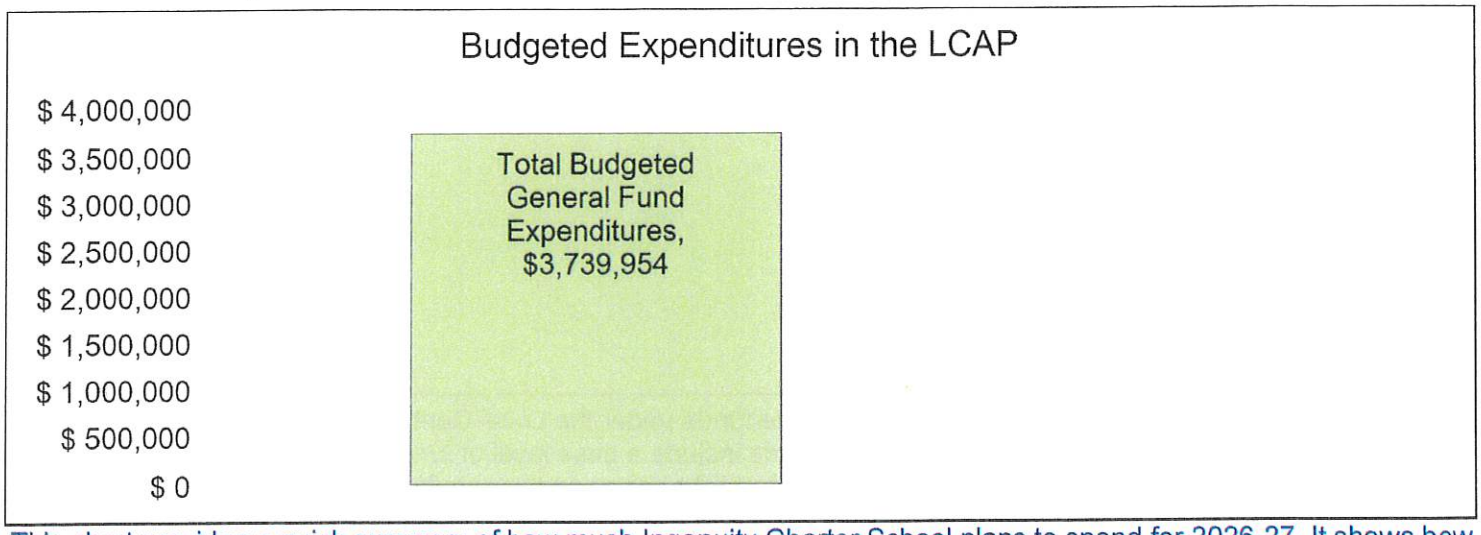


This chart shows the total general purpose revenue Ingenuity Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ingenuity Charter School is $4,035,632, of which $2,931,079 is Local Control Funding Formula (LCFF), $355,648 is other state funds, $302,075 is local funds, and $446,830 is federal funds. Of the $2,931,079 in LCFF Funds, $520,126 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

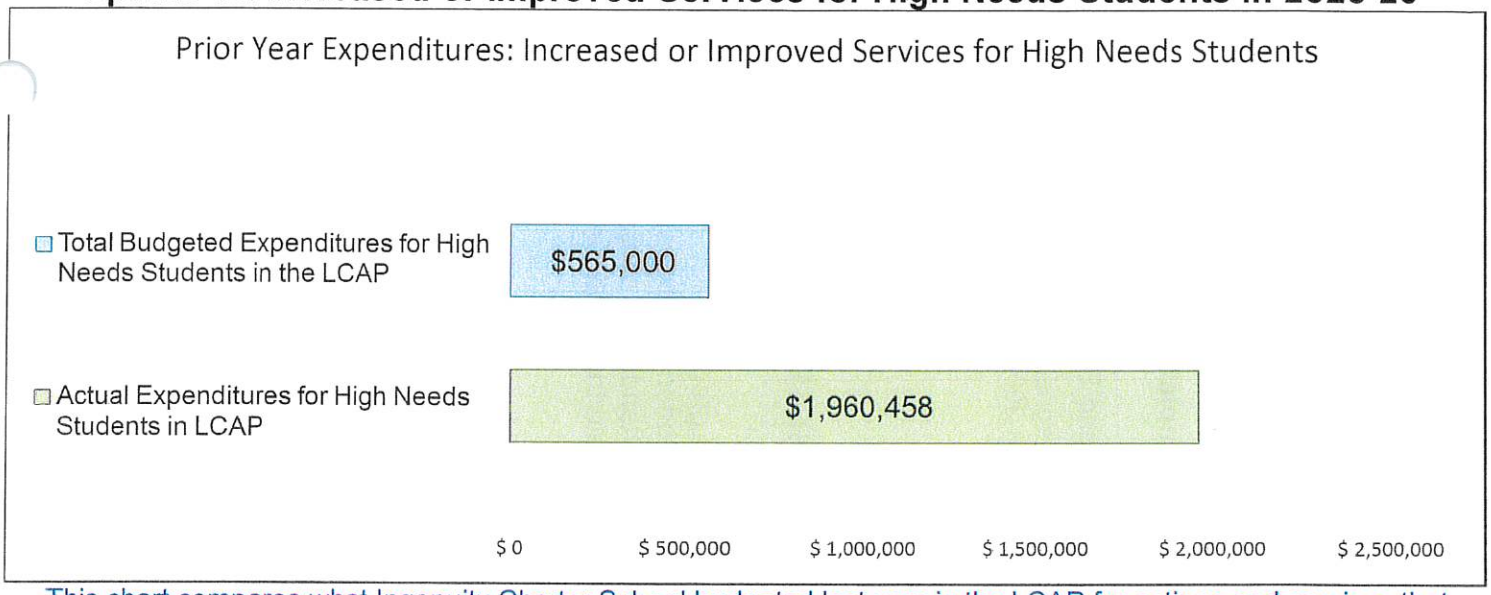
The text description of the above chart is as follows: Ingenuity Charter School plans to spend $3,739,954 for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $3,739,954 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ingenuity Charter School is projecting it will receive $520,126 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 $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Ingenuity Charter School's LCAP budgeted $565,000 for planned actions to increase or improve services for high needs students. Ingenuity Charter School actually spent $1,960,458 for actions to increase or improve services for high needs students in 2025-26.

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 Superintendent	cindy.wagner@ofarrellschool.org 619-263-3009

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Ingenuity Charter School is a non-classroom based, independent study school serving 250 students in grades 6-12. Ingenuity currently serves the southeast San Diego community at three resource centers in a blended learning model. Students work both independently at home and attend in person instruction with teachers at least two days per week, with many students attending in person up to four days per week. In addition, Ingenuity offers many educational enrichment expereinces for students including field trips, enrichment clubs, and family engagement events.

As a Dashboard Alternative Status School, Ingenuity serves students with high levels of need, including, but not limited to the following:
Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
Suspended (EC Section 48925[d]) more than 10 days in a school year
Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
Pregnant and/or Parenting Youth
Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
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 (EC Section 42238.01[b])
Homeless Youth

Student demographic data indicates the following:

English Learners
21%
Foster Youth
0%
Homeless
27.2%
Socioeconomically Disadvantaged
88.2%
Students with Disabilities
27.7%

African American
9.7%
American Indian
2.1%
Asian
1.5%
Filipino
4.6%
70.3%
Two or More Races
5.1%
White
6.2%

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Ingenuity Charter School saw both increases and declines in statewide indicators on the California School Dashboard. Given the nature of enrollment at Ingenuity, many students who do not continually attend, making comparisons across multiple years very difficult and not fully representative of student growth.

Suspension Rate — Blue (Maintained) Ingenuity maintained a Blue suspension rate in both 2024 and 2025, the highest performance level on the Dashboard.
Science — New Green Rating (2025) Science appeared as a new indicator in 2025, and Ingenuity earned a Green rating for All Students, the second-highest performance level. Both the Socioeconomically Disadvantaged and Hispanic or Latino student groups also achieved Green.
English Language Arts — Red to Yellow English Language Arts showed the most significant academic growth of any indicator, improving from Red in 2024 to Yellow in 2025.
Mathematics — Red to Orange Mathematics improved from Red in 2024 to Orange in 2025, moving up one performance level. While further progress toward Green and Blue is the goal, this shift confirms that math instruction is producing measurable results for students.
English Learner Progress — No Data to Orange In 2024, no reportable data existed for English Learner Progress for All Students. By 2025, the school earned an Orange rating, with both the English Learners and Long-Term English Learners subgroups also rating Orange.
Chronic Absenteeism — Orange (No Change) Chronic Absenteeism remained at Orange in both 2024 and 2025, indicating no growth in this area between the two years. Reducing chronic absenteeism continues to be a priority, as a meaningful portion of students are still missing 10% or more of instructional days.
Graduation Rate — Red (No Change) Graduation Rate remained at Red for All Students in both 2024 and 2025, with no improvement in the overall indicator. This remains one of the school's most urgent areas of focus.
College & Career Readiness — Red (No Change) College and Career Readiness also held at Red in both years for All Students, Socioeconomically Disadvantaged, and Hispanic or Latino students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As part of technical assistance, Ingenuity staff are participating in Differentiated Assistance through San Diego County Office of Education. This includes a team of administration, counseling, and teacher leaders participating in professional development through SDCOE including data analysis, root cause analysis and improvement strategies.

Ingenuity team members including administrators, teacher leaders and counseling participated in data analysis on multiple occasions. This analysis included satellite data, map data, and street data. Data examples are California School Dashboard indicators, survey data, NWEA assessment data, California Healthy Kids surveys. The data revealed that students are feeling more connected to school and are attending more regularly. However, academic achievement remains of significant concern, along with graduation rate. Ingenuity has added many senior support activities in the 2024-2025 school year as a means of improving graduation rate.

Ingenuity team members including administrators, teacher leaders and counseling participated in root cause analysis through multiple processes including affinity protocols and 5 Whys. The root cause analysis resulted in evidence course completion a barrier to graduation. this has resulted in an addition of in person courses for seniors. Skill development in ELA and Math using high quality test prep materials has been implemented based on data analysis. In person ELA and Math intensive courses have taken place.

As a result of this work, Ingenuity has implemented systems of attendance support and monitoring, academic intervention in the area of mathematics, as this academic area is a barrier to graduation for many students, especially hispanic and socioeconomically disadvantaged youth. With a strong focus on school culture related to welcoming and engaging environments, strong adult-student relationships, and family connections Ingenuity has already seen tremendous growth in the areas of attendance and engagement. Associated action steps include the following:
Action steps 1.3 (Academic Intervention), 1.6 (Langauge Development), 2.5 (Senior Activites), 3.2 (Attendnce Support) all address the areas of concern raised during technical assistance.

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 is a single school LEA. Ingenuity Charter School was identified for CSI based on graduation rate.

Support for Identified Schools

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

Ingenuity was placed into Comprehensive Support and Improvement (CSI) for graduation rate. State accountability and support measures have further identified Ingenuity for both Comprehensive Support and Improvement as well as Differentiated Assistance through the San Diego County Office of Education, due to academic performance, chronic absenteeism, and graduation rate outcomes for Socioeconomically Disadvantaged and Hispanic or Latino students.

The LEA conducted a comprehensive needs assessment using a combination of state and local data, as well as input gathered from educational partners, to inform the school's plan for improvement. State data reviewed included California School Dashboard results across multiple indicators, with a primary focus on graduation rate. Local data reviewed included course completion rates, individual and student group attendance data, and course grades. LEA also sought feedback from educational partner groups. Staff then engaged in a structured root cause analysis to identify the systemic causes underlying low graduation rates. This analysis identified two primary root causes: poor performance in English Language Arts and Mathematics, which creates barriers to completing the courses required for graduation; and chronic absenteeism, which limits instructional time and student progress toward completion.

In response to these identified root causes, the LEA implemented a new intervention curriculum during the 2024-2025 school year and hired a fully credentialed mathematics intervention teacher to provide targeted, supplemental support to students who are enrolled in and

struggling with mathematics coursework. Staff also devoted significant time to analyzing attendance data and implementing additional supports designed to increase student engagement, including enhanced communication tools, content area workshops, and enrichment activities.

Resource inequities were also examined as part of the comprehensive needs assessment. Given the size of Ingenuity, limited student group data availability, and the school's unduplicated pupil percentage, specific student group data did not yield identified resource inequities in a traditional sense. However, as a DAAS school, the student population as a whole has experienced systemic inequities throughout their educational histories. Many students are enrolled at Ingenuity precisely because they were not successful in a traditional, classroom-based program, and the school recognizes this reality as central to its improvement planning.

In the 2025-2026 school year, Ingenuity staff have identified a need for additional academic intervention in the areas of English Language Arts and English Language Development, as well as expanded counseling services, as key strategies to address graduation rate and support students in meeting their academic goals.
CSI funds totaling $472,119 have been allocated to support these efforts, with the majority directed toward certificated personnel salaries and employee benefits to sustain the instructional and student support staffing necessary to drive improvement.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the CSI plan through regular data analysis and follow-up actions. This data includes, but is not limited to average daily attendance, chronic absenteeism, and academic outcomes on a quarterly basis. By also monitoring course completion rates throughout the school year, and at critical times, staff will be better prepared to intervene and support students toward graduation. Graduation rates are monitored for all student groups. Students demonstrating deficiencies in any of these areas will receive supplemental, evidenced based interventions.

Metrics in this LCAP used to measure effectiveness of the plan include the following:
Goal 1: Academic Performance Indicators in ELA and Mathematics as well as English Learner Progress Indicator
Goal 2: A-G Requirements, College and Career Indicator, Graduation Rate
Goal 3: Chronic Absentee Rate, Average Daily Attendance

Action steps included in the LCAP to address the identify CSI needs include the following:
1.3: Academic Support and Intervention (ELA and Mathematics - This represents the addition of an ELA/ELD intervention teacher)
2.1 Academic counseling and monitoring to support graduation (This includes the addition of an intervention counselor.)
2.3 Enrichment Activities
2.5 Senior Activities and Support
3.1 Social Emotional Learning Curriculum
3.2 Attendance Monitoring and Support

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Ingenuity staff, including certificated and classified employees	Staff meetings on multiple occasions have included focused discussions related to the LCAP and the development of a new LCAP. This has included collaborative discussions, data review, and input opportunities. Each topis is aligned to a specific LCAP Action Step. Dates and topics are listed below: 7/14/25 - Goal Setting aligned with LCAP 7/16/25 - Data Review - CHKS, attendance, NWEA 7/31/25 - Data Review - CTE, Intensive courses 8/6/25 - NWEA Test prep 8/13/25 - 9th grade student orientation and engagement event 8/20/25 - 12th grade orientation and engagement event 8/27/25 - Data Review - ELLs and ELD 9/10/25 - Counseling, mental health supports 9/24/25 - Department Class prep/semester planning 10/6/25 - Academic Language, NextGen Math, Data Review - NWEA 10/22/25 - Summit K12, Tracking progress towards ELPAC 11/12/25 - Data Review - Dashboard Data and goal monitoring 12/10/25 - Family Vision Board Night Event 12/17/25 - Seniors/Graduating student progress 1/5/26 - Data Review - Dashboard Data 1/7/26 - Ellevation Training, NWEA Training, Writing Essays PD 1/21/26 - ANEW Project Student Event 1/28/26 - ANEW Project Family Event 2/25/26 - CAASPP/ Senior Support 3/11/26 - Data Review: NWEA, Attendance

Educational Partner(s)	Process for Engagement
	4/8/26 - LCAP Review and Input
School Site Council and LCAP Parent Advisory	SSC has reviewed the previous LCAP and the associated data in the annual update. In addition at three meetings, input has been sought from SSC members, including students, in the development of this LCAP. This input has 24-25 SSC Meetings 9/25/25 10/17/25 11/21/25 1/16/26 3/20/26 5/22/26
DELAC and English Learner Parent Advisory	DELAC has reviewed the previous LCAP and the associated data in the annual update. 24-25 ELAC Meetings 10/17/25 1/16/26 5/22/26
Students	Student focus groups and surveys have been used to eleicit feedbck from students.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In accordance with the guidelines outlined for the development of the Local Control and Accountability Plan (LCAP), the LEA conducted a series of meetings with its School Site Council, which serves as the LEA's LCAP advisory committee, dedicated to discussing, revising goals, and assessing the effectiveness of actions within the LCAP. These meetings served as pivotal forums for engaging educational partners in the planning process and ensuring their voices were heard.

Educational partnership meetings occurred on specific dates throughout the academic year, including:
ELAC - May 22, 2026
SSC - May 22, 2026
Leadership - April 7, 2026
Certificated & Classified - February 10, 2026
Parent & Community - March 02, 2026

During these meetings, educational partners collaboratively reviewed the existing goals outlined in the LCAP, identified areas for improvement, and proposed strategies to address emerging needs and challenges. Through thoughtful discussion and analysis, the School Site Council members worked together to refine the LEA's new LCAP goals, create action steps outlined in the plan, and ensure alignment with the overarching vision and priorities of the school community. These meetings served as platforms for evaluating the effectiveness of actions implemented in the LCAP. By systematically assessing progress and outcomes, the LEA remained committed to continuous improvement and accountability, striving to achieve meaningful and sustainable results for all students.

During these sessions, educational partners had the opportunity to provide insights, offer feedback, and collaborate on strategies to support the academic success and provided the following:

- Families want clear communication regarding technical career pathways and more reliable access to student progress updates.

1.3 Academic Support and Intervention
2.1 Academic Counseling
2.5 Senior Activities and Support
3.6 Family engagement

- Staff want clear behavior expectations and consistent follow-through on consequences, more de-escalation training and CPI-certified staff at every campus, and increased visibility and communication regarding CTE programs and elective variety.

Feedback was incorporated into action plans:
1.7 Professional Learning
2.2 Career Technical Education and Exploration
2.3 Educational Enrichment

- Leadership wants a formalized system to manage student out-of-class time, requested dedicated behavior interventions to support administrative capacity, and suggesting streamlined scheduling for IEP and 504 compliance meetings.

