

# THE O' FARRELL CHARTER SCHOOL

AN AVID NATIONAL DEMONSTRATION SCHOOL



## Board of Directors AGENDA September 8, 2014



Closed Session: 5:00 p.m. – 5:30 p.m.  
Public Session: 5:30 p.m. – 7:00 p.m.

### I. CALL TO ORDER

### II. CLOSED SESSION

1. In accordance with Government Code Section 54957.8, the Board will meet in closed session to consider: **PERSONNEL**

### RECONVENE TO OPEN SESSION

### III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

### IV. PLEDGE OF ALLEGIANCE

### V. PRESENTATION

1. Introduction of New Employees with Reception/Break (15 minutes)
2. Assistant Principals – Powerpoint presentation on Professional Development at Camp Palomar

### RECONVENE TO OPEN SESSION

### VI. PUBLIC COMMENT

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

### VII. APPROVAL OF AGENDA

### VIII. DISCUSSION ITEMS

1. Principal/Superintendent Announcements .....Page 3
2. Charter Vision Board Reports .....Page 5
3. Brown Act Training on Tuesday, September 9, 2014.....Page 11
4. CPR/First Aid Training available for all employees 9 a.m., Saturday, September 27

### IX. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

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

1. Approval of Minutes from the August 23, 2013 Special Board of Directors and Board Retreat ..... **Page 12**
2. Approve/ratify recommended actions on the personnel activity list ..... **Page 15**
3. Approve/ratify check registers ..... **Page 16**

Principal/Superintendent’s Recommendation: Approve Consent Calendar.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

**X. ACTION ITEMS**

1. Approve the Ingenuity Charter for 2015-2019 with its preliminary LCAP and budget.... **Page 25**

Principal/Superintendent’s Recommendation: Approve Action Item 1

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

2. Approved the Charter School Unaudited Actuals for the previous fiscal year - July 1, 2013 through June 30, 2014..... **Page 228**

Principal/Superintendent’s Recommendation: Approve Action Item 2

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

3. Approve designation of administrators-in-charge for the 2014-2015 school year **Page 236**

Principal/Superintendent’s Recommendation: Approve Action Item 3

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

**XI ROUNDTABLE**

**XII ADJOURNMENT**

**NOTICES**

The next regular meeting of The O’Farrell Charter School Board of Directors will be October 6, 2014 at 5:30 p.m.

The O’Farrell Charter School does not discriminate on the basis of disability in the admission or access to, or treatment in employment in its programs or activities. Jonathan Dean, Principal/Superintendent, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in The O’Farrell Charter School’s open and public meetings. Please notify Jonathan Dean at (619) 263-3009, extension 2202 seventy-two (72) hours prior to disability accommodations being needed in order to participate in the meeting.

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

**Certification of Posting**

I, Jonathan Dean, Principal/Superintendent, hereby certify that I posted this agenda on Thursday, September 4, 2013 at 3 p.m.

When conducting a Teleconference Board of Directors meeting, all board members are required to post this agenda at their location.

**BOARD OF DIRECTORS AGENDA ITEM**  
**Agenda Date: September 8, 2014**  
**Discussion Item 1**  
**Principal/Superintendent Announcements**

**Student Demographics**

Student Enrollment in Power Schools on September 3, 2014:

<b>Grade</b>	<b>Total</b>
YOK	22
K	47
1	48
2	51
3	54
4	56
5	65
6	272
7	252
8	253
9	161
10	106
11	99
<b>Total</b>	<b>1486</b>

**MOU AGREEMENT**  
**BETWEEN**  
**FRIENDS OF O'FARRELL AND**  
**THE O'FARRELL CHARTER SCHOOL**

**Purpose**

To set out the powers and responsibilities of, and the relationship between, the Friends of O'Farrell and The O'Farrell Charter School.

**Context**

Friends of O'Farrell's general function is to promote the effective use of charitable resources by encouraging the development of better methods of charity administration, by giving charity trustees information or advice on any matter affecting their charities and by investigating and checking abuse.

This memorandum of understanding sets out how the two organizations have agreed to work together to help to achieve the highest standards in fundraising and to help to make the self-regulation of fundraising a success.

**Roles**

Friends of O'Farrell is responsible for regulating the conduct of all fundraising.

