Ingenuity Charter School

Charter Renewal Petition

July 1, 2019 to June 30, 2024

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EXECUTIVE SUMMARY

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

Ingenuity has Resource Centers located at 4 different locations all within San Diego Unified boundaries.
Resource Center locations:
6130 Skyline Drive, San Diego, CA 92114 (site owned by the San Diego Unified School District ("District"))
324 Euclid Ave. Suite 401, San Diego, CA 92114
6530 El Cajon Blvd, Suite 3, San Diego, CA 92115
8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977

The initial charter was approved by the District on November 18, 2014. The Charter School is seeking a five-year term beginning July 1, 2019, and ending June 30, 2024. The Charter School's student demographics are summarized below in the table.

Student Demographics 2017-18 of Ingenuity Charter School

Socioeconomically Disadvantaged	74.2%		Hispanic or Latino	66.9%
English Learners	19.4%		Black or African American	17.1%
Students with Disabilities	20.6%		Filipino	2.3%
			Two or More Races	6.9%
			Asian	0.6%
			White	5.7%
			Native Hawaiian or Pacific Islander	0.6%
			American Indian or Alaska Native	0%

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

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

The Charter School meets academic renewal criteria pursuant to its eligibility under the Dashboard Alternative School Status (DASS). Alternative schools participating in the DASS program are limited to certain eligibility requirements.
Alternative schools are schools that serve high-risk students, but are not explicitly required to do so in the *EC*. These include: (1) alternative schools of choice and (2) charter schools that serve high-risk students. These schools must have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

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

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

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

Academic Information for Ingenuity Charter School

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

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

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

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

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

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

Historical CBEDS Enrollment and Academic Information for Ingenuity Charter School

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

CAASPP Comparison by the School (16-17)

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

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

Projected Enrollment of Ingenuity Charter School

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

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

AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

1. The Charter School shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act, commencing with Government Code section 3540.
2. The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.
3. The Charter School shall, on a regular basis, consult with parents/guardians and teachers regarding its educational programs.
4. The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a student on the basis of the characteristics listed in Education Code section 220.
5. Except as provided below, admission to the Charter School shall not be determined according to the place of residence of the student, or of his or her parent/guardian, within this state.
    a. The Charter School shall admit all students who wish to attend the Charter School. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing ("lottery"). Preference shall be extended in the following priority: children of the Charter School staff, siblings of currently enrolled students, currently enrolled students, and students who reside in the District.
    b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200.
    c. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.
    d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Parents/guardians are encouraged, but never required, to volunteer.
6. If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. This paragraph applies only to students subject to compulsory full-time education pursuant to Education Code section 48200.
7. The Charter School shall comply with all applicable federal and state laws including but not limited to the Individuals with Disabilities Education Act ("IDEA") and the Family Educational Rights and Privacy Act ("FERPA").
8. The Charter School serves grades 6-12 on one District-owned site located at 6130 Skyline Drive, San Diego, California. Three other Resource Centers are located within San Diego Unified boundaries at the following address; 324 Euclid Ave. Suite 401, San Diego, CA 92114, 6530 El Cajon Blvd, Suite 3, San Diego, CA 92115, 8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977. One effect is that some of the students attending the Charter School would otherwise have been required to attend

Valencia Park Elementary, Encanto Elementary, Knox Middle, Bell Middle, Lincoln High, or Morse High. Administrative services are provided through a combination of directly-hired internal staff, as well as contracts with third-party entities, which may include a back-office provider with experience in providing administrative services to charter schools, such as the Charter School Management Corporation.

9. The Charter Schools has elected to be operated as a nonprofit public benefit corporation. Pursuant to Education Code section 47604(c), the District is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the District has complied with all oversight responsibilities required by law.
10. The Charter School submits its three-year cash flow and three-year operational budget.
11. The Charter School shall maintain any insurance coverage minimums that the District requires of all other charter schools authorized by the District.
12. Reasonably comprehensive descriptions of new requirements of charter schools enacted into law after the charter was last renewed on December 3, 2013, are detailed below within each element.