Feedback was incorporated into action plans:
1.9 Staffing for Students with Disabilities
2.1 Academics Counseling/Intervention Counselor
3.1 Social Emotional Learning CurriculumCurriculum
3.5 School Culture

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide authentic, rigorous, and hands-on learning experiences that connect academic knowledge to the world in order to increase student performance and achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As an independent, non-classroom based charter school, it is essential to ensure that learning experiences for students are engaging and relevant. For many Ingenuity students, the traditional educational system has not met their needs. Ingenuity is committed to providing standards based instruction in both digital and in-person learning settings that engages students and increases the path to graduation. Through educational partner input, students and families indicated a need to more engaging and hands on learning in addition to the online curriculum. The action steps below ensure a fully credentialed staff delivering relevant and engaging instruction as well as digital core curriculum and supplemental intervention materials that meet all students' needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard English Language Arts Indicator	2023 California School Dashboard Results All Students: Yellow 27.4 points below standard Socioeconomically Disadvantaged: Yellow	2024 California School Dashboard Results All Students: Red 99.6 points below standard Socioeconomically Disadvantaged: Red 110.9 points below standard	2025 California School Dashboard Results ELA All Students Yellow -65.6 DFS Change: +34 Socioeconomically Disadvantaged Yellow	All Students: 15 points below standard Socioeconomically Disadvantaged: 45 points below standard Hispanic: 40 points below standard	All Students: -72 points Socioeconomically Disadvantaged: -71.4 points Hispanic: -76.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38.6 points below standard Hispanic: Yellow 42 points below standard (These are the only two student groups with a performance indicator)	Hispanic: Red 118.6 1 points below standard (These are the only two student groups with a performance indicator)	-69.9 DFS Change: +41 Hispanic Orange -82.1 DFS Change: +36.5		
1.2	California School Dashboard Mathematics Indicator	2023 California School Dashboard Results All Students: Orange 157.2 points below standard Socioeconomically Disadvantaged: Orange 170.4 points below standard Hispanic: Orange 167.7 points below standard (These are the only two student groups with a performance indicator)	2024 California School Dashboard Results All Students: Red 118.9 points below standard Socioeconomically Disadvantaged: Red 197.6 points below standard Hispanic: Red 206.9 points below standard (These are the only two student groups with a performance indicator)	2025 California School Dashboard Mathematics Indicator All Students Orange -166.7 DFS Change: +21.4 Socioeconomically Disadvantaged Orange -171.3 DFS Change: +26.3 Hispanic Orange -174.5 DFS Change: +32.4	All Students: 75 points below standard Socioeconomically Disadvantaged: 80 points below standard Hispanic: 80 points below standard	All Students: +38 points Socioeconomically Disadvantaged: -27.2 Hispanic: -39.2
1.3	California School Dashboard English	2023 California School Dashboard Result	2024 California School dashboard	English Learner Progress Indicator Resutls 2025	50% making progress towards	-10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner Progress Indicator	32% making progress towards English language proficiency	22.2% ELs making progress	31% making progress Change: +8.8	English language proficiency	
1.4	English Learner Reclassification and LTEL Rate	During the 2023-2024 school year, 63% of Ever English Learners have been reclassified as R-FEP students. 60% of English Learners are classified as Long Term English Learners (LTEL)	Reclassification is still in progress. this metric will be updated at end of year.	LTEL Progress 30.6% making progress Change 6.3%	70% of Ever English Learners will be reclassified 45% of English Learners are classified as LTELs.	

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024-2025 school year, Ingenuity Charter School made meaningful progress in the implementation of its Comprehensive Support and Improvement plan, with several key actions carried out as designed and measurable growth evident across multiple California School Dashboard indicators. Across all metrics, Ingenuity Charter School demonstrated positive year-over-year movement between 2024 and 2025, with particularly strong growth in English Language Arts and meaningful gains in Mathematics and English Learner Progress. Core planned actions — including the implementation of new intervention curriculum, the hiring of a credentialed math intervention teacher, the launch of a new SEL curriculum, and the expansion of attendance supports — were carried out as designed. A substantive challenge encountered during implementation was the continued impact of chronic absenteeism and student engagement barriers unique to a Dashboard Alternative Accountability School population. Many students face complex life circumstances that create inconsistency in participation, and the school's data-informed attendance strategies, while showing results, require ongoing refinement. Looking ahead to 2025-2026, the addition of ELA and ELD intervention supports and expanded counseling services represent the next phase of implementation, designed to accelerate progress toward Year 3 targets across all indicators.

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.

1.1 total expenditure was lower than projected, totaling $784,073.05 against a budget of $864,677.91, primarily due to unfilled positions.
1.2 recorded no expenditure from the $175,000.00.

1.3 total expenditure was $224,781.60 against a budget of $239,500.00, resulting in a modest surplus of $14,718.40.
1.4 recorded no expenditure from the $25,000.00.
1.5 recorded no expenditure from the $7,500.00.
1.6 recorded no expenditure from the $165,000.00
1.7 recorded no expenditure from the $25,000.00
1.8 recorded no expenditure from the $50,000.00
1.9 total expenditure was significantly lower than projected, totaling $116,119.51 against a budget of $399,145.00.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Dashboard data reflects notable growth between Year 1 and Year 2 outcomes. All Students moved from 99.6 points below standard in 2024 to a Yellow indicator at 65.6 points below standard in 2025, representing a positive change of 34 points. The Socioeconomically Disadvantaged student group improved from 110.9 points below standard to 69.9 points below standard, a gain of 41 points, also reaching a Yellow indicator. Hispanic or Latino students improved from 118.6 points below standard to 82.1 points below standard, a positive change of 36.5 points, moving to an Orange indicator. While the school has not yet reached its Year 3 target of 15 points below standard for All Students, the direction of growth is consistent and encouraging. The current difference from baseline reflects that All Students remain 72 points from the original baseline, Socioeconomically Disadvantaged students are 71.4 points from baseline, and Hispanic students are 76.6 points from baseline.

Mathematics implementation also demonstrated measurable progress. All Students improved from a Red indicator at 118.9 points below standard in 2024 to an Orange indicator at 166.7 points below standard in 2025, reflecting a positive change of 21.4 points. The Socioeconomically Disadvantaged student group moved from 197.6 points below standard to 171.3 points below standard, a gain of 26.3 points. Hispanic or Latino students improved from 206.9 points below standard to 174.5 points below standard, a change of 32.4 points. The hiring of a fully credentialed mathematics intervention teacher during the 2024-2025 school year was implemented as planned and is reflected in these gains. The school's Year 3 target of 75 points below standard for All Students represents an ambitious goal, and the current difference from baseline shows All Students are 38 points above baseline, meaning scores have improved from the original 2023 baseline of 157.2 points below standard, though the distance to target remains significant.

English Learner Progress remained an area of significant challenge throughout implementation. In 2024, 22.2% of English learners made annual progress toward English language proficiency. In 2025, that figure increased to 31%. Implementation of designated ELD supports has been an area requiring continued attention, and the school recognizes that additional, targeted investment in ELD program design and instructional delivery is necessary to accelerate growth toward the established target.

Reclassification data for the 2024-2025 school year is still in progress and will be updated at the end of the year. However, 2025 data shows that LTEL Progress reached 30.6% making progress, a change of 6.3 percentage points. In the 2023 baseline year, 63% of Ever English Learners had been reclassified as R-FEP students, and 60% of English learners were classified as Long-Term English Learners. The school's Year 3 target is for 70% of Ever English Learners to be reclassified and for 45% of English learners to be classified as LTELs. Monitoring of this metric will continue as end-of-year data becomes available.

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

Action 1.5 — Academic Assessments Local assessment measures including MAP were implemented as planned. Dashboard gains in both ELA and Mathematics suggest that ongoing progress monitoring is informing instruction. For 2025-2026, assessment data should be more explicitly connected to intervention placement and progress monitoring for LTEL and Socioeconomically Disadvantaged students, given that these subgroups still show the greatest distance from Year 3 targets.
Action 1.9 — Support for Students with Disabilities An increase in the number of students with disabilities required additional staffing beyond what was originally budgeted, and the absence of a Special Education Coordinator impacted planned collaboration between general and special education staff. Students with Disabilities continue to show Red indicators in both ELA and Mathematics. For 2025-2026, a collaboration structure will be embedded in the PLC framework to ensure IEP alignment and access to core curriculum without dependence on a single coordinator role. Staffing levels will be reviewed at the start of the year to ensure adequate support relative to current enrollment of students with disabilities.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Staff	Ensure a fully credentialed and appropriately assigned teaching staff in all content areas.	$864,677.91	No
1.2	Standards Aligned Core Curriculum	Provide access to engaging, standards aligned core curriculum and supplemental materials to all students. --Review and evaluate current curriculum platform(s) --Investigate other options for potential change --Increase teacher created instructional materials, as needed	$175,000.00	No
1.3	Academic Support and Intervention	Provide academic support to all students in core content areas as needed. --Math Intervention Teacher (CSI Action Step) --ELA/Language Development Intervention Teacher (CSI Action Step) --Content Area Lessons and Tutoring --Evidenced Based Intervention Materials --UCI Math PD	$399,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action step is also aimed at improving academic achievement indicators that are red on the California School Dashboard through SSPDBG (College & Career). This action step is part of the CSI Plan to improve graduation rate.		
1.4	Hands On Science Instruction	Provide hands on science instruction through engaging science labs Labs will increase for the 2025-26 school year to include additional biology and chemistry labs over past practice.	$25,000.00	Yes
1.5	Academic Assessments	Provide local assessment measures to monitor student achievement on an ongoing basis including but not limited to the follwing: Measre of Academic Progress Assessments	$7,500.00	No
1.6	Language Development	Provide ongoing English learner support and monitoring through the following: --Designated and Integrated ELD to promote language development --EL Assistant(s) to support students in 1:1 and small group settings, including Long Term English Learners --Language Development Monitoring Platforms to promote reclassification Additional support for ELs and LTELS will be provided through Action Step 1.3 by the CSI ELA and Language Development.	$165,000.00	Yes
1.7	Professional Learning	Provide high quality professional development for teachers and support staff to ensure academic progress. Specific professional learning will be provided in the following areas: --Language Acquisition and Development --Engagement Strategies	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Data Analysis --Evidenced Based Interventions --Social Emotional Needs and Well Being to Support Academic Progress --Culturally Responsive Pedagogy		
1.8	Classroom/Student Materials and Supplies	Ensure access to adequate classroom materials and supplies for staff and student use.	$50,000.00	No
1.9	Support for Students with Disabilities	Ensure students with disabilities have a broad spectrum of support, materials, and instruction to ensure progress toward IEP goals as well as access to a rigorous educational experience.	$399,145.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Nurture well-rounded student development and ensure preparedness for college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

During Educational Partner inout, students, families, and staff indicated a desire for more engaging and well rounded learning expereinces. This included additional field trips, student enrichment clubs, elective offerings, and workshops with thier teachers. In addition, as an LEA identified for Comprehensive Support and Improvement for graduation rate, it is critical that the course offerings are engaging for students so they will remain engaged and be prepared for graduation. Students indicated a desire for more opportunities that exposed them to career exposure and possibilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rates	45% of students are meeting A-G requirements	36% of graduating students are meeting A-G requirements	32% of graduating students are meeting A-G requirements Change: -4%	65% of students meeting A-G requirements	Declined -11%
2.2	College and Career Indicator	11.1% of students prepared according to the California School Dashboard	9.2% of students are prepared according to the the California School Dashboard.	5.6% of students are prepared Change: -4.6%	40% of students prepared	Maintained -1.9%
2.3	Graduation Rate	66% Graduation Rate	65.7% Graduation Rate according to	63.8% Graduation Rate	75% Graduation Rate	Maintained -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2024 California School Dashboard	Change: -2%		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1 — Academic and Intervention Counseling Academic counseling was implemented as planned, with a focus on credit completion, graduation planning, and progress monitoring for at-risk students.
Action 2.2 — Career Technical Education The CTE Arts, Media, and Entertainment pathway was established as planned, with a cohort of students on track to complete concentrator coursework and advance to a capstone course.
Action 2.3 — Educational Enrichment Educational enrichment activities including field trips, student clubs, and teacher-led workshops were implemented, though with fewer offerings than originally planned. Student and staff input indicated that enrichment activities positively increased student engagement.
Action 2.4 — Digital Infrastructure, Devices, and Technology This action was implemented as planned, with all students provided access to digital devices and infrastructure both at school and at home.
Action 2.5 — Senior Activities and Graduation Support Senior support activities including Senior Bay Day, Senior Banquet, and Senior Study Sessions were implemented and identified as the most effective action under this goal. Seniors actively engaged in these opportunities, and this action is credited with directly supporting student persistence toward graduation.
Action 2.6 — Post-Secondary Possibilities This action was planned but limited implementation during the year.

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.

2.1 total expenditure was lower than projected, totaling $100,277.19 against a budget of $268,522.00.
2.2 total expenditure slightly exceeded the budget, totaling $55,417.82 against an allocation of $55,000.00.
2.3 total expenditure was significantly lower than projected, totaling $1,898.77 against a budget of $35,000.00.
2.4 total expenditure was lower than projected, totaling $10,714.28 against a budget of $90,000.00.
2.5 recorded no expenditure from the $12,000.00.
2.6 recorded no expenditure from the $2,000.00.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 — Academic and Intervention Counseling Moderately ineffective in moving key metrics to date. Graduation rate declined from 65.7% to 63.8% and the College and Career Indicator dropped from 9.2% to 5.6% despite counseling implementation.
Action 2.2 — Career Technical Education Partially effective. The CTE Arts, Media, and Entertainment pathway was successfully established with students progressing toward concentrator completion. However, the College and Career Indicator declined to 5.6%, reflecting that pathway enrollment has not yet reached the scale needed to move this metric meaningfully.
Action 2.3 — Educational Enrichment Moderately effective in supporting student engagement. Student and staff input confirmed that enrichment activities increased student connectedness and engagement. A-G completion declined from 36% to 32% and graduation rate declined slightly.
Action 2.4 — Digital Infrastructure, Devices, and Technology Effective in ensuring equitable access. All students have access to devices and digital infrastructure both at school and at home, which is foundational to student participation in Ingenuity's learning model.
Action 2.5 — Senior Activities and Graduation Support Most effective action under this goal. Seniors actively participated in Senior Bay Day, Senior Banquet, Senior Study Sessions, and other activities, providing meaningful engagement and support close to graduation. This action is directly credited with supporting student persistence, though the graduation rate of 63.8% indicates continued need for intensified efforts.
Action 2.6 — Post-Secondary Possibilities Ineffective due to limited implementation.The College and Career Indicator declined to 5.6% and A-G completion fell to 32%, reinforcing that post-secondary preparation requires active and fully implemented programming in the coming year.

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

Action 2.1 Academic and Intervention Counseling Reflection on prior practice indicated that a single counselor was insufficient to meet the academic, social-emotional, and graduation planning needs of Ingenuity's student population. For 2025-2026, an additional intervention counselor has been added, funded through CSI, with a specific focus on students at risk of not graduating and students who are chronically absent. Progress will be monitored through course completion rates and graduation rate.
Action 2.2 Career Technical Education The CTE pathway was established but has not yet reached sufficient scale to impact the College and Career Indicator. For 2025-2026, the focus will shift toward increasing the number of students enrolled in and completing concentrator coursework, expanding workforce and military partnerships, and connecting CTE participation more directly to graduation planning through collaboration with the academic and intervention counselors. Effectiveness will continue to be measured by the College and Career Indicator and graduation rate.
Action 2.3 — Educational Enrichment Enrichment activities were implemented but with fewer offerings than planned, and did not produce measurable gains in academic performance indicators. For 2025-2026, enrichment offerings will be expanded and more intentionally connected to academic content and CTE pathways so that enrichment experiences reinforce rather than operate separately from academic goals. Student engagement survey data will be used alongside academic performance indicators to measure effectiveness.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic and Intervention Counseling	Employ a school counselor to ensure academic success and promote graduation through the following: --Academic counseling --Progress monitoring --Credit reviews --Graduation plans --Overall support for at risk students --Family meetings with at risk students --Specific monitoring and appropriate intervention with socioeconomically disadvantaged youth and Hispanic students Employ an additional Intervention Counselor to support students at risk of not graduating and students who are chronically absent as a means of reengagement. This counselor will work in collaboration with the academic counselor. This revision to Action Step 1.3 and 2.1 serves in support of the CSI Plan. This action has been developed as part of Differentiated Assistance and Comprehensive Support and Improvement due to a red performance level on the California School Dashboard. Effectiveness of this action step will be measured by the graduation rate and chronic absentee indicator on the California School Dashboard. This action step also addresses the 2024 red indicator for graduation rate and College and Career Indication on the California School Dashboard.	$268,522.00	Yes
2.2	Career Technical Education and Exploration	Provide CTE opportunities and career exploration for students such as: --CTE Pathway Course Development and Implementation --Workforce Partnerships --Military Partnerships --Collaboration with SDCOE for professional learning and program implementation	$55,000.00	Yes
2.3	Educational Enrichment	Provide engaging educational enrichment through the following: --Field Trips	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Student Clubs --Community Partnerships --Teacher Led Workshops in Content Areas and Enrichment Areas		
2.4	Digital Infrastructure, Devices, and Content	Ensure student and staff access to appropriate digital environments, devices and content to support a well rounded educational experience.	$90,000.00	No
2.5	Senior Activities and Graduation Support	Provide opportunities for seniors (especially socioeconomically disadvantaged youth and Hispanic youth) to increase engagement and motivation for graduation. Examples include, but are not limited to the following: --Encouraging senior meetings --Graduation goals and plans --Activities to promote continued school engagement through graduation --Increased outreach and monitoring for hispanic and socioeconomically disadvantaged students. This action has been developed as part of Differentiated Assistance and Comprehensive Support and Improvement due to a red performance level on the California School Dashboard. Effectiveness of this action step will be measured by the graduation rate indicator on the California School Dashboard.	$12,000.00	Yes
2.6	Post-secondary Possibilities	Promote increased opportunity to enhance post secondary options for students. This include, but is not limited to the following examples: --Workforce partnerships --Military Partnerships --Connection with vocational and trade schools --Mentorship Partnerships	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Promote a sense of belonging through strong relationships, social emotional support and student engagement strategies.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through data analysis, educational partner input and observation it became apparent that students were seeking a greater sense of belonging, especially as independent study, non-classroom based students. Attendance and chronic absentee rates indicate a lack of connection and engagement with school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California School Dashboard Chronic Absentee Rate	2023 California School Dashboard: 84.4% of students are chronically absent	2023 California School Dashboard: 76% of students are chronically absent	California School Dashboard 2025 Results: 66.7% chronically absent Orange Declined 9.3% Change: -9.3	30% Chronic Absentee Rate	8.4% improvement in Chronic Absentee rate
3.2	Average Daily Attendance	As of April 2024 P2 data, ADA is 69%.	As of April 2025 P2 data is 77.7%	Average Daily Attendance: Available April 2026	85% ADA	8.7% improvement in ADA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Suspension/Expulsion Rate	2023 California School Dashboard: 0% of students suspended 0% of students expelled	2024 California School Dashboard: 0% of students suspended 0% of students expelled	Suspension/Expulsion Rate 0% suspended/explusion Blue maintained	Maintain baseline	Maintained 0% os students being suspended or expelled
3.4	School Climate Survey	California Healthy Kids Survey School Connectedness Indicator: 39%	California Healthy Kids Survey School Connectedness Indicator: 53%	California Healthy Kids Survey School Connectedness Indicator: 53%	School Connectedness Indicator: 75%	14% improvement from baseline.