The O'Farrell Charter School is responsible for promoting high fundraising standards.

FRIENDS OF O'FARRELL

DATE

\_\_\_\_\_

\_\_\_\_\_

Jennifer Chranowski, Chair

THE O'FARRELL CHARTER SCHOOL

DATE

\_\_\_\_\_

\_\_\_\_\_

Jonathan Dean, Principal/Superintendent

**BOARD OF DIRECTORS AGENDA ITEM**

Agenda Date: September 8, 2014

Discussion Item 2

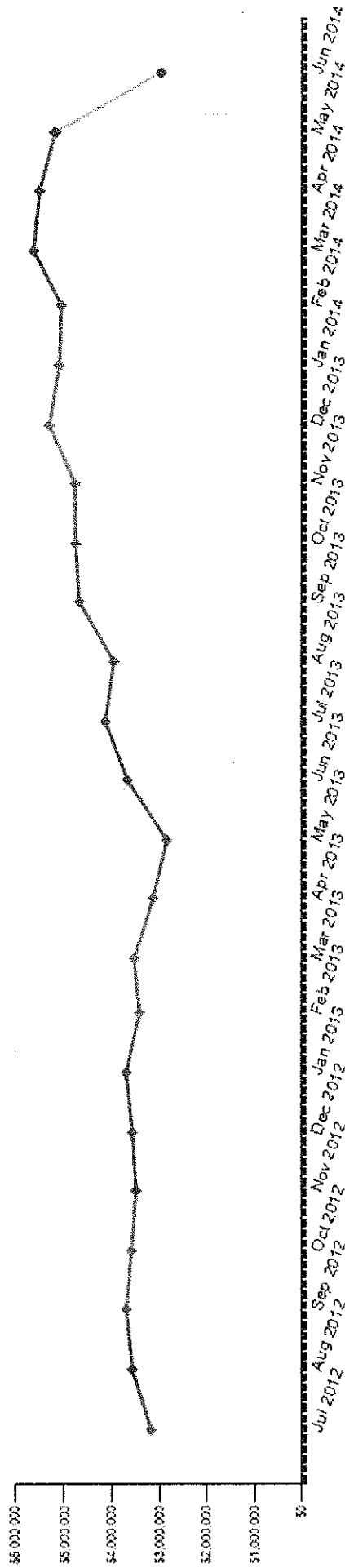
**Charter Vision Board Report**

For the period beginning in July 1, 2013 through May 31, 2014



**Balance Sheet Summary**

<b>Liquidity Ratio</b>	16.5
<b>Assets</b>	
<b>Current Assets</b>	
Cash	\$5,169,835
Accounts Receivables	\$903
Prepaid Expenses	\$102,000
<b>Total Current Assets</b>	<b>\$5,272,738</b>
<b>Fixed Assets</b>	
Land	\$89,935
Buildings and Improvements	\$13,600
Computer Equipment	\$30,173
Furniture and Fixtures	\$21,982
Construction in Progress	\$836,551
Transportation Equipment	\$25,710
Accumulated Depreciation	(\$60,463)
<b>Total Fixed Assets</b>	<b>\$957,488</b>
<b>Other Assets</b>	
Loans Receivable	\$150,000
<b>Total Other Assets</b>	<b>\$150,000</b>
<b>Total Assets</b>	<b>\$6,380,226</b>
<b>Liabilities And Net Assets</b>	
<b>Current Liabilities</b>	
Accounts Payable	\$13,915
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$4
Deposits held on behalf of other employees	\$305,695
<b>Total Current Liabilities</b>	<b>\$319,614</b>
<b>Long Term Liabilities</b>	
<b>Total Long Term Liabilities</b>	
<b>Total Liabilities</b>	<b>\$319,614</b>
<b>Net Assets</b>	
Restricted Net Assets	\$211,470
Unrestricted Net Assets	\$4,854,118
Profit/Loss YTD	\$995,025
<b>Total Net Assets</b>	<b>\$6,060,612</b>
<b>Total Liabilities And Net Assets</b>	<b>\$6,380,226</b>