_____

Jonathan Dean, Ed.D. Date
Superintendent and Lead Petitioner
The O'Farrell Charter School

1. EDUCATIONAL PROGRAM

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

STUDENT POPULATION

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

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

Composition of the Student Population 2017-18

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

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

MISSION AND VISION STATEMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AN EDUCATED PERSON IN THE 21ST CENTURY

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

HOW LEARNING BEST OCCURS

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

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

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

ANNUAL GOALS AND SPECIFIC ACTIONS

The LCAP that is included in the Appendix identifies the goals for the Charter School and the specific actions to achieve those goals on a schoolwide and subgroup basis. The goals and actions are also specified in the measurable student outcomes section of this charter.

HIGH SCHOOL PROGRAM

The Charter School offers a high school program in an Independent Study, blended learning school setting with total enrollment for grades 9-12 at approximately 200 students, which allows the staff to get to know the

students and provide targeted support. Under the supervision of the principal, a part-time counselor, and the documentation they develop, including the course catalog, they serve as the primary manner in which the Charter School informs parents/guardians and students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The courses offered by the Charter School are WASC-accredited and are considered transferable. Counselors, and other staff, inform stakeholders which courses have been approved by the University of California ("UC") or the California State University ("CSU") as creditable under the "A to G" admissions criteria for meeting many college entrance requirements. The Charter School is WASC accredited. Information about courses accredited by WASC and approved by UC/CSU may be obtained by viewing the UC Doorways website.

The Charter School's graduation requirements are as follows:

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

	9th	**10th**	**11th**	**12th**
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	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

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

	9th	**10th**	**11th**	**12th**
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

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

	9th	**10th**	**11th**	**12th**
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 (1 year)	Independent Study PE	Optional	Optional	Optional
Electives	**will vary**	**will vary**	**will vary**	**will vary**
			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 the CDE, as applicable to charter schools.

FRAMEWORK FOR INSTRUCTIONAL DESIGN

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

Academic Excellence

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

Developmentally Responsive Practices

4. Relevance
5. Relationships
6. Transitions

Socially Equitable Practices

7. Access
8. Safety, Resilience, and Health

Organizational Support and Processes

9. Leadership
10. Professional Learning
11. Accountability
12. Partnerships

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

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

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

Subject	Textbooks/Curriculum	Teaching Methods
English Language Arts	Edgenuity **Grades 6-8:** Edgenuity grade specific common core curriculum **Grades 9-12:** Edgenuity grade specific common core curriculum	The Charter School utilizes a variety of online, and face to face teaching methods and classroom strategies that allow students to access rigorous curriculum and a variety of print and non-print texts and engage in writing that reflects critical thinking. These strategies include writing to learn (such as focused note-taking, journaling, use of graphic organizers, and summary writing), the writing process, and research/inquiry strategies. Teachers and students ask and answer higher level thinking questions and routinely engage in critical thinking activities. They engage in various collaborative activities and projects that require sophisticated communication skills to encourage students to use academic language. Students are instructed to use strategies to organize their thinking, materials, resources, and writing. Students additionally engage in critical reading strategies (pre-reading, marking and annotating the text, writing in the margins, summarizing, and extending beyond the text) that assist them in reading and comprehending texts at or above their Lexile level in order to meet or exceed grade level proficiency. Students demonstrate their thinking in written texts and oral activities such as Socratic Seminar and Philosophical Chairs. Students take a math and reading inventory
Mathematics	Edgenuity **Grades 6-8:** Edgenuity grade specific common core curriculum **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	
Science	Edgenuity Edgenuity grade specific common core curriculum, to include: **Grades 6-8:** 6 - Earth Science 7 - Life Science 8 - Physical Science **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 **Grades 9-12:** 9-10 - World History, Geography, and Economics 11 - US History 12 - Economics 12 - Government	several times a year to monitor their individual growth and academic progress. Assessments, which include document-based questions, require students to engage in reading literature, poetry, drama, expository, and nonfiction texts and to think about various historical, social, and current events.