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1 Social Emotional Learning Curriculum The SEL curriculum was implemented as planned. SEL curriculum materials were purchased in June 2024 and implemented during the 2024-2025 school year. Effectiveness will be measured through the 2026 California Healthy Kids Survey school connectedness indicator.

Action 3.2 Attendance Monitoring, Support, and Incentives Implemented as planned and identified as one of the most impactful actions under this goal. Chronic absenteeism declined from 76% in 2024 to 66.7% in 2025, moving from Red to Orange on the Dashboard. ADA improved from 69% at P2 2024 to 77.7% at P2 2025, with some months reaching 83% during 2024-2025. Increased teacher involvement, family connections, and expanded in-person opportunities drove these gains.

Action 3.3 School Psychologist Implemented as planned. The school psychologist provided special education services, assessments, and SEL support for identified students. Actual salary costs exceeded the budgeted amount due to increased salary costs, representing a material budget difference.

Action 3.4 Homeless and Foster Youth Support Implemented as planned, with supports including bus passes, basic needs assistance, and community service connections provided through the Homeless and Foster Youth liaison. MTS bus passes are provided at no cost and fewer students requiring less transportation than anticipated. The chronic absenteeism indicator for Homeless students, while still elevated, remains an area requiring continued focus.

Action 3.5 — School Culture Implemented with significant success. Student and staff engagement events drew up to 50 students per event, and educational partner input confirmed that students report feeling more connected to school than in prior years. Students are participating in enrichment opportunities at higher rates and forming social bonds through in-person activities.

Action — Family Engagement Implemented but identified as an area needing improvement and revision. Family engagement events and training were held, but participation and accessibility were identified as areas requiring strengthening. For 2026-2027, events will be made more accessible and a greater focus will be placed on family education to increase meaningful participation.
Action 3.7 — Communications, Marketing, and Public Relations Implemented as planned and produced measurable results. A new, more user-friendly website was launched and an increased presence in advertising campaigns and social media was established.
Action 3.8 — Resource Centers Resource centers were operated as planned in locations accessible to students. Centers continued to serve as physical hubs for in-person instruction, enrichment, and student connection. The expansion of in-person offerings at resource centers contributed to improved attendance and student engagement metrics.
Action 3.9 — Mental Health Partnerships Mental health partnerships including Harmonium were maintained as planned. Mental health services were provided at no cost through county-sponsored agencies. Effectiveness will continue to be monitored through the 2026 California Healthy Kids Survey.

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.

3.1 recorded no expenditure from the $5,000.00.
3.2 recorded no expenditure from the $57,000.00.
3.3 recorded no expenditure from the $80,000.00.
3.4 total expenditure was lower than projected, totaling $539.14 against a budget of $10,000.00.
3.5 recorded no expenditure from the $62,000.00.
3.6 recorded no expenditure from the $15,000.00
3.7 total expenditure was lower than projected, totaling $17,850.00 against a budget of $50,000.00.
3.8 Total expenditure was significantly lower than projected, totaling $136.03 against a budget of $177,560.00.
3.9 recorded no expenditure from the $7,000.00.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 — Social Emotional Learning Curriculum Moderately effective. The SEL curriculum was implemented and is designed to improve school connectedness. The California Healthy Kids Survey School Connectedness Indicator baseline is 39%, with a Year 3 target of 14% improvement. Current survey data for 2026 is not yet reported, so full effectiveness cannot yet be measured.
Action 3.2 — Attendance Monitoring, Support, and Incentives Highly effective. Chronic absenteeism declined from 84.4% at baseline to 66.7% in 2025, an improvement of 17.7 percentage points and a move from Red to Orange on the Dashboard. ADA improved from 69% at P2 2024 to 77.7% at P2 2025, with some months reaching 83%. The school is trending toward its Year 3 targets of 30% chronic absenteeism and 85% ADA.
Action 3.3 — School Psychologist Effective in maintaining access to mental health and special education assessment services for identified students. The suspension rate remained at 0% Blue on the 2025 Dashboard, reflecting that students with social-emotional needs are being supported through non-exclusionary means. Full effectiveness on broader SEL outcomes will be monitored through the 2026 California Healthy Kids Survey.

Action 3.4 — Homeless and Foster Youth Support Partially effective. Supports including transportation, basic needs, and community connections were provided as planned. However, Homeless students continue to show elevated chronic absenteeism on the Dashboard, indicating that current supports have not yet produced sufficient attendance improvement for this subgroup.
Action 3.5 — School Culture Highly effective. Student and staff engagement events consistently drew up to 50 students per event. Educational partner input confirmed students feel more connected to school than in prior years, with increased participation in enrichment and in-person activities. These outcomes align with the observed improvement in ADA from 69% to 77.7% and the decline in chronic absenteeism from 84.4% to 66.7%.
Action 3.6 — Family Engagement While events were held, participation and accessibility were identified as areas of weakness through educational partner input. Attendance rate, the primary metric for this action, improved overall but family engagement has not yet reached the level expected.
Action 3.7 — Communications, Marketing, and Public Relations Effective. A new website was launched and an expanded social media and advertising presence was established.
Action 3.8 — Resource Centers Effective. Three resource centers were maintained in community locations accessible to students. Expanded in-person offerings at resource centers contributed to the observed improvement in ADA from 69% to 77.7% and supported the decline in chronic absenteeism. Student engagement at centers increased throughout the year, reflecting growing connectedness to the school community.
Action 3.9 — Mental Health Partnerships Effective in maintaining access to mental health services at no additional cost to the school. The suspension rate remained at 0% Blue on the 2025 Dashboard, reflecting that students in crisis are being supported without exclusionary discipline. Broader effectiveness on school connectedness and well-being will be measured through the 2026 California Healthy Kids Survey.

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

Action 3.1 — Social Emotional Learning Curriculum SEL curriculum will be fully implemented in 2025-2026 with fidelity monitoring added to ensure consistent delivery across all student groups. California Healthy Kids Survey data will be used to measure impact on school connectedness.
Action 3.2 — Attendance Monitoring, Support, and Incentives Attendance support will be expanded through the addition of an intervention counselor under Action 2.1 to provide individualized outreach to students who remain chronically absent despite school-wide supports. The Year 3 target of 30% chronic absenteeism and 85% ADA remain in place.
Action 3.5 — School Culture This action will be sustained as implemented given its demonstrated effectiveness. In-person engagement events will continue, with a focus on increasing participation beyond current levels and connecting culture events more intentionally to academic engagement.
Action 3.6 — Family Engagement Events will be revised to be more accessible in scheduling and location. A stronger emphasis on family education including academic support workshops, CTE, and graduation planning will be added to increase meaningful participation and direct impact 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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning Curriculum	Implement an evidenced based SEL curriculum	$5,000.00	Yes
3.2	Attendance Monitoring, Support and Incentives	Provide attendance monitoring, support and incentives to increase average daily attendance and reduce chronic absentee rate. This includes, but is not limited to the following: --Increased and ongoing monitoring of attendance --Implementation of evidenced based attendance interventions --Attendace Support personnel --Incentives and rewards This action is aimed at improving the red performance level for chronic absenteeism on the California School Dashboard.	$57,000.00	Yes
3.3	School Psychologist	Employ a school psychologist to provide special education services and assessments as well as overall SEL support for identified students.	$80,000.00	No
3.4	Homeless and Foster Youth Support	Provide needed support for homeless and foster youth through the H/F liaison including, but not limited to, the following: --Bus passes and transportation support --School uniforms --Basic Needs --Community Services and Connections	$10,000.00	Yes
3.5	School Culture	Improve overall school culture and strengthen relationships through the following: --Professional Development related to culture, equity, relationship building and inclusion --Student/Staff Engagement Events	$62,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Family Engagement	Provide multiple opportunities for family engagement and education through events and trainings. Options include, but are not limited, to the following: Family Forums Family Education Cultural Events	$15,000.00	Yes
3.7	Communications, Marketing, and Recruitment	Ensure ongoing communication and recruitment through the following: --High Quality Website --Targeted Marketing and Advertising --Family Communication Tools --Recruitment Events	$50,000.00	No
3.8	Resource Centers	Operate three, well maintained resource centers in locations where students live in order to promote a sense of belonging and increase attendance due to proximity.	$177,560.00	No
3.9	Mental Health Partnerships	Continue to provide access to mental health partnerships such as, but not limited to, Harmonium.	$7,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$505,455	$9,379

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
21.410%	0.000%	$0.00	21.410%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic Support and Intervention **Need:** As a Dashboard Alternative School, School wide Title 1, and with an unduplicated count of 88%, the majority of students need support in one or more content areas. **Scope:**	By providing academic support in core content areas, students will have greater access to the support needed to graduate. The action is LEA Wide, as Ingenuity is a one school LEA.	California School Dashboard Performance Indicator in ELA and Math Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Hands On Science Instruction **Need:** Students have demonstrated a need for hands on learning to ensure engagement in the content area of Science and imprive attendance. **Scope:** LEA-wide	Through Educational Partner input, students and families have indicated a high degree of engagement during science labs. This allows Ingenuity staff to customize science content to best support the academic needs and language needs of students.	CAST scores Science course completion rates
1.7	**Action:** Professional Learning **Need:** Unduplicated student needs incudes the need for well trained teachers, especially in the areas of trauma informed practices, language acquisition, internvetion, and engagement. **Scope:** LEA-wide	Professional learing will enhance teacher capacity and positively impact academic progress and student engagement. With an unduplicated count of over 88%, all teachers employed at Ingenuity work with unduplicated students.	Academic performance indicators Graduation Rate English Learner Progress Indicator
2.1	**Action:** Academic and Intervention Counseling **Need:** Increased monitoring and support of academic progress and improved graduation rate. **Scope:**	88% of students at Ingenuity are unduplicated. Most of these students face significant barriers to academic success and graduation. There is a need for additional academic counseling services to for monitoring and support. this support incudes counseling, family outreach, community connections, and additional monitoring for specific student groups.	Course completion rates and graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Career Technical Education and Exploration **Need:** Unduplicated students are in need of alternative pathways to graduation and beyond. **Scope:** LEA-wide	By providing opportunities for CTE courses and pathways, student can fulfill graduation requirements and create post secondary possibilities for themselves.	Graduation Rate College and Career Indicator
2.3	**Action:** Educational Enrichment **Need:** Unduplicated students face additional barriers to academic engagement. **Scope:** LEA-wide	Educational enrichment opportunities provide students with engaging experiences such as field trips, outdoor activities and in person content area workshops. With an unduplicated count of over 88%, this should be provided to all students versus limiting to only unduplicated students.	Academic Performance Indicators Graduation Rate Chronic Absenteeism
2.5	**Action:** Senior Activities and Graduation Support **Need:** The current graduation rate at Ingenuity is 66% and a red indicator on the California School Dashboard. Ingenuity is in CSI and Differentiated Assistance based on graduation rate. **Scope:**	Seniors have demonstrated a need for increased outreach and engagement in order to complete courses and maintain engagement. These activities and outreach need to take place for all seniors in order to promote increased graduation rate.	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Post-secondary Possibilities **Need:** Unduplicated students face significat barriers to attending college and securing career options. **Scope:** LEA-wide	By supporting unduplicated students with other post secondary options, scholarships, etc. their chances for further success are increased.	College and Career Indicator
3.1	**Action:** Social Emotional Learning Curriculum **Need:** As a Dashboard Alternative School, students at Ingenuity are faced with challenges, barriers, and collective trauma. It is essential to provide social emotional learning on a regular basis using evidenced based materials and strategies. **Scope:** LEA-wide	Through the implementation of an SEL curriculum, students will have access to ongoing learning and supplemental resources for selected at risk students.	California Healthy Kids Survey data will be used to monitor the effectiveness of this action.
3.2	**Action:** Attendance Monitoring, Support and Incentives **Need:** Current attendance rate is at 69%. In addition the Chronic Absentee rate on teh California School Dashboard is in the red level with a	With an unduplicated count of over 88%, it is critical that the attendance supports are provided to all students, especially English Learners, low income, and foster youth.	Average Daily Attendance Chronic Absentee Rate on the California School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rate of 84%. Attendance is a critical factor in academic achievement and graduation. **Scope:** LEA-wide		
3.5	**Action:** School Culture **Need:** Socioeconomically disadvantaged and hispanic youth are underperforming in multiple measures on the California School Dashboard such as graduation rate. **Scope:** LEA-wide	With staff well trained in equity practices, trauma responsive care, and relationship building students will feel more connected to school. This connectedness is directly related to attendance rates as well as overall performance.	Graduation Rate Academic Performance on California School Dashboard Attendance Rates
3.6	**Action:** Family Engagement **Need:** Unduplicated student and their families are in need of additional support and education in order to improve engagement, academic performance, and attendance. **Scope:** LEA-wide	With an unduplicated count of over 88%, it is critical that the families receive support and these supports are provided to all students, especially English Learners, low income, and foster youth.	Attendance rate Chronic Absentee Rates Graduation Rates
3.9	**Action:** Mental Health Partnerships **Need:**	As a single school LEA with 250 students, these services are often needed by many students.	California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As a DASS school, many students at Ingenuity are in need of additional mental health services that are beyond the scope of educational staff. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Language Development **Need:** A need has been identified to ensure high quality designated and integrated ELD instruction and to provide one on one and small group support based on language proficiency level. **Scope:** Limited to Unduplicated Student Group(s)	As a single site LEA, this action is LEA wide as all English learners are at the one school (LEA)	English Learner Progress Indicator and Reclassification Rates
3.4	**Action:** Homeless and Foster Youth Support **Need:**	Bus passes will assist students in getting to school, thus improving attendance. Other supports meet students' basic needs, thus increasing their chances of success. Regular check ins with families will better identify student	Academic performance as measured by CASPP and MAP scores Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Some Homeless/Foster Youth have struggled to attend school on a regular basis. They also have demonstrated difficulty in completing courses in a timely manner. **Scope:** Limited to Unduplicated Student Group(s)	and family needs so that the school can most effectively support and intervene.	

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

Additional staff have been hired to provide direct support to students based on a greater than 55% unduplicated student count at Ingenuity (single site LEA). This staff include an EL assistant who supports English Learners in small group and one-on-one settings.

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	N/A	1:83
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,360,801	505,455	21.410%	0.000%	21.410%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,979,737.91	$588,112.00	$0.00	$469,055.00	$3,036,904.91	$2,205,844.91	$831,060.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fully Credentialed Staff	All	No			All Schools	Ongoing	$864,677.91	$0.00	$864,677.91				$864,677.91	
1	1.2	Standards Aligned Core Curriculum	All	No			All Schools	Ongoing	$0.00	$175,000.00	$175,000.00				$175,000.00	
1	1.3	Academic Support and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$364,500.00	$35,000.00	$20,000.00	$160,000.00		$219,500.00	$399,500.00	
1	1.4	Hands On Science Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.5	Academic Assessments	All	No			All Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
1	1.6	Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$120,000.00	$45,000.00	$165,000.00				$165,000.00	
1	1.7	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$5,000.00	$15,000.00		$5,000.00	$25,000.00	
1	1.8	Classroom/Student Materials and Supplies	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.9	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$399,145.00	$0.00		$283,112.00		$116,033.00	$399,145.00	
2	2.1	Academic and Intervention Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$268,522.00	$0.00	$155,000.00			$113,522.00	$268,522.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Career Technical Education and Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$5,000.00	$55,000.00				$55,000.00	
2	2.3	Educational Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$30,000.00	$35,000.00				$35,000.00	
2	2.4	Digital Infrastructure, Devices, and Content	All	No			All Schools		$0.00	$90,000.00	$90,000.00				$90,000.00	
2	2.5	Senior Activities and Graduation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,000.00	$10,000.00	$7,000.00			$5,000.00	$12,000.00	
2	2.6	Post-secondary Possibilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.1	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
3	3.2	Attendance Monitoring, Support and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$7,000.00	$57,000.00				$57,000.00	
3	3.3	School Psychologist	Students with Disabilities	No			All Schools		$80,000.00	$0.00		$80,000.00			$80,000.00	
3	3.4	Homeless and Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.5	School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,000.00	$60,000.00	$12,000.00	$50,000.00			$62,000.00	
3	3.6	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$10,000.00			$5,000.00	$15,000.00	
3	3.7	Communications, Marketing, and Recruitment	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.8	Resource Centers	All	No			All Schools		$0.00	$177,560.00	$177,560.00				$177,560.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Mental Health Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,000.00	$7,000.00				$7,000.00	

2026-27 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
2,360,801	505,455	21.410%	0.000%	21.410%	$565,000.00	0.000%	23.933 %	Total:	$565,000.00
								LEA-wide Total:	$390,000.00
								Limited Total:	$175,000.00
								Schoolwide Total:	$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	1.3	Academic Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.4	Hands On Science Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.6	Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$165,000.00	
1	1.7	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.1	Academic and Intervention Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
2	2.2	Career Technical Education and Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
2	2.3	Educational Enrichment	Yes	LEA-wide	English Learners Foster Youth	All Schools	$35,000.00	

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 (%)
					Low Income			
2	2.5	Senior Activities and Graduation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.6	Post-secondary Possibilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	3.1	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Attendance Monitoring, Support and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	
3	3.4	Homeless and Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	
3	3.5	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
3	3.6	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.9	Mental Health Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	

2025 26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,876,904.91	$0.00

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	Fully Credentialed Staff	No	$864,677.91	
1	1.2	Standards Aligned Core Curriculum	No	$175,000.00	
1	1.3	Academic Support and Intervention	Yes	$239,500.00	
1	1.4	Hands On Science Instruction	Yes	$25,000.00	
1	1.5	Academic Assessments	No	$7,500.00	
1	1.6	Language Development	Yes	$165,000.00	
1	1.7	Professional Learning	Yes	$25,000.00	
1	1.8	Classroom/Student Materials and Supplies	No	$50,000.00	
1	1.9	Support for Students with Disabilities	No	$399,145.00	
2	2.1	Academic and Intervention Counseling	Yes	$268,522.00	
2	2.2	Career Technical Education and Exploration	Yes	$55,000.00	

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	2.3	Educational Enrichment	Yes	$35,000.00	
2	2.4	Digital Infrastructure, Devices, and Content	No	$90,000.00	
2	2.5	Senior Activities and Graduation Support	Yes	$12,000.00	
2	2.6	Post-secondary Possibilities	Yes	$2,000.00	
3	3.1	Social Emotional Learning Curriculum	Yes	$5,000.00	
3	3.2	Attendance Monitoring, Support and Incentives	Yes	$57,000.00	
3	3.3	School Psychologist	No	$80,000.00	
3	3.4	Homeless and Foster Youth Support	Yes	$10,000.00	
3	3.5	School Culture	Yes	$62,000.00	
3	3.6	Family Engagement	Yes	$15,000.00	
3	3.7	Communications, Marketing, and Recruitment	No	$50,000.00	
3	3.8	Resource Centers	No	$177,560.00	
3	3.9	Mental Health Partnerships	Yes	$7,000.00	

2025-26 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)
	$565,000.00	$0.00	$565,000.00	0.000%	0.000%	0.000%

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	1.3	Academic Support and Intervention	Yes	$20,000.00			
1	1.4	Hands On Science Instruction	Yes	$25,000.00			
1	1.6	Language Development	Yes	$165,000.00			
1	1.7	Professional Learning	Yes	$5,000.00			
2	2.1	Academic and Intervention Counseling	Yes	$155,000.00			
2	2.2	Career Technical Education and Exploration	Yes	$55,000.00			
2	2.3	Educational Enrichment	Yes	$35,000.00			
2	2.5	Senior Activities and Graduation Support	Yes	$7,000.00			
2	2.6	Post-secondary Possibilities	Yes	$2,000.00			
3	3.1	Social Emotional Learning Curriculum	Yes				
3	3.2	Attendance Monitoring, Support and Incentives	Yes	$57,000.00			
3	3.4	Homeless and Foster Youth Support	Yes	$10,000.00			
3	3.5	School Culture	Yes	$12,000.00			

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)
3	3.6	Family Engagement	Yes	$10,000.00			
3	3.9	Mental Health Partnerships	Yes	$7,000.00			

2025-26 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)
2,152,213		0%	0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

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

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **N E:** As a reminder, the superintendent of a school district (or COE must respond, in writing, to comments received by th applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the board 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify e n of the state priorities that this goal is intended to addres

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

th[illegible]ormer Home-to-School Transportation program, and the [illegible]all School District Transportation program, pursuant to 5 [illegible]*R* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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
November 2024

Appendix C

Articles of Incorporation

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Board Chair and Secretary, respectively, of The O'Farrell Charter Schools, a California nonprofit public benefit corporation, with California Entity Number 3253817.