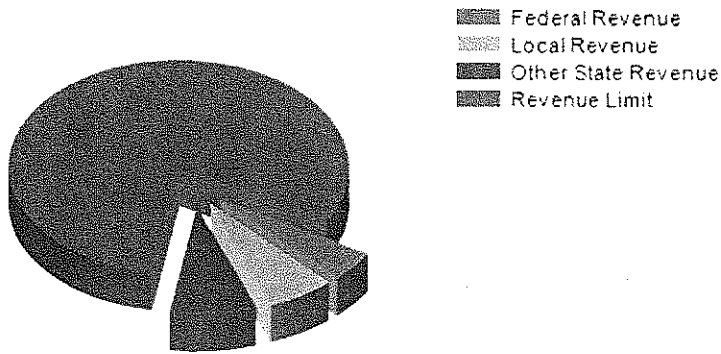
— Cash - Actual      - - - - - Projected Cash - Current Fiscal Year

	Cash Amount	Actual or Projected
July 2012	\$3,174,906.96	Actual
August 2012	\$3,564,430.41	Actual
September 2012	\$3,685,466.83	Actual
October 2012	\$3,575,850.02	Actual
November 2012	\$3,477,993.50	Actual
December 2012	\$3,552,872.18	Actual
January 2013	\$3,680,473.02	Actual
February 2013	\$3,404,059.01	Actual
March 2013	\$3,512,894.70	Actual
April 2013	\$3,117,286.11	Actual
May 2013	\$2,830,588.04	Actual
June 2013	\$3,658,102.41	Actual

	Cash Amount	Actual or Projected
July 2013	\$4,117,862.72	Actual
August 2013	\$3,935,026.43	Actual
September 2013	\$4,671,615.83	Actual
October 2013	\$4,747,422.71	Actual
November 2013	\$4,757,424.86	Actual
December 2013	\$5,283,491.78	Actual
January 2014	\$5,079,742.49	Actual
February 2014	\$5,043,357.78	Actual
March 2014	\$5,601,966.75	Actual
April 2014	\$5,480,905.49	Actual
May 2014	\$5,169,834.77	Actual
June 2014	\$2,950,150.00	Projected

Account Group	Description	Total	Percent
800	Revenue Limit	\$6,892,610.00	80.74%
820	Federal Revenue	\$395,200.00	4.63%
840	Other State Revenue	\$696,497.76	8.16%
870	Local Revenue	\$552,024.27	6.47%
<b>Total:</b>		<b>\$8,536,332.03</b>	