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

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

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

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

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

Interventions may include any or all of the following:

- Teacher communicates initial concerns by phone and/or e-mail
- Formal student/teacher conference to make a plan for corrective action
- Written communication to parent expressing concerns and possible consequences

- Formal parent/student/teacher conference to make corrective plan and to assess program validity
- Home visit to re-establish communication, share concerns, and make corrective action plan

STUDENTS ACHIEVING SUBSTANTIALLY ABOVE GRADE LEVEL

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

ENGLISH LEARNERS

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

SPECIAL EDUCATION PLAN

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

Inclusion at the Charter School is characterized by the following:

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

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

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

OTHER SPECIAL STUDENT POPULATIONS

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

2. MEASURABLE STUDENT OUTCOMES

This section provides a description of the measurable student outcomes of the Charter School, as required by Education Code section 47605(b)(5)(B). "Student outcomes" means the extent to which all students of the Charter School demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the Charter School's educational program. Student outcomes shall address increases in academic achievement both schoolwide and for all groups of students served by the Charter School, as that term is defined in Education Code section 47607(a)(3)(B). The student outcomes shall align with the state priorities, as described in Education Code section 52060(d), that apply for the grade levels served, or the nature of the program operated, by the Charter School. The skills, knowledge, and attitudes specified as goals in the Charter School's educational program are identified the mission and vision statement as well as the LCAP.

LCAP 2017-20 Goals and Outcomes

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

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

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

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

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

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

		examination of student work. Providing clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess effectiveness of coaching. Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning. Hire additional support staff to improve access of instruction and curriculum to English Language Learners.

3. METHOD FOR MEASURING STUDENT OUTCOMES

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

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

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

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

4. GOVERNANCE

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

As authorized by Education Code section 47604, the Ingenuity Charter School will be operated by a nonprofit public benefit corporation known as The O'Farrell Charter Schools pursuant to Corporation Code section 5110. Evidence of the Charter School's incorporation, including the Articles of Incorporation, are in the Appendix. The O'Farrell Charter Schools board of directors ("board") is the decision-making body for The O'Farrell Charter School and Ingenuity Charter School. The board is responsible for the policies, annual budgets, and hiring and evaluation of the superintendent. The superintendent oversees the educational program, including, but not limited to, staffing, curriculum, and compliance with the charter and applicable laws. In compliance with the Political Reform Act, a conflict of interest code has been adopted and Form 700 documents completed annually. The superintendent hires the principals and other administrators and staff members.

The bylaws allow for a minimum of five and a maximum of seven board members. It is desired to maintain a parent representative and a staff representative, as reasonably practicable. The board reserves the right to serve as a nonprofit charter management organization for other local charter schools. There will be no more than one currently employed staff member and one parent/guardian of a currently enrolled student serving on the board. Meetings are open to the public in compliance with the Brown Act. The board generally meets on a monthly basis in the evening on the campus at 6130 Skyline Drive with meeting information posted near the main office and on the www.ingeuitycharter.com website. The table below summarizes the current board roster.

Board Member Name	Description	Term
1. Christian Scott	Chair	December 2016-2018
2. Delano Jones	Secretary	December 2016-2018
3. Linda Logan	Staff Representative	June 2018-2020
4. Agnés Barrelet	Community Representative	January 2018-2020
5. Sharlette Dela Cruz	Community Representative	January 2018-2020
6. Cristina Mendoza	Parent Representative	June 2018-2020

Parent/guardian involvement is ensured through formal and informal activities that are organized by the principals and other administrators. Parents/guardians are encouraged, but never required, to volunteer in the classroom, on the campus, and on field trips. The parent and teacher organization ("PTO") meets regularly to plan supportive projects, such as informative bulletin boards, library reading room, veterans appreciation breakfast, and creating a welcoming environment for special education meetings. The School Site Council ("SSC") meets regularly to develop, review, and update the Charter School's achievement plan. The District

English Learner Advisory Committee *("*DELAC") meets regularly to advise on how to improve programs and services for English learners. Parents/guardians along with their student, conference at least twice yearly with their student's teacher to create a personalized academic plan. Open house and/or multi-cultural events are held throughout the year. Parental portals are set up through the student information system, and Learning Management System, to encourage parents/guardians to monitor their child's academic and attendance information. Other involvement activities may include "Donuts with Dr. Dean" to welcome and encourage questions and feedback from parents/guardians.