2. Article V.B of the Articles of Incorporation of this Corporation is amended to read as follows:

> Upon the dissolution or final liquidation of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We 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 our own knowledge.

Date: 6/2/26

Talib Mahdi, Board Chair

Date: 6/2/26

Mireya Diaz-Ruiz, Secretary

A0786452

3253817

FILED
Secretary of State
State of California
DEC 12 2012

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

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 _____ 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 23 2013

Date: _____

3253817

FILED
In the office of the Secretary of State
of the State of California
DEC 18 2009

ARTICLES OF INCORPORATION
OF
O'FARRELL COMMUNITY SCHOOL: CENTER FOR ADVANCED ACADEMIC STUDIES
A California Nonprofit Public Benefit Corporation

I. CORPORATE NAME

The name of this corporation is O'Farrell Community School: Center for Advanced Academic Studies.

II. CORPORATE PURPOSES

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 charitable purposes.

B. The specific purposes of this corporation are:

(1) to support, benefit and carry out the purposes of, and to operate, manage, enhance, improve, disseminate, administer, guide, and direct (a) O'Farrell Community School, a California public charter school, and (b) other public charter schools as may be established, and other education programs that may be developed, by this corporation; and

(2) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. INITIAL AGENT FOR SERVICE OF PROCESS

The name and address in the State of California of this corporation's initial agent for service of process is:

Jonathan C. Dean, Ed.D.
6130 Skyline Drive
San Diego, CA 92114

IV. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation

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shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (ii) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended.

V. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to charitable purposes meeting the requirements for exemption provided by Section 501(c)(3) of the Internal Revenue Code of 1986. No part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to an entity engaged in education and/or a nonprofit fund, foundation or corporation engaged in education which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, as amended, and under Section 23701d of the California Revenue and Taxation Code, as amended.

Dated: December 15, 2009

Jonathan C. Dean, Incorporator

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CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Board Chair and Secretary, respectively, of The O'Farrell Charter Schools, a California nonprofit public benefit corporation, with California Entity Number 3253817.

2. Article V.B of the Articles of Incorporation of this Corporation is amended to read as follows:

> Upon the dissolution or final liquidation of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We 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 our own knowledge.

Date: 6/2/26

Talib Mahdi, Board Chair

Date: 6/2/26

Mireya Diaz-Ruiz, Secretary

A0786652

3253817

FILED
Secretary of State
State of California
DEC 12 2012

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

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 _____ 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 23 2013

Date: _____

3253817

FILED
In the office of the Secretary of State
of the State of California
DEC 18 2009

ARTICLES OF INCORPORATION
OF
O'FARRELL COMMUNITY SCHOOL: CENTER FOR ADVANCED ACADEMIC STUDIES
A California Nonprofit Public Benefit Corporation

I. CORPORATE NAME

The name of this corporation is O'Farrell Community School: Center for Advanced Academic Studies.

II. CORPORATE PURPOSES

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 charitable purposes.

B. The specific purposes of this corporation are:

(1) to support, benefit and carry out the purposes of, and to operate, manage, enhance, improve, disseminate, administer, guide, and direct (a) O'Farrell Community School, a California public charter school, and (b) other public charter schools as may be established, and other education programs that may be developed, by this corporation; and

(2) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. INITIAL AGENT FOR SERVICE OF PROCESS

The name and address in the State of California of this corporation's initial agent for service of process is:

Jonathan C. Dean, Ed.D.
6130 Skyline Drive
San Diego, CA 92114

IV. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation

Error! Unknown document property name.

shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (ii) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended.

V. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to charitable purposes meeting the requirements for exemption provided by Section 501(c)(3) of the Internal Revenue Code of 1986. No part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to an entity engaged in education and/or a nonprofit fund, foundation or corporation engaged in education which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, as amended, and under Section 23701d of the California Revenue and Taxation Code, as amended.

Dated: December 6, 2009

Jonathan C. Dean, Incorporator

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Appendix D

Active Corporation Status

BA20260874876

STATE OF CALIFORNIA
Office of the Secretary of State
STATEMENT OF INFORMATION
CA NONPROFIT CORPORATION

California Secretary of State
1500 11th Street
Sacramento, California 95814
(916) 657-5448

For Office Use Only

-FILED-

File No.: BA20260874876
Date Filed: 4/21/2026

Entity Details

Corporation Name	THE O'FARRELL CHARTER SCHOOLS
Entity No.	3253817
Formed In	CALIFORNIA

Street Address of California Principal Office of Corporation

Street Address of California Office	6130 SKYLINE DRIVE SAN DIEGO, CA 92114

Mailing Address of Corporation

Mailing Address	6130 SKYLINE DRIVE SAN DIEGO, CA 92114
Attention	

Officers

Officer Name	Officer Address	Position(s)
CINDY WAGNER	6130 SKYLINE DRIVE SAN DIEGO, CA 92114	Chief Executive Officer
Dominic Cooper	6130 SKYLINE DRIVE SAN DIEGO, CA 92114	Chief Financial Officer
Mireya Diaz-Ruiz	6130 SKYLINE DRIVE SAN DIEGO, CA 92114	Secretary

Additional Officers

Officer Name	Officer Address	Position	Stated Position
None Entered			

Agent for Service of Process

Agent Name	CINDY WAGNER
Agent Address	6130 SKYLINE DRIVE SAN DIEGO, CA 92114

Email Notifications

Opt-in Email Notifications	Yes, I opt-in to receive entity notifications via email.

Electronic Signature

☒ By signing, I affirm that the information herein is true and correct and that I am authorized by California law to sign.

K Pietrusiewicz — Signature

04/21/2026 — Date

B4614-5246 04/21/2026 11:29 AM Received by California Secretary of State

Appendix E

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

Jonathan Dean, Superintendent

Appendix F

Conflict of Interest Policy

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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
Board of Supervisors of the County of San Diego.
Meeting Date: 2/14/23 Minute Order No. 13
By: _____ Date: 2/13/23
Deputy Clerk of the Board of 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 Policy	)))	RESOLUTION

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/Reviewed on: October 8, 2018
December 14, 2020
December 5, 2022
August 12, 2024

Appendix G

Uniform Complaint Policy and Form

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
- 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

(619) 263-3009
Susan.cuttitta@ofarrellschool.org

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

UNIFORM COMPLAINT PROCEDURE FORM

Please complete this form, providing as much information as possible and attaching any applicable supporting documentation, to assist in the investigation of the complaint.

Information

LAST NAME OF THE COMPLAINANT	FIRST NAME OF THE COMPLAINANT	
STUDENT NAME (IF APPLICABLE)	STUDENT GRADE	STUDENT DOB
ADDRESS (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE)		
EMAIL ADDRESS	TELEPHONE NUMBER	
COMPLAINANT IS A: □ Student □ Parent/Guardian □ Employee □ Other *(specify)*		
THIS COMPLAINT IS BEING FILED ON BEHALF OF: □ Myself □ A student (not the complainant named above) □ Other *(specify)*		
DATE OF ALLEGED VIOLATION	SCHOOL OF ALLEGED VIOLATION	

Basis of Complaint

For allegations related to any of the following programs and activities subject to the Uniform Complaint Procedures (UCP):

- □ Discrimination, Harassment, Intimidation, and/or Bullying
- □ Education for Foster Youth, Homeless Youth, Former Juvenile Court School Students, or Military Dependents
- □ Every Student Succeeds Act
- □ Local Control Accountability Plan
- □ Career Technical Education
- □ Consolidated Categorical Aid
- □ Pupil Fees
- □ School Safety Plan
- □ Reasonable Accommodations to a Lactating Student
- □ Other Basis from UCP: _____

For complaints alleging discrimination, harassment, intimidation, and/or bullying, indicate the actual or perceived protected characteristics upon which the alleged conduct is based:

- □ Race or ethnicity
- □ Color
- □ Ancestry
- □ Nationality
- □ National origin
- □ Immigration status
- □ Ethnic group identification
- □ Religion
- □ Age
- □ Marital status
- □ Pregnancy
- □ Parental status
- □ Physical or mental disability
- □ Other _____
- □ Sex
- □ Sexual orientation
- □ Gender
- □ Gender identity
- □ Gender expression
- □ Genetic information

Details of the Complaint

Please answer the following questions to the best of your ability. If you mention names, please also identify who they are (i.e. student, staff, parent, etc.). Attach additional pages, if necessary.

Provide the **facts** about your complaint:

_____

_____

_____

_____

List the **people** involved or impacted:

_____

_____

_____

List any **witnesses** or individuals who may have knowledge of the alleged acts:

_____

_____

_____

Provide and/or describe the specific **location(s)** where the incident(s) occurred:

_____

_____

_____

List all the **date(s) and time(s)** when the incident(s) occurred or when the alleged acts first came to your attention:

_____

_____

Describe any **steps** you have taken to resolve this issue before filing the complaint. If applicable, list names and titles of school staff you have contacted:

_____

_____

_____

Do you have any **written documents/evidence** that you can provide that may be relevant/ supportive of your complaint?

- ☐ No
- ☐ Yes, copies of the documents/evidence are attached to this complaint

Signature of Complainant_____ Date_____

Please file this form and any additional documents in person or by mail with the following individual:

ATTN: Director of Operations – 6130 Skyline Drive San Diego, CA 92114 – susan.cuttitta@ofarrellschool.org

FORMULARIO PARA PROCEDIMIENTO DE QUEJA UNIFORME

Favor de llenar este formulario, aportando la mayor cantidad de información posible y adjuntando toda la documentación de respaldo aplicable, para ayudar con la investigación de la denuncia.

Datos

APELLIDO DEL DENUNCIANTE	NOMBRE DE PILA DEL DENUNCIANTE	
NOMBRE DEL ALUMNO (EN CASO APLICABLE)	GRADO DEL ALUMNO	FEC. DE NAC. DEL ALUMNO
DOMICILIO (NÚMERO, CALLE, NÚMERO DE DEPARTAMENTO, CIUDAD, ESTADO Y CÓDIGO POSTAL)		
DIRECCIÓN DE CORREO ELECTRÓNICO	NÚMERO TELEFÓNICO	
EL DENUNCIANTE ES UN: □ Alumno □ Padre/Tutor □ Empleado □ Otro *(favor de especificar)*		
ESTA DENUNCIA SE ESTÁ PRESENTANDO EN NOMBRE (DE): □ Mío □ Un alumno (no el denunciante nombrado anteriormente) □ Otro *(favor de especificar)*		
FECHA DE LA PRESUNTA INFRACCIÓN	ESCUELA DE LA PRESUNTA INFRACCIÓN	

Fundamento para Queja

Para acusaciones relacionadas con cualquiera de los programas y actividades sujetos a los Procedimientos de Queja Uniforme (UCP, por sus siglas en inglés):

- □ Discriminación, acoso, intimidación y/u hostigamiento
- □ Educación para jóvenes de crianza temporal, jóvenes indigentes, exalumnos de correccional de menores o dependientes militares
- □ Ley Federal "Todos los Alumnos Triunfan"
- □ Plan de Responsabilidad y Control Local
- □ Educación para Carrera Técnica
- □ Apoyo Categórico Consolidado
- □ Cuotas a estudiantes
- □ Plan de Seguridad Escolar
- □ Adaptaciones razonables para una alumna en etapa de lactancia

□ Otro fundamento de UCP: _____

Para las denuncias que afirmen discriminación, acoso, intimidación y/u hostigamiento, indique las características de personas amparadas por la ley, reales o percibidas, en las cuales se basa la presunta conducta:

- □ Raza u origen étnico
- □ Color
- □ Ascendencia
- □ Nacionalidad
- □ Origen nacional
- □ Situación migratoria
- □ Identificación con grupo étnico
- □ Religión
- □ Edad
- □ Estado civil
- □ Embarazo
- □ Condición de padre/madre
- □ Discapacidad física o mental
- □ Otro _____
- □ Sexo
- □ Orientación sexual
- □ Género
- □ Identidad de género
- □ Expresión de género
- □ Información genética

Detalles de la Denuncia

Favor de responder las siguientes preguntas en la medida de sus capacidades. Si menciona nombres, favor de también identificar quiénes son (es decir, alumno, personal, padre, etc.). Adjunte páginas adicionales en caso necesario.

Aporte los **hechos** de su denuncia:

_____

_____

_____

_____

Incluya a las **personas** involucradas o implicadas:

_____

_____

_____

Incluya a cualesquier **testigos** o personas que pudieron haber tenido conocimiento de los presuntos actos:

_____

_____

_____

Incluya y/o describa el/los **lugar(es)** específico(s) donde ocurrió el/ocurrieron los incidente(s):

_____

_____

_____

Incluya todas las **fecha(s) y hora(s)** cuando ocurrió el/ocurrieron los incidente(s) o cuando se percató de los presuntos actos:

_____

_____

Describa cualesquier **pasos** que ha tomado para resolver este problema antes de presentar la denuncia. En caso aplicable, incluya los nombres y cargos del personal escolar a quien ha contactado:

_____

_____

_____

¿Tiene **documentos/pruebas escritas** que pueda aportar que podrían sustentar/ ser relevantes a su denuncia?

- ☐ No
- ☐ Sí, he adjuntado a esta denuncia copias de los documentos/las pruebas

Firma del Denunciante_____ Fecha_____

Favor de presentar este formulario y todo documento adicional personalmente o por correo a la siguiente persona:

ATTN: Director of Operations – 6130 Skyline Drive San Diego, CA 92114 – susan.cuttitta@ofarrellschool.org

Appendix H

Board Roster

Board of Directors

Talib Mahdi, Chair
Term: August 2024 - August 2026
talib.mahdi@ofarrellschool.org

Troy Owens, Vice Chair
Term: August 2024 - August 2026
troy.owens@ofarrellschool.org

Sharlette Dela Cruz, Community Representative
Term: January 2026 - January 2028
sharlette.delacruz@ofarrellschool.org

Dominic Cooper, Financial Liaison/Chief Financial Officer
Term: August 2025 - August 2027
dominic.cooper@ofarrellschool.org

Danielle Porter, Parent Representative
Term: May 2025 - May 2027
danielle.porter@ofarrellschool.org

Board of Directors Biographies

Talib Mahdi

Chair

Mr. Mahdi is born and raised in Southeast San Diego. He earned a Bachelor of Science in Electrical Engineering from San Diego State University.

Mr. Mahdi serves as an engineer for the Department of Defense, where he leads a team and manages a $3 million annual budget (specific project details remain classified).

Grounded in a family tradition of community service, Mr. Mahdi has spent years mentoring and coaching youth basketball across youth, high school, and collegiate levels. After noticing players struggling with math, he launched a free tutoring program at a local recreation center to support neighborhood students.

Mr. Mahdi aims to bring their background in fiscal oversight, community experience, and commitment to Diversity, Equity, and Inclusion (DEI) to board service—focusing on prioritizing student and staff needs while maintaining responsible budgetary management.

Troy Owens

Vice Chair

Troy P. Owens, Sr. and his wife have been married for 46 years; both were raised in Southeast San Diego. They are parents of three and grandparents of twelve. Two of their grandchildren attended O'Farrell Charter School. Mr. Owens received his formal education at Southern California Bible College and Seminary in El Cajon, California.

Troy Owens served in the United States Marine Corps for six years and then joined the San Diego Police Department, from where he retired in 2018 after 28 years of policing.

As a police officer, Troy Owens received numerous distinguished awards and recognitions, including a Metal of Valor and an Officer Troy Owens Day in the City of San Diego. His assignments were Public Relation Officer for the Chief of Police, Southeastern Division Community Relations Officer, D.A.R.E Officer, Acting Detective, Patrol Officer as well as a Juvenile Service Team Officer where he worked with youth, parents and schools for 22 years. In his capacity as a Juvenile Service Officer, Mr. Owens mentored countless youths and provided youth and parents with referrals to Governmental Agencies and Community Based Organizations where they received assistance in personal and family development.

Sharlette Dela Cruz
Community Representative

With over 30 years of experience in the architecture and engineering industry, Mrs. Dela Cruz specializes in developing strategic partnerships, leading business development initiatives, and delivering community-focused infrastructure solutions. Mrs. Dela Cruz holds a Master of Business Administration from the University of Phoenix and has served in various high-level leadership and management roles.

For over 12 years, Mrs. Dela Cruz has served on The O'Farrell Charter Schools board. Her tenure is rooted in collaborative leadership, responsible stewardship, and thoughtful governance to ensure the school's mission continues to empower students and prepare them for higher education and future careers.

Mrs. Dela Cruz advocates for student-centered decision-making, believing that every student deserves access to a high-quality education in a supportive and challenging environment. Their approach to leadership centers on active listening, earning trust, and uniting communities around a shared vision.