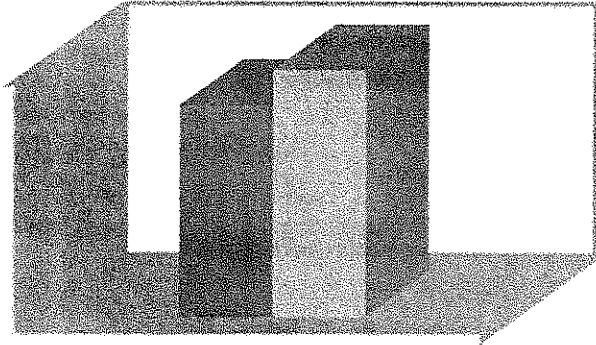
Revenue By Category



**Total Cash on Hand**

**Cash Available:** \$5,169,835

**Revenue To Date**



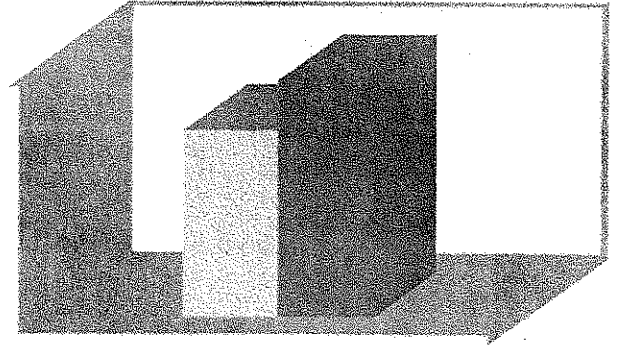
Income To Date Budget To Date

Revenue \$8,536,332

Budget \$9,969,006

Revenue To Budget 86%

**Expense To Date**



Expense To Date Budget To Date

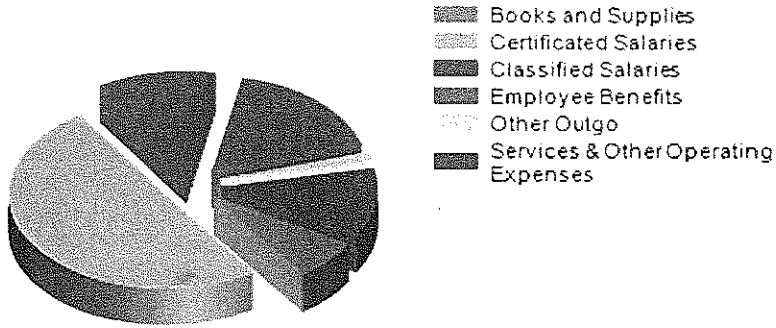
Expense \$7,541,307

Budget \$9,556,990

Expense To Budget 79%

Account Category	Description	Total	Percent
100	Certificated Salaries	\$3,811,642.99	50.54%
200	Classified Salaries	\$913,346.77	12.11%
300	Employee Benefits	\$1,296,716.36	17.19%
400	Books and Supplies	\$535,424.92	7.10%
500	Services & Other Operating Expenses	\$868,353.42	11.51%
700	Other Outgo	\$115,822.86	1.54%
<b>Total:</b>		<b>\$7,541,307.32</b>	

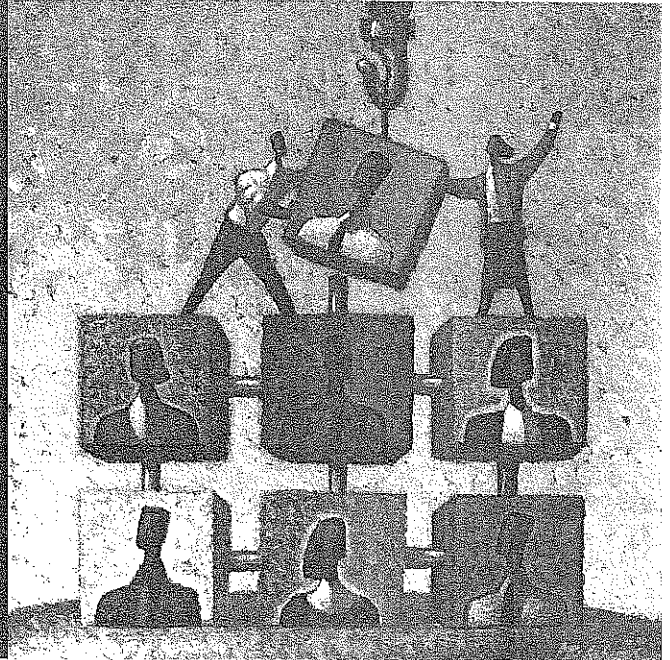
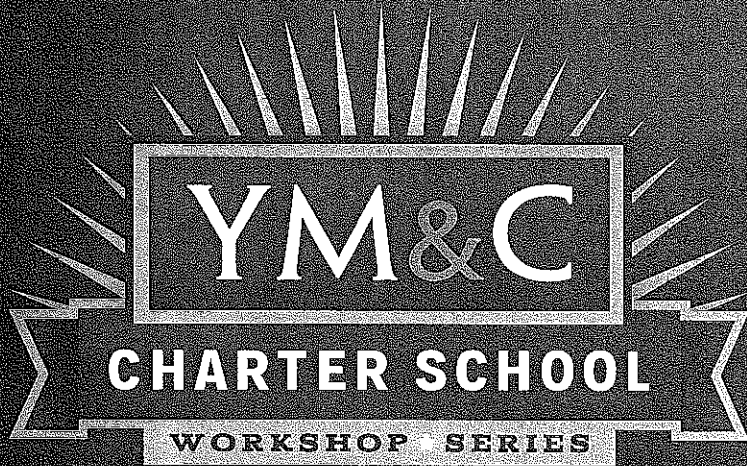
**Expenses By Category**