5. EMPLOYEE QUALIFICATIONS

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

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

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

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

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

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

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

The key positions of teacher, counselor, and school psychologist are required by the Charter School to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which the positions in other non-charter public schools would be required to hold. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District as the chartering authority. Pursuant to Education Code section 47605(l), teachers at the Charter School may have flexibility with regard to the credentials they hold for noncore, noncollege preparatory courses.

To ensure the health and safety of students and staff, the Charter School requires every applicant to provide two sets of fingerprints prepared for submittal by the employer to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of

Investigation. All employees, teachers and non-teachers, must also meet the qualifications listed in the description of their respective positions.

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

6. HEALTH AND SAFETY

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

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

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

The Charter School has a written agreement with the County of San Diego Health and Human Services Agency to support students and their families through Social Advocates for Youth ("SAY") to operate a self-sufficiency program on the campus known as Family Support Services ("FSS"). The services provided by FSS include:

1. Parent education.
2. After school activities.
3. Crisis intervention.
4. Conflict resolution.
5. Self-esteem development.
6. Cross-cultural understanding.
7. Drug abuse prevention.
8. Delinquency and gang prevention.
9. Bullying prevention.
10. Referral services to community agencies.
11. Student support and counseling services.

The Charter School is located at a District-owned site at 6130 Skyline Drive, San Diego, California, through a written agreement for a five-year term, concurrent with the term of the charter. Additional Resource Centers are located at:
324 Euclid Ave. Suite 401, San Diego, CA 92114
6530 El Cajon Blvd, Suite 3, San Diego, CA 92115
8300 Paradise Valley Road, Suite 104, Spring Valley, CA 91977
On an annual basis, the board will review its comprehensive school safety plan and provide a copy to the District.

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

7. RACIAL AND ETHNIC BALANCE

This section provides a description of the means by which the Charter School will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District, as required by Education Code section 47605(b)(5)(G).

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

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

8. ADMISSIONS REQUIREMENTS

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

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

If the number of children who wish to attend the Charter School exceeds available spots, a waitlist will be created, with preference given to children of staff, siblings of currently enrolled students, currently enrolled students, and children who reside within the boundaries of the District.
As a space becomes available, the parent/guardian listed on the application form will be contacted in the order of the waiting list. The waiting list is terminated annually. Final offers of admission will be granted upon completion of an in-person registration meeting at the Charter School and signature and submission of all necessary documents, including the immunization records, discipline policy, and other required documents.

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

9. INDEPENDENT FINANCIAL AUDITS

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

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

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

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

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

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

10. SUSPENSION AND EXPULSION PROCEDURES

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

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

1. Promotes a culture of responsibility, respect, and integrity.
2. Recognizes and rewards responsible student behavior.
3. Assures that all students have at least one adult on campus who knows them well.
4. Implements fair, consistent, and age-appropriate progressive discipline practices that may include a referral, phone call home, parent/guardian conference, alternate class placement with another teacher, mediation, home visit, parent/guardian shadow day, loss of privileges, and, as a last resort, suspension or expulsion.

No student shall be suspended or expelled for any offense listed below unless the offense is related to a Charter School activity or attendance. The offense may occur at any time, including, but not limited to, while on the Charter School grounds, while going to or coming from the Charter School, during the lunch period whether on or off the campus, or during, or while going to or coming from, a Charter School-sponsored activity.

The Charter School reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, including Education Code sections 48900 to 48927 and the District Administrative Procedures 6290 and 6295. The Charter School has determined the lists below will provide for adequate safety of students, staff, and visitors and serve the best interests the Charter School's students and their parents/guardians.

LIST OF OFFENSES FOR WHICH STUDENTS MAY BE SUSPENDED (DISCRETIONARY)

If the principal or principal's designee determines that a student committed one or more of the offenses listed below, the student may be suspended.