Dominic Cooper
Financial Liaison/Chief Financial Officer

Mr. Cooper serves as Program Manager for Diversity and Community Initiatives at UC San Diego's School of Pharmacy, co-chairing the EDI Executive Committee and coordinating student programs like the Research Methodology Training Lab. He holds a B.S. in Public Health, a graduate certificate in Clinical Case Management, an M.A. in Organizational Leadership, and is pursuing a Ph.D. in Education for Social Justice.

Focusing on health equity and social justice, Mr. Cooper serves as a youth advisor at 47th St. Church of GOD, an NAACP member, and a La Jolla Playhouse planning committee member. His governance background includes serving on the Lincoln High School Administration of Justice Board and UC San Diego equity task forces.

A father of five—including two OCS graduates—he and his wife are long-standing "Falcons for life." Driven by servant leadership, Mr. Cooper brings collaborative relationship-building, educational equity expertise, and an extensive San Diego network to the Board of Directors.

Danielle Porter
Parent Representative

Mrs. Porter serves as a Command Center Agent at MTM, where she manages the hiring process for qualified drivers by processing background checks and drug screenings, as well as approving all required onboarding documentation.

She has served on the School Site Council (SSC) at The O'Farrell Charter School and as a panelist for school site visits. Additionally, she served as the treasurer for the girls' flag football team—a program she was thrilled to see established after years of advocacy.

Mrs. Porter and her husband, Chris, have been together for 20 years and take great pride in the strong family unit they have built. As a busy family of six, they are constantly on the move with sports and extracurricular activities. They have been part of the O'Farrell community for six years and are the proud parents of four daughters enrolled at O'Farrell

A compassionate and active listener, Mrs. Porter seeks to serve as a strong advocate for families within the O'Farrell community. She aims to leverage her day-to-day insight as an engaged parent to ensure family perspectives remain an integral part of school leadership conversations and decision-making.

Appendix I

Budget Projections and Cash Flow

Charter School Preliminary Budget
FY 2026-2027

Charter School Name:	Ingenuity Charter School
CDS #:	37-68338-0131979
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1719

Projected Enrollment	165
ADA Rate	92.00%
Projected ADA	151.80
Projected Unduplicated Pupil Count	150.66

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
A. REVENUES (8000-8799)				
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	915,739		915,739
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	30,360		30,360
State Aid - Prior Years *(LCFF State Aid and EPA) (Res 0000 and Res 1400)*	8019	-		-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	1,479,543		1,479,543
Other LCFF Transfers	8091, 8097			-
Total, LCFF Sources		2,425,642	-	2,425,642
2. Federal Revenues (8100-8299)				
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290		71,351	71,351
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290		7,220	7,220
ESEA (ESSA) : Title III, English Learner Student Program (Res 4203)	8290			-
ESEA (ESSA) : Title III, Immigrant Student Program (Res 4201)	8290			-
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290			-
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			-
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290			-
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181		7,250	7,250
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110			-
Other Federal Revenues (All other resources not reported separately)	8100-8299		275,000	275,000
Total - Federal Revenues		-	360,821	360,821
3. Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792		203,412	203,412
State Special Education Mental Health Services (Res 6512)	8590		9,867	9,867
Mandate Block Grant (Res 0000)	8550	8,420		8,420
After School Education and Safety (ASES) (Res 6010)	8677, 8590			-
Common Core Standards Implementation (Res 7405)	8590			-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590			-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590			-
Lottery, Unrestricted (Res 1100)	8560	33,032		33,032
Lottery, Restricted - Prop 20 (Res 6300)	8560		8,258	8,258
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590			-
Other State Revenues *(All other resources not reported separately)*	8300-8599		35,787	35,787
Total - Other State Revenues		41,452	257,324	298,775
4. Local Revenue (8600-8799)				
All Local Revenues	8600-8799	360,000		360,000
Total - Local Revenues		360,000	-	360,000
5. TOTAL REVENUES		**2,827,094**	**618,145**	**3,445,238**
B. EXPENDITURES AND OTHER OUTGO (1000-7499)				
1. Certificated Salaries				
Teachers' Salaries	1100	504,673	471,263	975,936
Pupil Support Salaries	1200	137,726	223,514	361,240
Supervisors' and Administrators' Salaries	1300	252,979	11,409	264,388
Other Certificated Salaries	1900			-
Total, Certificated Salaries		895,377	706,186	1,601,564
2. Classified Salaries				
Instructional Salaries	2100			-
Support Salaries	2200			-
Supervisors' and Administrators' Salaries	2300	90,000		90,000
Clerical and Office Salaries	2400	156,036		156,036
Other Classified Salaries	2900			-
Total, Classified Salaries		246,036	-	246,036
3. Employee Benefits				
STRS	3101-3102	169,167	136,731	305,899
PERS	3201-3202	64,954	-	64,954
OASDI/Medicare (Social Security)	3301-3302	31,664	10,380	42,044
Health and Welfare Benefits	3401-3402	51,554	29,646	81,200
Unemployment Insurance	3501-3502	582	376	958
Workers' Compensation Insurance	3601-3602	15,844	10,022	25,866
OPEB, Allocated	3701-3702			-
OPEB, Active Employees	3751-3752			-
Other Employee Benefits	3901-3902			-
Total, Employee Benefits		333,765	187,156	520,921

Charter School Preliminary Budget
FY 2026-2027

Charter School Name:	Ingenuity Charter School
CDS #:	37-68338-0131979
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1719

Projected Enrollment	165
ADA Rate	92.00%
Projected ADA	151.80
Projected Unduplicated Pupil Count	150.66

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	105,600	-	105,600
Books and Other Reference Materials	4200	100	-	100
Materials and Supplies	4300	140,229	8,258	148,487
Non-capitalized Equipment	4400	46,857	-	46,857
Food (Food used in food-service activities for which the purpose is nutrition)	4700			-
Total, Books and Supplies		292,786	8,258	301,044
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	63,894	2,300	66,194
Travel and Conferences	5200	2,000	-	2,000
Dues and Memberships	5300	6,400	-	6,400
Insurance	5400	21,400	-	21,400
Operations and Housekeeping Services	5500	55,200	-	55,200
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	62,700	-	62,700
Transfer of Direct Costs ***(MUST** net to zero)*	5700	299,295	(299,295)	-
Prof/Consulting Svcs and Operating Expend ***(Include District Oversight)***	5800	275,191	13,540	288,731
Communications	5900	30,900	-	30,900
Total, Services and Other Operating Expenditures		816,980	(283,455)	533,525
6. Capital Outlay				
Depreciation Expense (See Sections G.9 & F.2.a)	6900	2,400		2,400
Total, Capital Outlay		2,400	-	2,400
7. Other Outgo				
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143			-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223			-
All Other Transfers	7280-7299			-
Transfers of Indirect Costs *(**MUST** net to zero)*	7300-7399			-
Debt Service - Interest	7430-7439			-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439			-
Total, Other Outgo		-	-	-
8. TOTAL EXPENDITURES		**2,587,345**	**618,145**	**3,205,490**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		239,748	0	239,748
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)				
1. All Other Financing Sources	8930-8979			-
2. Other Uses	7630-7699			-
3. Contributions between unrestricted and restricted accounts *(**MUST** net to zero)* ***(Include contribution to the unfunded cost of Special Education)***	8980-8999			-
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		239,748	0	239,748
F. FUND BALANCE/NET POSITION				
1. Beginning Fund Balance/Net Position				
a. July 1 (Projected Ending Fund Balance for FY ending 06/30/26)	9791	3,585,319		3,585,319
b. Adjustments/Restatements	9793, 9795	27,025		27,025
c. Adjusted Beginning Fund Balance/Net Position		3,612,344	-	3,612,344
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		3,852,092	0	3,852,092
Components of Ending Net Position				
a. Net Investment in Capital Assets *(**See Sections B.6 and G.9**)*	9796			-
b. Restricted Net Position	9797			-
c. Unrestricted Net Position	9791			-

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name:	Ingenuity Charter School
CDS #:	37-68338-0131979
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1,719.00

Instructions:
Column G " PY Estimated Actual" - manual input (data source: Est. Actual for FY ending 6/30/26)
Column H "Preliminary Budget" - will automatically populate (linked to Prelim Budget Template tab)
Column I "$ Change" - will automatically populate
Column J "% Change" - will automatically populate
Column K "Explanation" - provide an explanation if Column J is highlighted in RED

Description	Object Code	Estimated Actual for FY Ending 6/30/26 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation *(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)* =>10% and =>(-10%) change
A. REVENUES (8000-8799)						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	766,377	915,739	$ 149,362	19%	Higher enrollment and super-COLA
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	29,700	30,360	$ 660	2%	
State Aid - Prior Years *(LCFF State Aid and EPA) (Res 0000 and Res 1400)*	8019	-	-	$ -	0%	
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	1,447,379	1,479,543	$ 32,164	2%	
Other LCFF Transfers	8091, 8097		-	$ -	0%	
Total, LCFF Sources		**2,243,456**	**2,425,642**	**$ 182,186**	**8%**	
2. Federal Revenues (8100-8299)						
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	71,351	71,351	$ -	0%	
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290	7,220	7,220	$ -	0%	
ESEA (ESSA) : Title III, English Learner Student Program (Res 4203)	8290	-	-	$ -	0%	
ESEA (ESSA) : Title III, Immigrant Student Program (Res 4201)	8290	-	-	$ -	0%	
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290	-	-	$ -	0%	
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290	2,500	-	$ (2,500)	-100%	No Title IV planned
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290	-	-	$ -	0%	
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	27,260	7,250	$ (20,010)	-73%	Much lower IDEA Revenue expected
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182	-	-	$ -	0%	
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220	-	-	$ -	0%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	$ -	0%	
Other Federal Revenues (All other resources not reported separately)	8100-8299	95,863	275,000	$ 179,137	187%	Higher Restricted Revenue including CSI
Total - Federal Revenues		**204,194**	**360,821**	**$ 156,627**	**77%**	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792	168,789	203,412	$ 34,623	21%	HigherADA Rate
State Special Education Mental Health Services (Res 6512)	8590	-	9,867	$ 9,867	0%	
Mandate Block Grant (Res 0000)	8550	9,258	8,420	$ (838)	-9%	Lower ADA than in 25-26
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-	-	$ -	0%	
Common Core Standards Implementation (Res 7405)	8590	-	-	$ -	0%	
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-	-	$ -	0%	
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-	-	$ -	0%	
Lottery, Unrestricted (Res 1100)	8560	32,314	33,032	$ 718	2%	
Lottery, Restricted - Prop 20 (Res 6300)	8560	8,078	8,258	$ 180	2%	
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	$ -	0%	
Other State Revenues *(All other resources not reported separately)*	8300-8599	135,321	35,787	$ (99,534)	-74%	Lower Restricted Revenue recognized
Total - Other State Revenues		**353,760**	**298,775**	**$ (54,984)**	**-16%**	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	172,293	360,000	$ 187,707	109%	Earning $30K per month in Restricted Revenue
Total - Local Revenues		**172,293**	**360,000**	**$ 187,707**	**109%**	
5. TOTAL REVENUES		**2,973,703**	**3,445,238**	**$ 471,535**	**16%**	
B. EXPENDITURES AND OTHER OUTGO (1000-7499)						
1. Certificated Salaries						
Teachers' Salaries	1100	966,854	975,936	$ 9,082	1%	
Pupil Support Salaries	1200	316,185	361,240	$ 45,054	14%	Higher allocated labor from O'Farrell + EE formerly in 1900 now in 1200
Supervisors' and Administrators' Salaries	1300	246,115	264,388	$ 18,273	7%	
Other Certificated Salaries	1900	4,279	-	$ (4,279)	-100%	Labor moved to 1200
Total, Certificated Salaries		**1,533,434**	**1,601,564**	**$ 68,130**	**4%**	

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name:	Ingenuity Charter School
CDS #:	37-68338-0131979
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1,719.00

Instructions:
Column G " PY Estimated Actual" - manual input (data source: Est. Actual for FY ending 6/30/26)
Column H "Preliminary Budget" - will automatically populate (linked to Prelim Budget Template tab)
Column I "$ Change" - will automatically populate
Column J "% Change" - will automatically populate
Column K "Explanation" - provide an explanation if Column J is highlighted in RED

Description	Object Code	Estimated Actual for FY Ending 6/30/26 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation *(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)* =>10% and =>(-10%) change
2. Classified Salaries						
Instructional Salaries	2100	9,737	-	$ (9,737)	-100%	Position eliminated
Support Salaries	2200	-	-	$ -	0%	
Supervisors' and Administrators' Salaries	2300	-	90,000	$ 90,000	0%	
Clerical and Office Salaries	2400	151,698	156,036	$ 4,338	3%	
Other Classified Salaries	2900		-	$ -	0%	
Total, Classified Salaries		**161,435**	**246,036**	**$ 84,601**	**52%**	
3. Employee Benefits						
STRS	3101-3102	279,080	305,899	$ 26,818	10%	
PERS	3201-3202	46,448	64,954	$ 18,505	40%	Higher PERS expense
OASDI/Medicare (Social Security)	3301-3302	36,011	42,044	$ 6,034	17%	Higher classified salaries
Health and Welfare Benefits	3401-3402	82,233	81,200	$ (1,033)	-1%	
Unemployment Insurance	3501-3502	913	958	$ 45	5%	
Workers' Compensation Insurance	3601-3602	19,342	25,866	$ 6,525	34%	Higher rate of Workers Comp
OPEB, Allocated	3701-3702	-	-	$ -	0%	
OPEB, Active Employees	3751-3752	-	-	$ -	0%	
Other Employee Benefits	3901-3902	-	-	$ -	0%	
Total, Employee Benefits		**464,028**	**520,921**	**$ 56,894**	**12%**	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	110,551	105,600	$ (4,951)	-4%	
Books and Other Reference Materials	4200	83	100	$ 17	20%	not really material
Materials and Supplies	4300	144,823	148,487	$ 3,664	3%	
Non-capitalized Equipment	4400	43,775	46,857	$ 3,082	7%	
Food (Food used in food-service activities for which the purpose is nutrition)	4700	6,532	-	$ (6,532)	-100%	Actuals should be a part of Office expense
Total, Books and Supplies		**305,764**	**301,044**	**$ (4,720)**	**-2%**	
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	61,104	66,194	$ 5,089	8%	
Travel and Conferences	5200	2,283	2,000	$ (283)	-12%	Lower travel is planned
Dues and Memberships	5300	6,715	6,400	$ (315)	-5%	
Insurance	5400	20,492	21,400	$ 908	4%	
Operations and Housekeeping Services	5500	52,664	55,200	$ 2,536	5%	
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	61,337	62,700	$ 1,363	2%	
Transfer of Direct Costs ***(MUST** net to zero)*	5700	-	-	$ -	0%	
Prof/Consulting Svcs and Operating Expend ***(Include District Oversight)***	5800	265,347	288,731	$ 23,385	9%	
Communications	5900	27,523	30,900	$ 3,377	12%	Higher communication expenses
Total, Services and Other Operating Expenditures		**497,464**	**533,525**	**$ 36,061**	**7%**	
6. Capital Outlay						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	2,352	2,400	$ 48	2%	
Total, Capital Outlay		**2,352**	**2,400**	**$ 48**	**2%**	
7. Other Outgo						
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143		-	$ -	0%	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		-	$ -	0%	
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223		-	$ -	0%	
All Other Transfers	7280-7299		-	$ -	0%	
Transfers of Indirect Costs *(**MUST** net to zero)*	7300-7399		-	$ -	0%	
Debt Service - Interest	7430-7439		-	$ -	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439		-	$ -	0%	
Total, Other Outgo		-	-	$ -	0%	
8. TOTAL EXPENDITURES		**2,964,477**	**3,205,490**	**$ 241,013**	**8%**	

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name:	Ingenuity Charter School
CDS #:	37-68338-0131979
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1,719.00

Instructions:
Column G " PY Estimated Actual" - manual input (data source: Est. Actual for FY ending 6/30/26)
Column H "Preliminary Budget" - will automatically populate (linked to Prelim Budget Template tab)
Column I "$ Change" - will automatically populate
Column J "% Change" - will automatically populate
Column K "Explanation" - provide an explanation if Column J is highlighted in RED

Description	Object Code	Estimated Actual for FY Ending 6/30/26 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation *(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)* =>10% and =>(-10%) change
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		9,226	239,748	$ 230,522	2499%	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)						
1. All Other Financing Sources	8930-8979		-	$ -	0%	
2. Other Uses	7630-7699		-	$ -	0%	
3. Contributions between unrestricted and restricted accounts *(**MUST** net to zero)*	8980-8999		-	$ -	0%	
(Include contribution to the unfunded cost of Special Education)						
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	$ -	0%	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		9,226	239,748	$ 230,522	2499%	
F. FUND BALANCE/NET POSITION						
1. Beginning Fund Balance/Net Position						
a. July 1 (Projected Ending Fund Balance for FY ending 06/30/26)	9791	3,408,576	3,585,319	$ 176,743	5%	
b. Adjustments/Restatements	9793, 9795	167,517	27,025	$ (140,492)	-84%	
c. Adjusted Beginning Fund Balance/Net Position		3,576,093	3,612,344	$ 36,251	1%	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		3,585,319	3,852,092	$ 266,773	7%	
Components of Ending Net Position						
a. Net Investment in Capital Assets *(**See Sections B.6 and G.9**)*	9796		-	$ -	0%	
b. Restricted Net Position	9797		-	$ -	0%	
c. Unrestricted Net Position	9791		-	$ -	0%	

Net Operating Profit (Revenue > Expenses)	**MET**	**MET**
Required Unrestricted Fund Balance (3% of expenses)	88,934	96,165
Reserve for Economic Uncertainty	**MET**	**MET**

Copy & Paste (without links) your MYP Budget for FY26-27 thru FY28-29 or use template provided
Include enrollment, ADA rate, and lines for each revenue and expenditure account utilitized