Segment Name Filter Applied

Revenue Limit	\$6,892,610	\$7,246,764	(\$354,154)	-4.9%	\$7,246,764	\$354,154
Federal Revenue	\$395,200	\$1,246,039	(\$850,839)	-68.3%	\$1,246,039	\$850,839
Other State Revenue	\$696,498	\$1,199,203	(\$502,705)	-41.9%	\$1,199,203	\$502,705
Local Revenue	\$552,024	\$277,000	\$275,024	99.3%	\$277,000	(\$275,024)
Total Revenues	\$8,536,332	\$9,969,006	(\$1,432,674)	-14.4%	\$9,969,006	\$1,432,674
Certificated Salaries	\$3,811,643	\$4,131,393	\$319,750	7.7%	\$4,131,393	\$319,750
Classified Salaries	\$913,347	\$1,138,562	\$225,215	19.8%	\$1,138,562	\$225,215
Employee Benefits	\$1,296,716	\$1,537,436	\$240,720	15.7%	\$1,537,436	\$240,720
Total Personnel Expenses	\$6,021,706	\$6,807,391	\$785,685	11.5%	\$6,807,391	\$785,685
Books and Supplies	\$535,425	\$892,080	\$356,655	40.0%	\$892,080	\$356,655
Services & Other Operating Expenses	\$868,353	\$1,604,518	\$736,165	45.9%	\$1,604,518	\$736,165
Capital Outlay	-	-	-	0.0%	-	-
Other Outgo	\$115,823	\$253,001	\$137,178	54.2%	\$253,001	\$137,178
Total Operational Expenses	\$1,519,601	\$2,749,599	\$1,229,998	44.7%	\$2,749,599	\$1,229,998
Total Expenses	\$7,541,307	\$9,556,990	\$2,015,683	21.1%	\$9,556,990	\$2,015,683
Net Income	\$995,025	\$412,016	\$583,009	141.5%	\$412,016	(\$583,009)

# YM&C INVITES YOU TO A FREE WORKSHOP EVENT



## TRAINING TOPIC:

### **Brown Act ("Open Meeting Law") / Best Practices / Board Governance**

The Law Offices of Young, Minney & Corr, LLP will be providing a valuable Brown Act ("Open Meeting Law") / Best Practices / Board Governance training for charter schools in the San Diego and Los Angeles areas.

**There will be no fee for these workshops.**

## WHAT'S COVERED:

The trainings will outline each of the requirements of the Brown Act (California Open Meeting Law), explore common pitfalls and how to avoid them, address essential habits for highly effective governing boards, and discuss tips for running effective Board meetings.

A sample agenda and board policies will also be provided. We also wish to thank the O'Farrell Community School and Birmingham Community Charter High School for generously making available their facilities for this event!

## SAN DIEGO EVENT

O'Farrell Community School  
6130 Skyline Drive  
San Diego, CA 92114

Date: **September 9, 2014**

Time: **5:00-7:00pm**

Refreshments will be provided

## LOS ANGELES EVENT

Birmingham Community  
Charter High School

Sally Fields Performance  
Arts Theater

17000 Haynes Street  
Van Nuys, CA 91406

Date: **September 16, 2014**

Time: **5:00-7:00pm**

Refreshments will be provided

**BOARD OF DIRECTORS AGENDA ITEM**  
**Agenda Date: September 8, 2014**  
**Consent Calendar Item 1**

**RECOMMENDATION:** Approve the Minutes from the August 23, 2014 Special Board of Directors meeting and Board Retreat

**Minutes**  
**Special Board of Directors meeting**  
August 23, 2014

Members Present: Christian Scott, Linda Logan, Delano Jones, Agnés Barrelet, Tim Katzman, Salvador Rivera (left at 9:45 am), Sharlette Dela Cruz

Members Absent: None

Guests: None

**I. CALL TO ORDER**

Christian Scott called the meeting to order at 8:30 a.m.