(a) Physical injury, force, or violence	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.
(b) Dangerous object	Possessed, sold, or otherwise furnished a firearm, a knife regardless of size, an explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a principal of the Charter School, which is concurred in writing by the superintendent of the Charter School or the designee of the superintendent.
(c) Possession of controlled substance, alcohol, or intoxicant	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Offering controlled substance, alcohol, or intoxicant	Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Robbery or extortion	Committed or attempted to commit robbery or extortion.
(f) Property damage	Caused or attempted to cause damage to district property, school property, or private property.
(g) Theft of property	Stole or attempted to steal district property, school property, or private property.
(h) Tobacco or nicotine products	Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
(i) Obscene act, profanity, or vulgarity	Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Drug paraphernalia	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disruption or willful defiance	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Received stolen property	Knowingly received stolen district property, school property, or private property.
(m) Imitation firearm	Possessed an imitation firearm. As "imitation firearm" means 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.
(n) Sexual assault or battery	Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Witness intimidation or retaliation	Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
(p)Soma	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Hazing	Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
(r) Bullying	Engaged in an act of bullying.
(s) Aiding or abetting	Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
(t) Sexual harassment	Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct described in Section 212.5 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.
(u) Hate violence	Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
(v) Harassment, threats, or intimidation	Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
(w) Terroristic threats	Made terroristic threats against school officials, district property, and/or school property.

LIST OF OFFENSES FOR WHICH STUDENTS MAY BE EXPELLED (DISCRETIONARY)

If the principal or principal's designee determines that a student committed one or more of the offenses listed below, the student may be recommended for expulsion.

(a) Physical injury, force, or violence	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.
(b) Dangerous object	Possessed, sold, or otherwise furnished a firearm, a knife regardless of size, an explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a principal of the Charter School, which is concurred in writing by the superintendent of the Charter School or the designee of the superintendent.
(c) Possession of controlled substance, alcohol, or intoxicant	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Offering controlled substance, alcohol, or intoxicant	Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Robbery or extortion	Committed or attempted to commit robbery or extortion.
(f) Property damage	Caused or attempted to cause damage to district property, school property, or private property.
(g) Theft of property	Stole or attempted to steal district property, school property, or private property.
(h) Tobacco or nicotine products	Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
(i) Obscene act, profanity, or	Committed an obscene act or engaged in habitual profanity or vulgarity.

vulgarity	
(j) Drug paraphernalia	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disruption or willful defiance	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Received stolen property	Knowingly received stolen district property, school property, or private property.
(m) Imitation firearm	Possessed an imitation firearm. As "imitation firearm" means 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.
(n) Sexual assault or battery	Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Witness intimidation or retaliation	Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
(p) Soma	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Hazing	Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
(r) Bullying	Engaged in an act of bullying.
(s) Aiding or abetting	Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
(t) Sexual harassment	Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct described in Section 212.5 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.
(u) Hate violence	Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
(v) Harassment, threats, or intimidation	Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
(w) Terroristic threats	Made terroristic threats against school officials, district property, and/or school property.
(x) 10 days of suspension in a single school year	Conduct resulting in more than 10 days of suspension in a single school year, including two or more fights in a single academic year.

LIST OF OFFENSES FOR WHICH STUDENTS MUST BE SUSPENDED (NON-DISCRETIONARY)

None.

LIST OF OFFENSES FOR WHICH STUDENTS MUST BE RECOMMENDED FOR EXPULSION (MANDATORY)

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

1. Firearm	Possessed, sold, or otherwise furnished a firearm, unless, in the case of possession of a firearm, the student had obtained written permission to possess the firearm from a principal of the Charter School, which is concurred in writing by the superintendent of the Charter School or the designee of the superintendent.
2. Brandishing a knife	Brandishing a knife, regardless of size, at another person.
3. Selling a controlled substance	Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Sexual assault or sexual battery	Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
5. Explosive	Possessed an explosive.

DESCRIPTION OF TERMS

(1) "**Knife**" means any dirk, dagger or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a folding knife with a blade that locks in place, or a razor with and unguarded blade.