Description	Object Code	FY26-27 Preliminary Budget	FY27-28	FY28-29
Projected Enrollment		165.00	165	165
ADA Rate		92%	92%	92%
Projected ADA		151.80	151.80	151.80
Projected Unduplicated Pupil Count		150.66	151	151
A. REVENUES (8000-8799)				
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) (Res 0000)	8011	915,739	1,001,669	1,079,573
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	30,360	30,360	30,360
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	-		
Transfers to Charter Schools in Lieu of Property Taxes - CY & PY (Res 0000)	8096	1,479,543	1,479,543	1,479,543
Other LCFF Transfers	8091, 8097	-		
Total, LCFF Sources		2,425,642	2,511,572	2,589,476
2. Federal Revenues (8100-8299)				
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	71,351	71,351	71,351
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290	7,220	7,220	7,220
ESEA (ESSA): Title III, English Learner Student Program (Res 4203)	8290	-		
ESEA (ESSA): Title III, Immigrant Student Program (Res 4201)	8290	-		
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290	-		
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290	-		
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290	-		
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	7,250	23,925	23,925
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182	-		
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220	-		
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-		
Other Federal Revenues (All other resources not reported separately)	8100-8299	275,000	275,000	275,000
Total - Federal Revenues		360,821	377,496	377,496
3. Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792	203,412	210,125	216,617
State Special Education Mental Health Services (Res 6512)	8590	9,867		
Mandate Block Grant (Res 0000)	8550	8,420	8,833	9,107
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-		
Common Core Standards Implementation (Res 7405)	8590	-		
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-		
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-		
Lottery, Unrestricted (Res 1100)	8560	33,032	33,032	33,032
Lottery, Restricted - Prop 20 (Res 6300)	8560	8,258	8,258	8,258
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-		
Other State Revenues (All other resources not reported separately)	8300-8599	35,787	90,259	103,225
Total - Other State Revenues		298,775	350,507	370,238
4. Local Revenue (8600-8799)				
All Local Revenues	8600-8799	360,000	360,000	360,000
Total - Local Revenues		360,000	360,000	360,000
5. TOTAL REVENUES		3,445,238	3,599,575	3,697,210
B. EXPENDITURES AND OTHER OUTGO (1000-7499)				
1. Certificated Salaries				
Teachers' Salaries	1100	975,936	1,002,774	1,029,649
Pupil Support Salaries	1200	361,240	371,174	381,121
Supervisors' and Administrators' Salaries	1300	264,388	271,659	278,939
Other Certificated Salaries	1900	-		
Total, Certificated Salaries		1,601,564	1,645,607	1,689,709
2. Classified Salaries				
Instructional Salaries	2100	-		
Support Salaries	2200	-		
Supervisors' and Administrators' Salaries	2300	90,000	92,475	94,953
Clerical and Office Salaries	2400	156,036	160,327	164,624
Other Classified Salaries	2900	-		
Total, Classified Salaries		246,036	252,802	259,577
3. Employee Benefits				
STRS	3101-3102	305,899	314,311	322,734
PERS	3201-3202	64,954	67,751	67,231
OASDI/Medicare (Social Security)	3301-3302	42,044	43,201	44,358
Health and Welfare Benefits	3401-3402	81,200	83,433	85,669
Unemployment Insurance	3501-3502	958	960	962
Workers' Compensation Insurance	3601-3602	25,866	26,578	27,290
OPEB, Allocated	3701-3702	-		
OPEB, Active Employees	3751-3752	-		
Other Employee Benefits	3901-3902	-		
Total, Employee Benefits		520,921	536,234	548,245
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	105,600	108,504	111,412
Books and Other Reference Materials	4200	100	103	106
Materials and Supplies	4300	148,487	152,571	156,660
Non-capitalized Equipment	4400	46,857	48,145	49,436
Food (Food used in food-service activities for which the purpose is nutrition)	4700	-		
Total, Books and Supplies		301,044	309,323	317,613
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	66,194	68,014	69,837
Travel and Conferences	5200	2,000	2,055	2,110
Dues and Memberships	5300	6,400	6,576	6,752
Insurance	5400	21,400	21,989	22,578
Operations and Housekeeping Services	5500	55,200	56,718	58,238
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	62,700	63,272	63,845
Transfer of Direct Costs (MUST net to zero)	5700	-		
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	288,731	297,776	306,051
Communications	5900	30,900	31,750	32,601
Total, Services and Other Operating Expenditures		533,525	548,149	562,042
6. Capital Outlay				
Depreciation Expense (See Sections G.9 & F2.a)	6900	2,400	2,466	2,532
Total, Capital Outlay		2,400	2,466	2,532
7. Other Outgo				
Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.)	7110-7143	-		
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-		
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-		
All Other Transfers	7280-7299	-		
Transfers of Indirect Costs (MUST net to zero)	7300-7399	-		
Debt Service - Interest	7430-7439	-		
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-		
Total, Other Outgo		-	-	-
B. TOTAL EXPENDITURES		3,205,490	3,294,581	3,379,717
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		239,748	304,994	317,493
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)				
1. All Other Financing Sources	8930-8979	-		
2. Other Uses	7630-7699	-		
3. Contributions between unrestricted and restricted accounts (MUST net to zero) (Include contribution to the unfunded cost of Special Education)	8980-8999	-		
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		239,748	304,994	317,493

Charter School Preliminary Budget
FY 2026-2027

Charter School Name:	The O'Farrell Charter
CDS #:	37-68338-6061964
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	0048

Projected Enrollment	1835
ADA Rate	95.00%
Projected ADA	1743.25
Projected Unduplicated Pupil Count	1,266.70

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
A. REVENUES (8000-8799)				
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	7,041,701		7,041,701
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	348,650		348,650
State Aid - Prior Years *(LCFF State Aid and EPA) (Res 0000 and Res 1400)*	8019	-		-
Transfers to Charter Schools in Lieu of Property Taxes - CY & PY (Res 0000)	8096	17,398,036		17,398,036
Other LCFF Transfers	8091, 8097	-		-
Total, LCFF Sources		24,788,387	-	24,788,387
2. Federal Revenues (8100-8299)				
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290		390,878	390,878
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290		45,467	45,467
ESEA (ESSA) : Title III, English Learner Student Program (Res 4203)	8290		34,802	34,802
ESEA (ESSA) : Title III, Immigrant Student Program (Res 4201)	8290			-
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290		50,337	50,337
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			-
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290			-
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181		294,999	294,999
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110			-
Other Federal Revenues (All other resources not reported separately)	8100-8299			-
Total - Federal Revenues		-	816,483	816,483
3. Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792		2,409,025	2,409,025
State Special Education Mental Health Services (Res 6512)	8590		113,311	113,311
Mandate Block Grant (Res 0000)	8550	63,174		63,174
After School Education and Safety (ASES) (Res 6010)	8677, 8590		62,310	62,310
Common Core Standards Implementation (Res 7405)	8590			-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590			-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590			-
Lottery, Unrestricted (Res 1100)	8560	379,331		379,331
Lottery, Restricted - Prop 20 (Res 6300)	8560		94,833	94,833
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590			-
Other State Revenues *(All other resources not reported separately)*	8300-8599		3,302,119	3,302,119
Total - Other State Revenues		442,506	5,981,598	6,424,104
4. Local Revenue (8600-8799)				
All Local Revenues	8600-8799	1,200,000		1,200,000
Total - Local Revenues		1,200,000	-	1,200,000
5. TOTAL REVENUES		**26,430,893**	**6,798,081**	**33,228,974**
B. EXPENDITURES AND OTHER OUTGO (1000-7499)				
1. Certificated Salaries				
Teachers' Salaries	1100	7,235,349	3,590,197	10,825,545
Pupil Support Salaries	1200	221,417	708,846	930,263
Supervisors' and Administrators' Salaries	1300	1,478,109	117,603	1,595,712
Other Certificated Salaries	1900			-
Total, Certificated Salaries		8,934,874	4,416,645	13,351,520
2. Classified Salaries				
Instructional Salaries	2100	343,913	907,149	1,251,062
Support Salaries	2200	611,274	-	611,274
Supervisors' and Administrators' Salaries	2300	-	-	-
Clerical and Office Salaries	2400	1,376,482	57,796	1,434,277
Other Classified Salaries	2900	253,979	225,687	479,667
Total, Classified Salaries		2,585,648	1,190,632	3,776,280
3. Employee Benefits				
STRS	3101-3102	1,705,907	844,233	2,550,140
PERS	3201-3202	697,869	299,069	996,938
OASDI/Medicare (Social Security)	3301-3302	331,779	150,703	482,482
Health and Welfare Benefits	3401-3402	1,257,759	880,241	2,138,000
Unemployment Insurance	3501-3502	4,700	3,175	7,875
Workers' Compensation Insurance	3601-3602	82,000		82,000
OPEB, Allocated	3701-3702			-
OPEB, Active Employees	3751-3752			-
Other Employee Benefits	3901-3902			-
Total, Employee Benefits		4,080,014	2,177,422	6,257,436

INGENUITY CHARTER SCHOOL – 5 Year Projection

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Total Revenue	$ 3,445,238	$ 3,599,575	$ 3,697,023	$ 3,465,947	$ 3,539,974
Total Expenses	3,205,490	3,294,581	3,379,712	3,469,300	3,569,154
Annual Surplus	**239,748**	**304,995**	**317,312**	**(3,353)**	**(29,180)**
Beginning Fund Balance	3,612,344	3,852,092	4,157,086	4,474,398	4,471,045
Ending Fund Balance	**$ 3,852,092**	**$ 4,157,086**	**$ 4,474,398**	**$ 4,471,045**	**$ 4,441,865**
As a % of Annual Expenses	*120.2%*	*126.2%*	*132.4%*	*128.9%*	*124.5%*
Ending Cash Balance	**$ 4,734,189**	**$ 4,942,444**	**$ 5,193,162**	**$ 5,257,621**	**$ 5,224,599**

Copy & Paste (without links) your MYP Budget for FY26-27 thru FY28-29 or use template provided
Include enrollment, ADA ratio, and lines for each revenue and expenditure account utilized

Description	Object Code	FY26-27 Preliminary Budget	FY27-28	FY28-29
Projected Enrollment		166.00	165	165
ADA Ratio		92%	92%	92%
Projected ADA		151.80	151.80	151.80
Projected Unduplicated Pupil Count		150.66	151	151
A. REVENUES (8000-8799)				
1 Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) (Res 0000)	8011	915,739	1,001,669	1,079,573
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	30,360	30,360	30,360
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019			
Transfers to Charter Schools in Lieu of Property Taxes - CY & PY (Res 0000)	8096	1,479,543	1,479,543	1,479,543
Other LCFF Transfers	8091, 8097			
Total, LCFF Sources		2,425,642	2,511,572	2,589,476
2 Federal Revenues (8100-8299)				
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	71,351	71,351	71,351
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290	7,220	7,220	7,220
ESEA (ESSA) Title III, English Learner Student Program (Res 4203)	8290			
ESEA (ESSA) Title III, Immigrant Student Program (Res 4201)	8290			
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290			
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290			
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	7,250	23,925	23,925
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110			
Other Federal Revenues (All other resources not reported separately)	8100-8299	275,000	275,000	275,000
Total - Federal Revenues		360,821	377,496	377,496
3 Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792	203,412	210,125	216,017
State Special Education Mental Health Services (Res 6512)	8590	9,867		
Mandate Block Grant (Res 0000)	8550	8,420	8,833	9,107
After School Education and Safety (ASES) (Res 6010)	8677, 8590			
Common Core Standards Implementation (Res 7405)	8590			
Charter School Facility Grant Program (SB 740) (Res 6030)	8590			
COVID-19 LRA Response Funds (SB 117) (Res 7386)	8590			
Lottery, Unrestricted (Res 1100)	8560	33,032	33,032	33,032
Lottery, Restricted - Prop 20 (Res 6300)	8560	8,258	8,258	8,258
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590			
Other State Revenues (All other resources not reported separately)	8300-8599	35,787	90,259	103,225
Total - Other State Revenues		298,775	350,507	370,238
4 Local Revenue (8600-8799)				
All Local Revenues	8600-8799	360,000	360,000	360,000
Total - Local Revenues		360,000	360,000	360,000
5. TOTAL REVENUES		3,445,238	3,599,575	3,697,210
B. EXPENDITURES AND OTHER OUTGO (1000-7499)				
1 Certificated Salaries				
Teachers' Salaries	1100	975,936	1,002,774	1,029,649
Pupil Support Salaries	1200	351,240	371,174	381,121
Supervisors' and Administrators' Salaries	1300	264,388	271,650	278,939
Other Certificated Salaries	1900			
Total, Certificated Salaries		1,601,564	1,645,607	1,689,709
2 Classified Salaries				
Instructional Salaries	2100			
Support Salaries	2200			
Supervisors' and Administrators' Salaries	2300	90,000	92,475	94,953
Clerical and Office Salaries	2400	156,036	160,327	164,624
Other Classified Salaries	2900			
Total, Classified Salaries		246,036	252,802	259,577
3 Employee Benefits				
STRS	3101-3102	305,899	314,311	322,734
PERS	3201-3202	64,954	67,751	67,231
OASDI/Medicare (Social Security)	3301-3302	42,044	43,201	44,358
Health and Welfare Benefits	3401-3402	81,280	83,533	85,669
Unemployment Insurance	3501-3502	958	960	962
Workers' Compensation Insurance	3601-3602	25,866	26,591	27,290
OPEB, Allocated	3701-3702			
OPEB, Active Employees	3751-3752			
Other Employee Benefits	3901-3902			
Total, Employee Benefits		520,921	536,234	548,245
4 Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	105,600	100,594	111,412
Books and Other Reference Materials	4200	100	103	106
Materials and Supplies	4300	140,887	152,571	156,669
Non-capitalized Equipment	4400	36,057	49,145	49,436
Food (Food used in food service activities for which the purpose is nutrition)	4700			
Total, Books and Supplies		281,044	302,423	317,623
5 Services and Other Operating Expenditures				
Subagreements for Services	5100	66,194	68,814	69,037
Travel and Conferences	5200	2,000	2,055	2,110
Dues and Memberships	5300	6,400	6,576	6,757
Insurance	5400	21,400	21,989	22,578
Operations and Housekeeping Services	5500	58,200	56,710	58,230
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	62,700	63,272	63,845
Transfer of Direct Costs (MUST not be zero)	5700			
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	308,731	297,776	305,081
Communications	5900	30,900	31,750	32,601
Total, Services and Other Operating Expenditures		533,525	548,149	562,042
6 Capital Outlay				
Depreciation Expense (See Sections G-9 & H-3.a)	6900	2,400	2,466	2,532
Total, Capital Outlay		2,400	2,466	2,532
7 Other Outgo				
Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.)	7110-7143			
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223			
All Other Transfers	7280-7299			
Transfers of Indirect Costs (MUST not be zero)	7300-7399			
Debt Service - Interest	7430-7439			
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7440			
Total, Other Outgo				
8. TOTAL EXPENDITURES		3,205,490	3,293,581	3,379,717
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		239,748	304,994	317,493
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)				
1 All Other Financing Sources	8930-8979			
2 Other Uses	7630-7699			
3 Contributions between unrestricted and restricted accounts (MUST net to zero) (Include contribution to the unfunded cost of Special Education)	8980-8999			
4 TOTAL OTHER FINANCING SOURCES/USES				
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D 4.)		239,748	304,994	317,493

Revised Multiyear Budget
Ingenuity Charter School
(as of October 16, 2026)

Ingenuity enrollment projections are based on an optimistic cap of 250. The adopted budget is based on a more realistic enrollment of 165. Given fluctuating enrollment in recent years, the Charter School has provided an additional multi-year budget to demonstrate the fiscal ability to maintain staffing and programs over the next five years if enrollment significantly declines. The additional multiyear budget is based on an enrollment of 145. As of October 16, 2026 the enrollment is 134 with 8 pending registrations, thus making the enrollment number of 145 conservative, and realistic.

As can be seen in the second multiyear budget submitted, even with reduced enrollment, Ingenuity has adequate reserves to remain financially stable through the life of this petition.

Ingenuity FY26-27 NCB-Budget

Multi-Year Forecast

Revised 2/26/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast	2031-32 Forecast
Assumptions						
State COLA	*4.31%*	*3.06%*	*3.34%*	*3.14%*	*3.18%*	*3.18%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*	*2.74%*	*3.00%*	*3.00%*
Enrollment	*145.00*	*145.00*	*145.00*	*145.00*	*145.00*	*145.00*
Average Daily Attendance	*133.40*	*133.40*	*133.40*	*133.40*	*133.40*	*133.40*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 800,633	$ 870,869	$ 944,328	$ 1,015,552	$ 1,090,133	$ 1,166,965
8012 Education Protection Account	26,680	26,680	26,680	26,680	26,680	26,680
8019 State Aid - Prior Year	-	-	-	-	-	-
8096 In Lieu of Property Taxes	1,300,204	1,300,204	1,300,204	1,300,204	1,300,204	1,300,204
	2,127,517	2,197,753	2,271,212	2,342,436	2,417,017	2,493,849
Federal Revenue						
8181 Special Education - Entitlement	7,250	21,025	21,025	21,025	21,025	21,025
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	71,351	71,351	71,351	71,351	71,351	71,351
8291 Title II, Part A - Teacher Quality	7,220	7,220	7,220	7,220	7,220	7,220
8293 Title III - Limited English	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-
8296 Other Federal Revenue	650,000	275,000	275,000	275,000	275,000	275,000
8299 Prior Year Federal Revenue	-	-	-	-	-	-
	735,821	374,596	374,596	374,596	374,596	374,596
Other State Revenue						
8311 State Special Education	200,424	184,226	190,379	196,357	202,601	209,044
8520 Child Nutrition	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-
8550 Mandated Cost	8,420	7,683	7,940	8,189	8,449	8,718
8560 State Lottery	36,285	36,285	36,285	36,285	36,285	36,285
8598 Prior Year Revenue	-	-	-	-	-	-
8599 Other State Revenue	45,067	89,063	98,010	54,425	37,978	37,978
	290,195	317,257	332,614	295,255	285,313	292,025
Other Local Revenue						
8634 Food Service Sales	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-
8660 Interest Revenue	320,509	320,509	320,509	320,509	320,509	320,509
8689 Other Fees and Contracts	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-
	320,509	320,509	320,509	320,509	320,509	320,509