**II. CLOSED SESSION - None**

**III. PRESENTATION**

1. **Swearing in of new Board member – Sharlette Dela Cruz**  
Signed the Oath

**IV. APPROVAL OF AGENDA**

Approved. Christian Scott moved and Tim Katzman seconded. Motion carried 7-0-0  
Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera, DelaCruz  
Nays: None  
Abstain: None  
Absent: None

**V. ACTION ITEMS**

1. **Approve the Minutes from the June 9, 2014 Board of Directors meeting**  
Approved. Christian Scott moved and Sharlette Dela Cruz seconded. Motion carried 7-0-0.  
Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera, Dela Cruz  
Nays: None  
Abstain: None  
Absent: None
2. **Approve the Minutes from the June 30, 2014 Special Board of Directors meeting**  
Approved. Christian Scott moved and Salvador Rivera seconded. Motion carried 7-0-0.  
Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera, Dela Cruz  
Nays: None  
Abstain: None

Absent: None

3. **Ratify the materials and installation of new laminate countertops on campus in various rooms from Countertops 4 Less in the amount of \$18,300 with a down payment of \$5,300 and the balance of \$13,000 to be paid in full when material is sealed to the walls.**

Approved. Christian Scott moved and Agnes Barrelet seconded. Motion carried 7-0-0.

Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera, Dela Cruz

Nays: None

Abstain: None

Absent: None

4. **Ratify the purchase and installation of carpeting from Sid's Carpet Barn in the amount of \$16,411.24.**

Approved. Christian Scott moved and Agnes Barrelet seconded. Motion carried 7-0-0.

Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera, Dela Cruz

Nays: None

Abstain: None

Absent: None

5. **Approve the purchase of a 66 passenger school bus from San Diego Unified School District in the amount not to exceed \$25,000.**

Approved. Christian Scott moved and Sharlette Dela Cruz seconded. Motion carried 7-0-0.

Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera, Dela Cruz

Nays: None

Abstain: None

Absent: None

6. **Correct the awarded contracts with the County of San Diego to support the operations of Family Support Services for years 2013-2014 and 2014-2015 to \$91,652 instead of \$91,625 that was brought for board action.**

Approved. Christian Scott moved and Sharlette Dela Cruz seconded. Motion carried 7-0-0.

Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera, Dela Cruz

Nays: None

Abstain: None

Absent: None

7. **Approved the purchase of Rosetta Stone Language Lessons V3 for K-12 Fixed Term Site License in the amount of \$16,995.**

Approved. Christian Scott moved and Tim Katzman seconded. Motion carried 6-0-0.

Ayes: Scott, Katzman, Jones, Barrelet, Logan, Rivera

Nays: None

Abstain: None

Absent: None

## **VI. ROUNDTABLE**

## **VII. ADJOURNMENT – 9:20 a.m.**

**Minutes**  
**Board Retreat**  
August 23, 2014

Members Present: Christian Scott, Linda Logan, Delano Jones, Agnés Barrelet, Tim Katzman,  
Shar Dela Cruz

Members Absent: Salvador Rivera

Guests: None

**I. Call to Order**

Christian Scott call the meeting to order at 9:30 a.m.

**II. Approval of Agenda**

Approved. Christian Scott moved and Tim Katzman seconded.  
Motion carried 7-0-0.

**III. Discussion Items:**

**1. Past Five Year Accomplishments**

- Dr. Dean and board members went over the spreadsheet he provided.

**2. High School & Track/Field**

- Dr. Dean provided the timeline

**3. Brown Act Training scheduled for September 9 at 5 p.m.**

- Shar and Agnes will attend

**4. Falcon Award (4 per year)**

- Dr. Dean provided by email, program outline

**5. Superintendent's Evaluation**

- All board members provided feedback and Christian will follow-up with written evaluation.

**6. Ingenuity Charter**

- The board members discussed advantages and disadvantages. This will be placed on the September 8 board agenda for approval.

**7. Future Operation/Vision of O'Farrell Charter Schools**

- Dr. Dean will continue to inform the board on possible growth and college readiness.