(2) "**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 section 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 his or her physical or mental health.
- (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(3) (a) "**Electronic act**" means the creation or transmission originated on or off the Charter School site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, video, or image.
- (ii) A post on a social network Internet Web site, including, but not limited to:
  1) 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).
  2) 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.
  3) 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.
- (iii) An act of cyber sexual bullying.
  1) 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.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or Charter School-sanctioned activities.

(4) "**Reasonable student**" means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(5) "**Property**" includes, but is not limited to, electronic files and databases.

(6) "**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 his or her own safety or for his or her immediate family's safety, or for the protection of Charter School property, District property, or the personal property of the person threatened or his or her immediate family.

SUSPENSION AND EXPULSION PROCEDURES

The principal or principal's designee may suspend a student from the Charter School for any of the above-listed offenses for no more than five consecutive school days per offense.

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

The principal or principal's designee may suspend a student without affording the student an opportunity for a conference if the principal or principal's designee determines that an emergency situation exists. "Emergency situation" means a situation determined by the principal or principal's designee to constitute a clear and present danger to the life, safety, or health of a student or Charter School personnel. If a student is suspended without a conference before suspension, both the student and his or her parent/guardian shall be notified of the student's right to a conference and the student's right to return to Charter School for the purpose of a conference. The conference shall be held within two schooldays, 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.

At the time of suspension, a Charter School employee shall make a reasonable effort to contact the student's parent/guardian in person, by telephone, and/or other means. If a student is suspended from the Charter School, the parent/guardian shall be notified in writing of the suspension delivered in person, by mail to address on file with the Charter School, and/or other means. The parent/guardian shall respond without delay to a request from the Charter School to attend a conference regarding his or her child's behavior. No penalties shall be imposed on a student for failure of the student's parent/guardian to attend a conference with the Charter School. Reinstatement of the suspended students shall not be contingent upon attendance by the student's parent/guardian at the conference.

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

A student with exceptional needs, as defined in Education Code section 56026, may be suspended or expelled from the Charter School in accordance with applicable laws and implementing regulations, including Section 1415(k) of Title 20 of the United States Code and the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The Charter School shall immediately notify the student's parent/guardian of a decision to recommend expulsion, provide a procedural safeguards notice, inform the parent/guardian of his or her right to participate in the IEP team meeting. The IEP team meeting must be held within 10 schooldays of the decision to recommend expulsion, and at a time and place that is

convenient to both the parent/guardian and Charter School personnel. A telephone conference may be substituted for the IEP team meeting. A student with exceptional needs may not be expelled by the Charter School unless the IEP team has determined that the student's conduct subject to discipline is not a manifestation of his or her disability.

APPEAL OF SUSPENSION

Parents/guardians have 15 calendar days from the first day of the suspension to file a written request to appeal the disciplinary action to the superintendent. During the period of appeal, the suspension remains in effect for the length of time designated. The superintendent or superintendent's designee shall review the suspension and issue a written decision within 15 calendar days of receiving the appeal. After considering the request, the superintendent or superintendent's designee shall render a written decision that shall be in the best interest of the student and the Charter School. The Charter School may let the suspension remain on the student's record, remove the record of suspension by the end of the school year if no other offenses occur, or remove the record of suspension immediately without conditions. The decision of the superintendent shall be final.

EXPULSION HEARINGS

A student shall be entitled to a hearing to determine whether he or she should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or principal's 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 the superintendent's designee may grant one or more postponements of the hearing. Within 10 schooldays after the conclusion of the hearing, the administrative panel shall decide whether to recommend expulsion. The board shall decide to accept the administrative panel's recommendation within 30 schooldays of the hearing. If compliance by the board of the time requirements is impracticable, the superintendent or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing and/or accepting the administrative panel's recommendation for an additional 10 schooldays. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted.

Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay. Written notice of the hearing shall be forwarded to the student at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

1. The date, time, and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of the disciplinary rules of the Charter School that relate to the alleged violation.
4. A notice of the parent/guardian's or student's obligation to notify the school where the student next enrolls of the student's discipline status.
5. Notice of the opportunity for the student or the student's parent/guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, 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. In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or sexual battery, a complaining witness shall be given five calendar days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. The administrative panel may call for the removal of a support person who is disrupting the hearing. If one or both of the support persons is also a witness, Penal Code section 868.5 shall be followed for the hearing. The student or parent/guardian is not required to to be represented by legal counsel or by a nonattorney adviser at the hearing.

The Charter School shall conduct a hearing to consider the expulsion of a student in a session closed to the public, unless the student requests, in writing, at least five calendar days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel appointed to conduct the hearing may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. If the administrative panel appointed to conduct the hearing admits any other person to a closed deliberation session, the parent/guardian of the student, the student, and the counsel of the student also shall be allowed to attend the closed deliberations. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault or sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public 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, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television. Instead of conducting an expulsion hearing itself, the board may appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed by the Charter School. Panel members may include staff from Ingenuity Charter School or other charter schools.

Within 10 schooldays after the hearing, the administrative panel shall determine whether to recommend the expulsion of the student to the board. If the administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the student immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final. If the administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the board. The findings of fact and recommendation shall be based solely on the evidence adduced at the hearing. If the board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendation submitted by the panel or upon the results of any supplementary hearing that the board may order.

The decision of the board to expel a student shall be based upon substantial evidence relevant to the charges adduced at the expulsion or supplementary hearings. Except as provided in this charter, no evidence to expel shall be based solely upon hearsay evidence. The board or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon

this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the board or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the board to expel shall be supported by substantial evidence showing that the student committed any of the acts listed above as expellable offenses.

In hearings that include an allegation of committing or attempting to commit a sexual assault as or to commit a sexual battery, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the panel conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining 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/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Before the hearing has commenced, the panel or board may issue subpoenas at the request of either the superintendent, superintendent's designee, or student, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the panel or board may, upon request of the superintendent, superintendent's designee, or student, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code. Any objection raised by the superintendent, superintendent's designee, or student to the issuance of subpoenas may be considered by the panel or board in closed session, or in open session, if so requested by the student before the meeting. Any decision by the panel or board in response to an objection to the issuance of subpoenas shall be final and binding.

If the board or panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.

Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

Final action to expel a student shall be taken only by the board in a public session. Written notice of any decision to expel shall be sent by the Charter School to the student or parent/guardian and shall be accompanied by all of the following:

1. Notice that the decision of the board of the Charter School is final. There is no right to appeal the expulsion to the District or County.
2. Notice of the education alternative placement to be provided to the student during the time of expulsion.
3. Notice of the obligation of the parent/guardian or student under Education Code section 48915.1(b), upon the student's enrollment in a new school, to inform that school of the student's expulsion.

The Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records. The expulsion order and the causes for the expulsion shall be recorded in the student's mandatory interim record and shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's records.

CORPORAL PUNISHMENT

The Charter School prohibits corporal punishment upon a student. "Corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a student. An amount of force that is reasonable and necessary for Charter School personnel to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

11. RETIREMENT SYSTEMS

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

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

12. ATTENDANCE ALTERNATIVES

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

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

13. EMPLOYEE LEAVE AND RETURN RIGHTS

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

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

14. DISPUTE RESOLUTION PROCEDURES

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

In the event of a dispute between the Charter School and the District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific issues in a dispute statement. In the event the District believes the dispute relates to an issue that could lead potentially to revocation of the charter, this shall be noted specifically in the dispute statement and any revocation proceeding must comply with applicable laws and regulations, including, but not limited to, Education Code section 47607. Within 30 calendar days, or longer if both parties agree, of sending the dispute statement, a Charter School representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this meeting fails to resolve the dispute, the Charter School representative and the District representative shall meet again within 30 calendar days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be nonbinding, unless the governing authorities of the Charter School and District agree jointly to bind themselves. Unless agreed jointly, the process involving the assistance of a third-party mediator shall conclude within 45 calendar days. The Charter School and District shall share equally the cost of hiring a mediator. The Charter School shall be solely responsible for its attorney's fees and all other costs associated with resolving a dispute with the District.