Ingenuity FY26-27 NCB-Budget

Multi-Year Forecast

Revised 2/26/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast	2031-32 Forecast
Total Revenue	**$ 3,474,042**	**$ 3,210,114**	**$ 3,298,930**	**$ 3,332,796**	**$ 3,397,435**	**$ 3,480,978**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	1,098,037	1,237,800	1,270,974	1,305,798	1,344,972	1,385,321
1170 Teachers' Substitute Hours	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	17,109	15,413	15,826	16,259	16,747	17,249
1200 Pupil Support Salaries	324,726	320,360	328,946	337,959	348,098	358,541
1300 Administrators' Salaries	280,035	306,698	314,918	323,547	333,253	343,251
1900 Other Certificated Salaries	-	-	-	-	-	-
	1,719,906	1,880,272	1,930,663	1,983,563	2,043,070	2,104,362
Classified Salaries						
2100 Instructional Salaries	2,127	-	-	-	-	-
2200 Support Salaries	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	177,606	178,650	183,438	188,464	194,118	199,942
2900 Other Classified Salaries	-	-	-	-	-	-
	179,733	178,650	183,438	188,464	194,118	199,942
Benefits						
3101 STRS	338,561	359,132	368,757	378,861	390,226	401,933
3202 PERS	47,895	47,878	47,511	47,305	46,588	47,586
3301 OASDI	12,897	11,076	11,373	11,685	12,035	12,396
3311 Medicare	28,731	29,854	30,654	31,494	32,439	33,412
3401 Health and Welfare	87,066	89,393	91,788	94,303	97,132	100,046
3501 State Unemployment	1,164	1,078	1,080	1,082	1,083	1,084
3601 Workers' Compensation	22,266	28,825	29,597	30,408	31,321	32,260
3901 Other Benefits	-	-	-	-	-	-
	538,579	567,236	580,760	595,137	610,826	628,719
Books and Supplies						
4100 Textbooks and Core Curricula	105,600	108,504	111,412	114,465	117,899	121,435
4200 Books and Other Materials	100	103	106	108	112	115
4302 School Supplies	44,487	45,711	46,936	48,222	49,668	51,158
4305 Software	96,300	98,948	101,600	104,384	107,515	110,741
4310 Office Expense	7,100	7,295	7,491	7,696	7,927	8,165
4311 Business Meals	600	616	633	650	670	690
4312 School Fundraising	-	-	-	-	-	-
4400 Noncapitalized Equipment	46,857	48,145	49,436	50,790	52,314	53,883
4700 Food Services	-	-	-	-	-	-
	301,044	309,323	317,613	326,315	336,105	346,188
Subagreement Services						
5101 Nursing	-	-	-	-	-	-
5102 Special Education	2,300	2,363	2,427	2,493	2,568	2,645

Ingenuity FY26-27 NCB-Budget

Multi-Year Forecast

Revised 2/26/26

CHARTER IMPACT

		2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast	2031-32 Forecast
5103	Substitute Teacher	-	-	-	-	-	-
5104	Transportation	8,600	8,837	9,073	9,322	9,602	9,890
5105	Security	300	308	317	325	335	345
5106	Other Educational Consultants	54,994	56,506	58,020	59,610	61,399	63,241
5107	Instructional Services	-	-	-	-	-	-
		66,194	68,014	69,837	71,750	73,903	76,120
Operations and Housekeeping							
5201	Auto and Travel	2,000	2,055	2,110	2,168	2,233	2,300
5300	Dues & Memberships	6,400	6,576	6,752	6,937	7,145	7,360
5400	Insurance	21,400	21,989	22,578	23,196	23,892	24,609
5501	Utilities	6,100	6,268	6,436	6,612	6,810	7,015
5502	Janitorial Services	49,100	50,450	51,802	53,222	54,818	56,463
5516	Miscellaneous Expense	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-
5900	Communications	30,600	31,442	32,284	33,169	34,164	35,189
5901	Postage and Shipping	300	308	317	325	335	345
		115,900	119,087	122,279	125,629	129,398	133,280
Facilities, Repairs and Other Leases							
5601	Rent	41,900	41,900	41,900	41,900	41,900	41,900
5602	Additional Rent	13,300	13,666	14,032	14,416	14,849	15,294
5603	Equipment Leases	6,700	6,884	7,069	7,262	7,480	7,705
5604	Other Leases	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-
5610	Repairs and Maintenance	800	822	844	867	893	920
		62,700	63,272	63,845	64,446	65,122	65,819
Professional/Consulting Services							
5801	IT	1,100	1,130	1,161	1,192	1,228	1,265
5802	Audit & Taxes	1,600	1,644	1,688	1,734	1,786	1,840
5803	Legal	-	-	-	-	-	-
5804	Professional Development	24,400	25,071	25,743	26,448	27,242	28,059
5805	General Consulting	100	103	106	108	112	115
5806	Special Activities/Field Trips	37,342	38,369	39,397	40,477	41,691	42,942
5807	Bank Charges	-	-	-	-	-	-
5808	Printing	2,100	2,158	2,216	2,276	2,345	2,415
5809	Other taxes and fees	3,600	3,699	3,798	3,902	4,019	4,140
5810	Payroll Service Fee	15,400	15,824	16,248	16,693	17,194	17,709
5811	Management Fee	75,000	77,063	79,128	81,296	83,735	86,247
5812	District Oversight Fee	72,769	65,933	68,136	70,273	72,511	74,815
5813	County Fees	-	-	-	-	-	-
5814	SPED Encroachment	6,320	6,158	6,342	6,521	6,709	6,902
5815	Public Relations/Recruitment	49,000	50,348	51,697	53,113	54,707	56,348
		288,731	287,497	295,659	304,035	313,277	322,797
Depreciation							

Ingenuity FY26-27 NCB-Budget

Multi-Year Forecast

Revised 2/26/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast	2031-32 Forecast
6900 Depreciation Expense	2,400	2,466	2,532	2,601	2,680	2,760
	2,400	2,466	2,532	2,601	2,680	2,760
Interest						
7438 Interest Expense	-	-	-	-	-	-
	-	-	-	-	-	-
Total Expenses	**$ 3,275,187**	**$ 3,475,818**	**$ 3,566,625**	**$ 3,661,942**	**$ 3,768,499**	**$ 3,879,987**
Surplus (Deficit)	**$ 198,855**	**$ (265,704)**	**$ (267,695)**	**$ (329,146)**	**$ (371,064)**	**$ (399,009)**
Fund Balance, Beginning of Year	$ 3,444,182	$ 3,643,037	$ 3,377,333	$ 3,109,638	$ 2,780,492	$ 2,409,428
Fund Balance, End of Year	**$ 3,643,037**	**$ 3,377,333**	**$ 3,109,638**	**$ 2,780,492**	**$ 2,409,428**	**$ 2,010,419**
	111.2%	***97.2%***	***87.2%***	***75.9%***	***63.9%***	***51.8%***
Cash Flow Adjustments						
Surplus (Deficit)	198,855	(265,704)	(267,695)	(329,146)	(371,064)	(399,009)
Cash Flows From Operating Activities						
Depreciation/Amortization	2,400	2,466	2,532	2,601	2,680	2,760
Public Funding Receivables	(123,518)	18,930	(8,316)	(2,839)	(5,890)	(7,763)
Grants and Contributions Rec.	37,853	-	-	-	-	-
Due To/From Related Parties	615,594	-	-	-	-	-
Prepaid Expenses	130,779	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Accounts Payable	72,057	(15,356)	2,085	2,172	2,427	2,499
Accrued Expenses	(22,015)	-	-	-	-	-
Deferred Revenue	143,608	(60,205)	(60,205)	-	-	-
Cash Flows From Investing Activities				-	-	-
Purchases of Prop. And Equip.	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-
Cash Flows From Financing Activities				-	-	-
Proceeds from Factoring	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-
Total Change in Cash	1,055,612	(319,868)	(331,599)	(327,212)	(371,848)	(401,513)
Cash, Beginning of Year	4,277,517	5,333,129	5,013,261	4,681,661	4,354,449	3,982,601
Cash, End of Year	**$ 5,333,129**	**$ 5,013,261**	**$ 4,681,661**	**$ 4,354,449**	**$ 3,982,601**	**$ 3,581,088**

Appendix J

WASC Accreditation

Accrediting Commission for Schools
Western Association of Schools and Colleges

COMMISSION MEMBERS

ODIE J. DOUGLAS, Ed.D.
Chairperson
Association of California School Administrators

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Western Catholic Educational Association

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Association of California School Administrators

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GREGORY DHUYVETTER
Western Catholic Educational Association

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California Association of Private School Organizations

MARTY FRICKE
California Teachers Association

ANDREA FUKUMOTO
Hawaii State Department of Education

ANNA-LISA GEORGE
Western Catholic Educational Association

CAROL GREEN
California Congress of Parents and Teachers, Inc. (PTA)

MELISSA HANDY
Hawaii Private Teacher

MATT HANNAN
Association of Christian Schools International

GREGORY HEDGER, Ed.D.
East Asia Regional Council of Schools

ESTHER KANEHAILUA
Hawaii State Department of Education

KARIN "KALENA" D. HANSEN DEL REY
Hawaii State Teachers Association

CINDY KAZANIS
California Department of Education

CHRISTINE MCCORMICK, Ed.D.
Association of California School Administrators

MONIQUE MCWAYNE
California Department of Education

ERIC MOONEY, Ed.D.
Association of California School Administrators

CHRISTOPHER OASE, D.A.
California School Boards Association

JENNIFER OWENS
Postsecondary Education

JASON SAMPLE
Charter Schools

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Western Catholic Educational Association

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Pacific Islands

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

LIVINGSTON (JACK) WONG
Public Member, Hawaii

CHRISTY WOOD, Ed.D.
National Lutheran School Accreditation

February 4, 2025

Alycia Stinson, Lead Administrator
Ingenuity Charter School
6130 Skyline Drive
San Diego, California 92114

Dear Alycia Stinson:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2025 Commission Meeting. The ACS WASC Commissioners have determined 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 report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2031 with a mid-cycle visit during the 2027-2028 school year.

Ingenuity Charter School is required to prepare a report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

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,

Odie J. Douglas

Odie J. Douglas, Ed.D.
Commission Chairperson

cc: Fabiola Bagula, Rob Ickes

Appendix K

Calendar and Bell Schedules

Ingenuity Charter Master Student Calendar 2026 - 2027

Calendar Month	School month	M	T	W	TH	F	School Days	Spplemental days	Non-school days	Total Days	Notes	Instructional Days
July	1			1	2	3	0				**LP 1: July 1 - July 31**	
		6	7	8	9	10	0				July 1 - July 10: Summer Break	
		13	14	15	16	17	5				July 3: Holiday	
		20	21	22	23	24	5					
		27	28	29	30	31	4			14	July 31- August 3: PD Days	14
August	2	3	4	5	6	7	4				**LP 2: August 4 - August 27**	
		10	11	12	13	14	5					
		17	18	19	20	21	5					
		24	25	26	27	28	4			18	August 28: PT Conference Day	32
Sept/Oct	3	31	1	2	3	4	5				**LP 3: August 31 - September 25**	
		7	8	9	10	11	4				September 7 - Labor Day	
		14	15	16	17	18	5					
		21	22	23	24	25	5					
		28	29	30	1	2	0			19	September 28-October 2: Fall Break	51
October	4	5	6	7	8	9	4				**LP 4: October 6 - Oct 29**	
		12	13	14	15	16	5				October 5: PD Day	
		19	20	21	22	23	5					
		26	27	28	29	30	4			18	October 30: PT Conference Day	69
Nov/Dec	5	2	3	4	5	6	5				**LP 5: November 2 - December 4**	
		9	10	11	12	13	4					
		16	17	18	19	20	5				November 11 - Veterans Day	
		23	24	25	26	27	0				November 26 - Thanksgiving	
		30	1	2	3	4	5			19	November 23 - 27: Thanksgiving Break	88
Dec/Jan	6	7	8	9	10	11	5				**LP 6: December 7 - January 15**	
		14	15	16	17	18	5					
		21	22	23	24	25	0				Dec 21 - Jan 8: Winter Break	
		28	29	30	31	1	0				Jan 1 - New Year Day	
		4	5	6	7	8	0				Dec 25 - Christmas Day	
		11	12	13	14	15	5			15	Jan 4 - Staff PD Day	103
Jan/Feb	7	18	19	20	21	22	4				**LP 7: January 19 - Feburary 11**	
		25	26	27	28	29	5				January 18 - Martin Luther King Jr Day	
		1	2	3	4	5	5					
		8	9	10	11	12	4			18	Febuary 12 - Presidents Day	121
Feb/March	8	15	16	17	18	19	0				**LP 8: Febuary 22 - March 12**	
		22	23	24	25	26	5				Febuary 15 - Presidents Day	
		1	2	3	4	5	5				Feburary 16 - 19: PT Conference Days	
		8	9	10	11	12	5			15		136
March/April	9	15	16	17	18	19	5				**LP 9: March 15 - April 15**	
		22	23	24	25	26	5					
		29	30	31	1	2	0				March 29 - April 2: Spring Break	
		5	6	7	8	9	5					
		12	13	14	15	16	4			19	April 16 - PT Conference Day	155
April/May	10	19	20	21	22	23	5				**LP 10: April 19 - May 13**	
		26	27	28	29	30	5					
		3	4	5	6	7	5					
		10	11	12	13	14	4			19	May 14 - PT Conference Day	174
May/June	11	17	18	19	20	21	5				**LP 11: May 17 - June 11**	
		24	25	26	27	28	5				May 31 - Memorial Day	
		31	1	2	3	4	3				June 4- ICS Graduation Day	
		7	8	9	10	11	5			18		192
June	12	14	15	16	17	18	4				**LP 11: June 14 - June 23**	
		21	22	23	24	25	3				June 18: Juneteenth Holiday	
										7	June 23 - Last Day of School Year	199

Holiday - School Closed
PD - No Students
Non Instructional Days - No School

Ingenuity Charter Track A Calendar 2026 - 2027

Calendar Month	School month	M	T	W	TH	F	School Days	Spplemental days	Non-school days	Total Days	Notes	Instructional Days
July	1			1	2	3	2				**LP 1: July 1 - July 30**	
		6	7	8	9	10	5					
		13	14	15	16	17	5				July 4: 4th of July	
		20	21	22	23	24	5					
		27	28	29	30	31	4			21	July 31: PD Day	21
August	2	3	4	5	6	7	4				**LP 2: August 4 - August 28**	
		10	11	12	13	14	5				August 3: PD Day	
		17	18	19	20	21	5					
		24	25	26	27	28	5			19	August : PT Conference Day	40
Sept/Oct	3						0				**LP 3: August 31 - Oct 2**	
							0				September 7 - Labor Day	
							0					
							0					
							0			0	September 28-October 2: Fall Break	40
October	4	5	6	7	8	9	4				**LP 4: October 6 - Oct 29**	
		12	13	14	15	16	5				October 5: PD Day	
		19	20	21	22	23	5					
		26	27	28	29	30	4			18	October 30: PT Conference Day	58
Nov/Dec	5	2	3	4	5	6	5				**LP 5: November 2 - December 4**	
		9	10	11	12	13	4					
		16	17	18	19	20	5				November 11 - Veterans Day	
		23	24	25	26	27	0				November 26 - Thanksgiving	
		30	1	2	3	4	5			19	November 23 - 27: Thanksgiving Break	77
Dec/Jan	6	7	8	9	10	11	5				**LP 6: December 7 - January 15**	
		14	15	16	17	18	5					
		21	22	23	24	25	0				Dec 21 - Jan 8: Winter Break	
		28	29	30	31	1	0				Jan 1 - New Year Day	
		4	5	6	7	8	0				Dec 25 - Christmas Day	
		11	12	13	14	15	5			15	Jan 4 - Staff PD Day	92
Jan/Feb	7	18	19	20	21	22	4				**LP 7: January 19 - Feburary 11**	
		25	26	27	28	29	5				January 18 - Martin Luther King Jr Day	
		1	2	3	4	5	5					
		8	9	10	11	12	4			18	Febuary 12 - Presidents Day	110
Feb/March	8	15	16	17	18	19	0				**LP 8: Febuary 22 - March 12**	
		22	23	24	25	26	5				Febuary 15 - Presidents Day	
		1	2	3	4	5	5				Feburary 16 - 19: PT Conference Days	
		8	9	10	11	12	5			15		125
March/April	9	15	16	17	18	19	5				**LP 9: March 15 - April 15**	
		22	23	24	25	26	5					
		29	30	31	1	2	0				March 29 - April 2: Spring Break	
		5	6	7	8	9	5					
		12	13	14	15	16	4			19	April 16 - PT Conference Day	144
April/May	10	19	20	21	22	23	5				**LP 10: April 19 - May 13**	
		26	27	28	29	30	5					
		3	4	5	6	7	5					
		10	11	12	13	14	4			19	May 14 - PT Conference Day	163
May/June	11	17	18	19	20	21	5				**LP 11: May 17 - June 11**	
		24	25	26	27	28	5				May 31 - Memorial Day	
		31	1	2	3	4	3				June 4- ICS Graduation Day	
		7	8	9	10	11	5			18		181
June	12	14	15	16	17	18	4				**LP 11: June 14 - June 23**	
		21	22	23	24	25	3				June 18 - Juneteenth Observed	
										7	June 23 - Last Day of School Year	188