**IV. Adjournment – 2:35 p.m.**

**BOARD OF DIRECTORS AGENDA ITEM**  
**Agenda Date: September 8, 2014**  
**Consent Calendar Item 2**

**RECOMMENDATION:** Approve/Ratify Personnel Activity List

**NEW HIRES**

Alexander, Aimee	Computer teacher – middle	August 21, 2014
Au, Jessica	Education Specialist teacher	August 21, 2014
Astudillo, Khristopher	Science teacher – high	August 21, 2014
Bui, Tien	School Information System Site Technician	June 19, 2014
Flenoid, Andrea	Extended Day Program Aide	August 27, 2014
Gilbert, Janet	High School Counselor	August 21, 2014
Habeebullah, Linda	Extended Day Program Aide	September 3, 2014
Hardin, Nicole	Extended Day Program Coordinator	July 1, 2014
Heafner, Christopher	Special Education Aide	September 3, 2014
Hinojosa, Milagros	Spanish teacher – high	August 21, 2014
Hodell, Anjuli	Fifth grade teacher	August 21, 2014
Hord, Cameron	History teacher – middle	August 21, 2014
Jones, Edward	Fifth grade teacher	August 21, 2014
Lopez-Fuentes, Zamequa	English teacher – middle	August 21, 2014
Morgan, Thomas	History teacher – high	August 21, 2014
Panzra, Wilhelmina	Long term substitute for Rita Gaskill	August 21, 2014
Reamer, Kathryn	Art teacher	August 21, 2014
Rodriguez, Andrea	Third grade teacher	August 27, 2014
Simpson, Stacey	History teacher – middle	August 21, 2014
Su, Jin	Science teacher intern – middle	August 21, 2014
Ziegler, Megan	Science teacher – middle	August 21, 2014

**RESIGNATION/NON-RENEWAL**

Barry, David	Fifth Grade Teacher	June 18, 2014
Bond, Susan	Third Grade Teacher	August 20, 2014
DeGeer, Kristin	Science teacher - middle	June 18, 2014
Judd, Nicole	School Information System Site Technician	June 18, 2014
Lard, Rodney	Extended Day Aide	June 18, 2014
Laterza, Hawley	Spanish teacher – high - temporary	July 18, 2014
Liebmann, Paul	Extended Day Program Leader	June 18, 2014
Murphy, Bryan	Special Education Aide	August 19, 2014
Singh, Brianna	Extended Day Aide - high	June 6, 2014

**BOARD OF DIRECTORS AGENDA ITEM**

Agenda Date: June 9, 2014

Consent Calendar Item 3

**RECOMMENDATION:** Ratify Monthly Check Registers

<b>General Account</b>				
<u>Check#</u>	<u>Date</u>	<u>Vendor Name</u>	<u>Transaction Description</u>	<u>Check Amount</u>
1070	5/30/14	MTS	DIVE Field trip transportation	\$37.50
1071	6/13/14	San Diego Kids Party Rentals	Dunk tank rental for Falcon Family Day	\$325.00
1072	6/13/14	SDUSD	MESA, FSS	\$520.00
1073	6/13/14	MTS	DIVE field trip transportation	\$37.50
1074	6/19/14	Rosalia Crivello	Reimbursement for batteries for DIVE Drama Club	\$43.46
1075	6/23/14	SDCOE	Registration fee for ERWC – McGonagle	\$325.00
1076	6/23/14	SDUSD	Nursing Invoice for June	\$285.00
1077	6/23/14	Julia LeBlanc	May & June Invoices for cooking classes for ASES & ASSETS	\$1000.00
1078	7/3/14	Stark White Studios	Painting of mural – 2 of 3 payments	\$2,200.00
1079	7/8/14	Sid's Carpet Barn	Carpet installation	\$8,000.00
1080	7/8/14	School Specialty	Teacher desk, bookshelves and chairs	\$7,114.99
1081	7/8/14	Countertops4Less	Countertop installation	\$5,300.00
1082	7/15/14	Stark White Studios	Completion of Mural – 3 of 3 payments	\$2,200.00
1083	7/17/14	Stark White Studios	School Logo on site wall – 1 of 2 payments	\$1,770.00
1084	7/18/14	Sid's Carpet Barn	Carpet installation	\$8,411.24
1085	7/18/14	Stark White Studios	Painting of school logo on site wall – 2 of 2 payments	\$1,180.00
1086	8/1/14	Pamela Barry	Reimbursement of training expenses, food	\$89.36
1087	8/20/14	USPS	Replenish bulk mail account	\$3,500.00
1088	8/20/14	Costco	Snacks, beverages, candy for teacher retreat	\$259.44
1089	8/22/14	Elizabeth Wong	Reimbursement for food, gas and hotel for all attendees	\$2,314.00
1090	8/22/14	Palomar Christian Conference Center	Cost of teacher retr3at on 8/25/14	\$6,300.00