15. CLOSURE PROCEDURES

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

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

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

The Authorized Closer shall:

1. Develop a list of students in each grade level and the classes they have completed, together with information on the students' district of residence
2. Ensure the transfer and maintenance of all student records, all state assessment results, and any special education records to the custody to the District or other appropriate entity.
3. Ensure the transfer and maintenance of personnel records in accordance with applicable law.
4. Ensure the completion of an independent final audit within six months after the closure of the Charter School that may function as the annual audit, and that includes at least the following:
    a. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
    b. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
    c. An assessment of the disposition of any restricted funds received by or due to the Charter School.
5. Ensure the disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed, including but not limited to, the following:
    a. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
    b. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
6. Ensure the completion and filing of any reports required pursuant to Education Code section 47604.33.

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

16. Local Control and Accountability Plan (“LCAP”) 2018-19, 2019-20, and 2020-21

17. Active Corporate Status and Articles of Incorporation

18. Bylaws

19. Conflict of Interest Code: Charter Board approved 12/10/2012, and County Board approved 12/13/2016

20. Uniform Complaint Policy

21. Board Roster

Board Member Name	Description	Term
1. Christian Scott	Chair	December 2016-2018
2. Delano Jones	Secretary	December 2016-2018
3. Linda Logan	Staff Representative	June 2018-2020
4. Agnés Barrelet	Community Representative	January 2018-2020
5. Sharlette Dela Cruz	Community Representative	January 2018-2020
6. Cristina Mendoza	Parent Representative	June 2018-2020

Board members can be reached through the following:

ATTN: Board of Directors
The O'Farrell Charter School
6130 Skyline Drive
San Diego, CA 92114

boardofdirectors@ofarrellschool.org

(619) 263-3009

22. Financials: Budget and Cash Flow 2019-20, 2020-21, and 2021-22

23. Western Association of Schools and Colleges ("WASC") Accreditation Letter.

24. A Day in the Life of an Ingenuity Student

Ingenuity Charter is a blended learning and independent study program which benefits students by providing access to personalized course plans and curriculum twenty-four hours per day, seven days per week. The following stories are just a glimpse into the day in the life of an Ingenuity Charter student.

Chanelle was a 10th grade student when she became pregnant with her son. Due to the impending change in her life, she took advantage of Ingenuity's structure to accelerate through her courses. By the time she gave birth to her son, she had almost completed all of her high school graduation requirements. She was able to access her course curriculum from home while caring for her newborn son. While working on her coursework at home, she also had consistent communication with her teachers via phone and email. She arranged childcare to attend science labs on Wednesdays and to meet with her teachers in person. Chanelle graduated and received her high school diploma with the class of 2018.

Izea is a student who helped to care for his ill grandfather. He cared for his grandfather early in the day while his single mother was at work to support their family. Izea was able to access his coursework to complete a goal percentage per day in order to stay on track with his peers. Izea was able to help his family while managing his courses to graduate on time. He was able to communicate with his teacher everyday and meet with her in person once per week. Izea is a Ingenuity Charter School 2018 graduate and he credits his ability to graduate not only to the flexibility that the program provided him, but also the one on one help he received from all of his teachers. Since graduation, Izea has enrolled in San Diego City college and he plans on registering for an engineering apprenticeship in the near future.

Natzue is an 11th grade student who battles severe anxiety which has caused many physical symptoms that prevent her from succeeding in a traditional classroom. When she attended traditional school, she was often absent due to her health and she fell behind in her coursework. Her parents felt it was best to enroll her at Ingenuity so she could catch up on her coursework while receiving the medical attention she needed to improve her health. Natzue has been working with physicians and psychiatrists to get well, and her health has since improved drastically. She has begun to work steadfastly to catch up on her credits so that she can graduate on time with her peers.

These are only a few stories of the many different students enrolled at Ingenuity Charter School. Each student comes with a unique circumstance but all share the same benefits that this alternative educational environment has to offer.