Holiday - School Closed
PD - No Students
Non Instructional Days - No School

Ingenuity Charter Track B Calendar 2026 - 2027

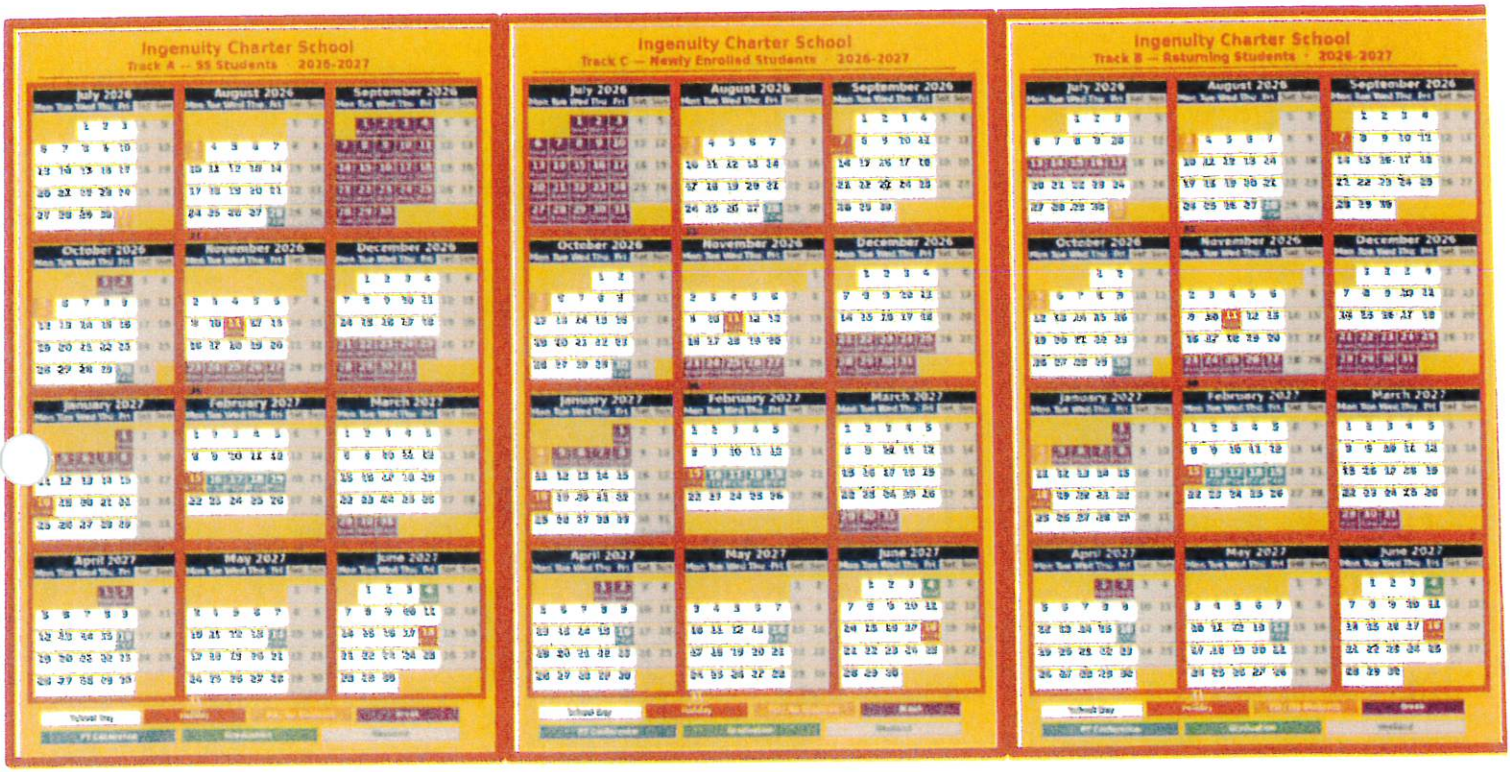
Calendar Month	School month	M	T	W	TH	F	School Days	Spplemental days	Non-school days	Total Days	Notes	Instructional Days
July	1						0				**LP 1: July 20 - July 30**	
							0				July 13 - July 17: Summer Break	
		13	14	15	16	17	0					
		20	21	22	23	24	5					
		27	28	29	30	31	4			9	July 31: PD Day	9
August	2	3	4	5	6	7	4				**LP 2: August 4 - August 27**	
		10	11	12	13	14	5				August 3: PD Day	
		17	18	19	20	21	5					
		24	25	26	27	28	4			18	August 28: PT Conference Day	27
Sept/Oct	3	31	1	2	3	4	5				**LP 3: August 31 - Sept 25**	
		7	8	9	10	11	4				September 7 - Labor Day	
		14	15	16	17	18	5					
		21	22	23	24	25	5					
		28	29	30	1	2	0			19	September 28-October 2: Fall Break	46
October	4	5	6	7	8	9	4				**LP 4: October 6- Oct 29**	
		12	13	14	15	16	5				October 5: PD Day	
		19	20	21	22	23	5					
		26	27	28	29	30	4			18	October 30: PT Conference Day	64
Nov/Dec	5	2	3	4	5	6	5				**LP 5: November 2 - December 4**	
		9	10	11	12	13	4					
		16	17	18	19	20	5				November 11 - Veterans Day	
		23	24	25	26	27	0				November 26 - Thanksgiving	
		30	1	2	3	4	5			19	November 23 - 27: Thanksgiving Break	83
Dec/Jan	6	7	8	9	10	11	5				**LP 6: December 7 - January 15**	
		14	15	16	17	18	5					
		21	22	23	24	25	0				Dec 21 - Jan 8: Winter Break	
		28	29	30	31	1	0				Jan 1 - New Year Day	
		4	5	6	7	8	0				Dec 25 - Christmas Day	
		11	12	13	14	15	5			15	Jan 4 - Staff PD Day	98
Jan/Feb	7	18	19	20	21	22	4				**LP 7: January 19 - Feburary 11**	
		25	26	27	28	29	5				January 18 - Martin Luther King Jr Day	
		1	2	3	4	5	5					
		8	9	10	11	12	4			18	Febuary 12 - Presidents Day	116
Feb/March	8	15	16	17	18	19	0				**LP 8: Febuary 22 - March 12**	
		22	23	24	25	26	5				Febuary 15 - Presidents Day	
		1	2	3	4	5	5				Feburary 16 - 19 - PT Conference Days	
		8	9	10	11	12	5			15		131
March/April	9	15	16	17	18	19	5				**LP 9: March 15 - April 15**	
		22	23	24	25	26	5					
		29	30	31	1	2	0				March 29 - April 2: Spring Break	
		5	6	7	8	9	5					
		12	13	14	15	16	4			19	April 16 - PT Conference Day	150
April/May	10	19	20	21	22	23	5				**LP 10: April 19 - May 13**	
		26	27	28	29	30	5					
		3	4	5	6	7	5					
		10	11	12	13	14	4			19	May 14- PT Conference Day	169
May/June	11	17	18	19	20	21	5				**LP 11: May 17 - June 11**	
		24	25	26	27	28	5				May 31 - Memorial Day	
		31	1	2	3	4	3				June 4- ICS Graduation Day	
		7	8	9	10	11	5			18		187
June	12	14	15	16	17	18	4				**LP 11: June 14 - June 23**	
		21	22	23			3				June 18 - Juneteenth Observed	
										7	June 23 - Last Day of School Year	194

Holiday - School Closed
PD - No Students
Non Instructional Days - No School

Ingenuity Charter Track C Calendar 2026 - 2027

Calendar Month	School month	M	T	W	TH	F	School Days	Spplemental days	Non-school days	Total Days	Notes	Instructional Days
July	1						0				**LP 1: July 1 – July 31**	
							0					
							0					
							0					
							0			0		0
August	2	3	4	5	6	7	4				**LP 2: August 4 – August 27**	
		10	11	12	13	14	5				August 3: PD Day	
		17	18	19	20	21	5					
		24	25	26	27	28	4			18	August 28 : PT Conference Day	18
Sept/Oct	3	31	1	2	3	4	5				**LP 3: August 31 – September 25**	
		7	8	9	10	11	4				September 7 - Labor Day	
		14	15	16	17	18	5					
		21	22	23	24	25	5					
		28	29	30	1	2	0			19	September 28-October 2: Fall Break	37
October	4	5	6	7	8	9	4				**LP 4: October 6 – Oct 29**	
		12	13	14	15	16	5				October 5: PD Day	
		19	20	21	22	23	5					
		26	27	28	29	30	4			18	October 30: PT Conference Day	55
Nov/Dec	5	2	3	4	5	6	5				**LP 5: November 2 – December 4**	
		9	10	11	12	13	4					
		16	17	18	19	20	5				November 11 - Veterans Day	
		23	24	25	26	27	0				November 26 - Thanksgiving	
		30	1	2	3	4	5			19	November 23 - 27: Thanksgiving Break	74
Dec/Jan	6	7	8	9	10	11	5				**LP 6: December 7 – January 15**	
		14	15	16	17	18	5					
		21	22	23	24	25	0				Dec 21 - Jan 8: Winter Break	
		28	29	30	31	1	0				Jan 1 - New Year Day	
		4	5	6	7	8	0				Dec 25 - Christmas Day	
		11	12	13	14	15	5			15	Jan 4 - Staff PD Day	89
Jan/Feb	7	18	19	20	21	22	4				**LP 7: January 19 – Feburary 11**	
		25	26	27	28	29	5				January 18 - Martin Luther King Jr Day	
		1	2	3	4	5	5					
		8	9	10	11	12	4			18	Febuary 12 - Presidents Day	107
Feb/March	8	15	16	17	18	19	0				**LP 8: Febuary 22 – March 12**	
		22	23	24	25	26	5				Febuary 15 - Presidents Day	
		1	2	3	4	5	5				Feburary 16 - 19: PT Conference Days	
		8	9	10	11	12	5			15		122
March/April	9	15	16	17	18	19	5				**LP 9: March 15 – April 15**	
		22	23	24	25	26	5					
		29	30	31	1	2	0				March 29 - April 2: Spring Break	
		5	6	7	8	9	5					
		12	13	14	15	16	4			19	April 16 - PT Conference Day	141
April/May	10	19	20	21	22	23	5				**LP 10: April 19 – May 13**	
		26	27	28	29	30	5					
		3	4	5	6	7	5					
		10	11	12	13	14	4			19	May 14 - PT Conference Day	160
May/June	11	17	18	19	20	21	5				**LP 11: May 17 – June 11**	
		24	25	26	27	28	5				May 31 - Memorial Day	
		31	1	2	3	4	3				June 4- ICS Graduation Day	
		7	8	9	10	11	5			18		178
June	12	14	15	16	17	18	4				**LP 11: June 14 – June 23**	
		21	22	23			3				June 18 - Juneteenth Observed	
										7	June 23 - Last Day of School Year	185

Holiday - School Closed
PD - No Students
Non Instructional Days - No School
Last Day of School Year


Ingenuity Charter School
Track A — SS Students · 2026-2027
Ingenuity Charter School
Track C — Newly Enrolled Students · 2026-2027
Ingenuity Charter School
Track B — Returning Students · 2026-2027

Appendix L

Academic Improvement Plan

Ingenuity Charter School - Academic Improvement Plan

INGENUITY

Charter School

Overview Description

Ingenuity Charter School is committed to accelerating student achievement through a comprehensive, data-driven approach that integrates rigorous core instruction, targeted interventions within a Multi-Tiered System of Supports (MTSS) framework, evidence-based instructional practices, meaningful family partnerships, and continuous professional learning. We believe that all students can achieve significant academic growth when provided with high-quality instruction, personalized support, and a culture of high expectations.

As a Dashboard Alternative Status School, Ingenuity primarily serves high-need students, including:

- Expelled (EC §48925[b], §48917) or suspended more than 10 days (EC §48925[d])
- Wards or dependents of the court (WIC §§300, 601, 602, 654)
- Pregnant/parenting youth
- Recovered dropouts (EC §52052.3[b])
- Habitual truants or students directed to school by SARB/probation (EC §§48262, 48263)
- Students retained more than once (K–8)
- Credit-deficient or with enrollment gaps
- Highly transient students
- Foster youth (EC §42238.01[b])
- Homeless youth

Student Demographics

- 21% English Learners
- 0% Foster Youth
- 27.2% Homeless
- 88.2% Socioeconomically Disadvantaged
- 27.7% Students with Disabilities

Goals, Actions and Metrics

Ingenuity Overall Metrics:

***The below data is for the 2024-2025 school year**

Enrollment

In 24/25 SY, Ingenuity had zero 8th or 11th graders who were enrolled for at least 3 years

- Number of 11th grade students enrolled for 1 or more year: 22 out of 67, 33%
- Number of 11th grade students enrolled for 2 years: 6 out of 67, 9%
- Number of 8th grade students enrolled for 1 year: 10 out of 16, 62%

50 of the total students who tested in the CAASPP enrolled during the second semester (Jan-June)

Credit Completion Rates

- Number of students who completed at least one credit per month (24-25 SY): 241

NWEA

Number of students who have assessment scores from Fall 2024 and Fall 2025

6th	0
7th	4
8th	4
9th	4
10th	17
11th	26
12th	30

Reading Goal: 30% of students who test Fall to Fall will meet growth projections on NWEA measured academic progress.

<table>
<tr><th>Metric / Baseline</th><th>Action Step / Target Student Group</th><th>Desired Outcome</th></tr>
<tr>
<td>
NWEA Data (Fall 2024 - Fall 2025)
*The data below shows students who were with us for a full year and had a score from Fall 2024 to Fall 2025.

• Mean RIT Score
<table>
<tr><th></th><th>Fall 2024</th><th>Fall 2025</th><th>Observed Growth</th></tr>
<tr><td>10th</td><td>208.0</td><td>216.0</td><td>+8</td></tr>
<tr><td>11th</td><td>211.6</td><td>214.5</td><td>+3</td></tr>
<tr><td>12th</td><td>216.0</td><td>214.5</td><td>-1</td></tr>
</table>
*There were not enough 6-9th grade students to include data

• Average ELA RIT score for students who completed an English course increased by 5 points:
FALL 2024: 209
FALL 2025: 214
• 59% of students who completed an English course at Ingenuity increased their RIT score
• Average ELA RIT score of students who took an English Intensive course increased by 11 points:
Fall 2024: 198
Fall 2025: 209
• 67% of students who took an English Intensive course at Ingenuity improved their score
</td>
<td>
1. Provide targeted literacy and language instruction to all students

2. Provide English instruction driven by data that is personalized to meet each student's needs

3. Provide supplemental curriculum and targeted supports for English Language Learners to increase language proficiency (SummitK12)

4. Provide Tier 2 Literacy courses (Read 180/English Intensive)
</td>
<td>
1. Three point increase in RIT score for each grade level annually in Reading (Fall to Fall).
2. Five point increase in RIT score for students who complete an English course while enrolled at Ingenuity
3. English Language Learners enrolled Fall to Fall will one years progress as measured by ELPAC
4. Students completing an English Intensive course will demonstrate an average six point increase in RIT score
5. All students who take an English or English Intensive course will complete the course with a passing grade
</td>
</tr>
</table>

Math Goal: 30% of students who test Fall to Fall will meet growth projections on NWEA measured academic progress.

<table>
<tr><th>Metric/
Baseline</th><th>Action Step/Target
Student Group</th><th>Desired Metric Outcome</th></tr>
<tr>
<td>
NWEA Data (Fall 2024 - Fall 2025)

• Mean RIT Score
<table>
<tr><th></th><th>Fall 2024</th><th>Fall 2025</th><th>Observed Growth</th></tr>
<tr><td>10th</td><td>213.7</td><td>222.4</td><td>+9</td></tr>
<tr><td>11th</td><td>219.2</td><td>222.5</td><td>+3</td></tr>
<tr><td>12th</td><td>217.7</td><td>219.0</td><td>+1</td></tr>
</table>
*There were not enough 6-9th grade students to include data

• Average Math RIT score for students who completed a math course increased by 3 points:
FALL 2024: 215
FALL 2025: 218

• 53% of students who completed a math course at Ingenuity raised their RIT score
</td>
<td>
1. Provide Integrated Mathematics classes in small groups on campus using evidenced-based core curriculum aligned to state standards

2. Continue to employ mathematics intervention instructors, utilizing CSI funds to deliver targeted, evidenced based interventions.

This action step is part of the CSI Plan to improve graduation rate.

3. Offer one-on-one math tutoring in person for students who are working on mathematics courses and performing below grade level or struggling in current coursework
</td>
<td>
1. Three point increase in RIT score for each grade level annually in Math (Fall to Fall).

2. Five point increase in RIT score for students who complete a math course while enrolled at Ingenuity

3. All students who take an Mathematics course will complete the course with a passing grade
</td>
</tr>
</table>

Timeline/Progress Monitoring

July – September

- Conduct assessments across multiple measures to establish baseline data.
- Hire an ELA and math intervention teacher.
- Provide NWEA essential standards preparation and tutoring for students in all grade levels
- Provide professional learning on math software for teachers (Carnegie Math)
- Provide foundational training on Literacy & ELD software (Summit K-12)
- Enroll students performing two grade levels below in Tier 2 literacy courses in addition to core instruction (READ 180/English Intensive).
- Provide systematic math intervention focused on instructional strategies for:
    - Developing conceptual understanding of mathematical ideas.
    - Teaching clear and concise mathematical language and supporting student use of that language.
    - Using concrete and semi-concrete representations to teach concepts and procedures.
    - Incorporating number line activities to build understanding and prepare for advanced concepts.
    - Providing deliberate instruction on word problems.
    - Regularly including timed activities to build fluency.
- Provide professional development on evidence-based reading and math strategies and aligning to student data performance needs.
- Adapt core curriculum to include real-world problem solving and concept based math projects
- Hold parent-teacher conferences to discuss gap-closing plans.
- Communicate attendance expectations and emphasize the link between attendance and achievement.
- Employ close reading protocols and on-demand writing in math and literacy instruction.

October – December

- Implement personalized learning paths through Summit for English learners and academic language learners.
- Identify and apply key ELA and math strategies across core and intervention sessions.
- Hold progress meetings with students to set goals and promote agency.
- Administer NWEA winter assessments and share results with students and families.
- Establish benchmark analysis for on-demand writing tied to performance tasks.

- MTSS data teams analyze formative and benchmark data during PLCs and assign Tier 3 supports as needed.
- Monitor and communicate attendance patterns with families regularly.
- ELL Data review with all staff to monitor improvement and identify area of focus and new strategies

January – April

- Review student achievement data in Data Teams/PLCs and apply evidence-based interventions for students not meeting CGI growth.
- Monitor and ensure progress in personalized instructional software.
- Begin targeted practice with Interim Assessment Blocks (IABs) and SBAC vocabulary.
- Implement schoolwide writing procedures using the Performance Task model across grade levels.
- Integrate meaningful, relevant reading and writing assignments within the math curriculum.
- Continue systematic math interventions with number lines, word problems, representations, and fluency practice.
- Partner with families, counselors, and community agencies to address Tier 3 attendance barriers.
- Hold semester progress meetings with students and families to discuss progress and goals for second half of the school year
- Hold senior meetings with all students who are in the 12th grade to discuss progress and plan for meeting graduation deadline

May – June

- Administer Spring NWEA MAP assessments.
- Conduct comprehensive end-of-year data analysis comparing baseline to desired outcomes.
- Evaluate the effectiveness of instructional and intervention strategies.
- Plan for next year's improvement efforts.
- Gather input from students, families, and educational partners through surveys and focus groups.
- Hold end of the year progress meetings to determine if students met their yearly goals

Ongoing (Throughout School Year):

SEL and Attendance Support for Students:

1. Attendance Monitoring and Intervention
   - Track attendance data weekly and identify students at risk for chronic absenteeism
   - Implement tiered attendance interventions including: positive attendance incentives, attendance contracts, home visits, and connection to support services
   - Address barriers to attendance including transportation, health issues, housing instability, and family circumstances
   - Track credit completion rates and identify students who are not completing the minimum amount of work.
2. Student Engagement Strategies
   - Create engaging, relevant, and culturally responsive learning experiences that motivate student attendance based on student interest surveys.
   - Build positive relationships between students and staff to foster sense of belonging
   - Provide opportunities for student voice, choice, and leadership
3. Family Partnership on Attendance
   - Communicate attendance expectations and the connection between attendance and achievement
   - Monitor and communicate attendance patterns regularly with families
   - Partner with families to problem-solve attendance barriers and develop action plans

Professional Development Plan for Staff

- English teachers will attend training on evidence based reading intervention and share strategies with colleagues. A plan will be created to implement strategies
- Increase the number of department meetings and subject based professional learning sessions led by staff
- Conduct all-staff data reviews every 8 weeks to evaluate current processes, analyze achievement trends, and determine new strategies
- Examine multiple data sources including: NWEA MAP, formative assessments, attendance, credit completion, discipline, English Learner progress, special populations performance
- Use structured inquiry protocols to identify root causes and develop evidence-based solutions

Instructional Practices

- Core instruction in reading and mathematics with embedded assessment preparation
- Tier 2 and Tier 3 interventions for identified students
- Progress monitoring and formative assessment
- PLCs and data team meetings
- Family communication and engagement activities