## O'Farrell Charter School

Check Register 5/1/2014 through 7/31/2014

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
10002097	5/1/2014	Public Employee Retirement System	Cleared	\$15,596.73	9504-020	Accrued PERS	APRIL 2014 PERS LESS OVERPAYMENT	\$15,596.73
10002098	5/2/2014	State Teachers Retirement System	Cleared	\$64,600.27	9503-020	Accrued STRS	APRIL 2014 STRS	\$64,600.27
10002099	5/5/2014	Aztec Leasing, Inc.	Cleared	\$483.60	5605-020-00	Equipment Rental/Lease Expense	Sharp Copier Lease 4/1 - 5/1/14	\$483.60
10002100	5/5/2014	Doctrina Tutoring	Cleared	\$262.50	5810-020-01	Educational Consultants	March 2014 SES Tutoring (5.83 hrs): M.P. & M.V.	\$262.50
10002101	5/5/2014	EDCO Disposal Corp	Cleared	\$522.50	5501-020-00	Utilities	April 2014 Trash Service	\$522.50
10002102	5/5/2014	Guardian	Cleared	\$6,178.52	3403-020-00	Health & Welfare Benefits	May 2014 Dental & Life Ins.	\$5,170.40
					3403-020-01	Health & Welfare Benefits	May 2014 Dental & Life Ins. - Title 1	\$416.76
					3403-020-00	Health & Welfare Benefits	May 2014 Dental & Life Ins. - Title 3	\$61.60
					3403-020-00	Health & Welfare Benefits	May 2014 Dental & Life Ins. - Spec Ed.	\$529.76
10002103	5/5/2014	Anne Mathews	Cleared	\$10.40	4300-020-00	Materials and Supplies	REIMB - Bottled water for office & meeting use	\$10.40
10002104	5/5/2014	San Diego Unified School District	Cleared	\$200.00	5505-020-00	Student Transportation/Field Trips	Fieldtrip : Campus Tour, UCLA 3/10/14	\$200.00
10002105	5/5/2014	San Diego Gas & Electric	Cleared	\$11,892.41	5501-020-00	Utilities	Gas & Electric Chrgs 3/13 - 4/13/14	\$11,892.41
10002106	5/5/2014	San Diego Charter Schools Special Ed. Consortium	Cleared	\$318.75	5810-020-01	Educational Consultants	OT Services - March 2014	\$318.75
10002107	5/5/2014	Mary Skrabucha	Cleared	\$294.42	4300-020-00	Materials and Supplies	REIMB - Bottled water for office & meeting use	\$294.42
10002108	5/5/2014	TCR Services	Cleared	\$44.17	4300-020-00	Materials and Supplies	HP Ink/Toner for gas machine in Library	\$44.17
10002109	5/5/2014	Tech Depot	Cleared	\$19,872.58	4430-020-84	Noncapitalized Student Equipment	Samsung Chromebook, qty 65 for student testing	\$19,872.58
10002110	5/5/2014	John Van Houten	Cleared	\$71.43	4300-020-91	Materials and Supplies	REIMB - Athletic Banquet refreshments	\$71.43
10002111	5/5/2014	San Diego Facility Maintenance, Inc	Cleared	\$13,917.00	5500-020-00	Operation and Housekeeping Services	Monthly Janitorial Services - May 2014	\$13,917.00
10002112	5/7/2014	Apple Inc.	Cleared	\$53.95	4400-020-00	Noncapitalized Equipment	Smartshell For Admin Laptop	\$53.95
10002113	5/7/2014	Apple Inc.	Cleared	\$74.52	4400-020-00	Noncapitalized Equipment	Apple Magic Mouse For Admin Laptop	\$74.52
10002114	5/7/2014	Apple Inc.	Cleared	\$93.96	4400-020-00	Noncapitalized Equipment	Digital AV Adapter, USB Cable for Staff Computer	\$93.96
10002115	5/7/2014	CDW-Government	Cleared	\$377.01	4400-020-00	Noncapitalized Equipment	Cyber Acoustics Headphones, qty 10 for Dailey Kinder	\$161.46
					4400-020-00	Noncapitalized Equipment	HP SB 90W Slim Adapt	\$45.73
					4400-020-00	Noncapitalized Equipment	TrippPT USB 3.0 Superspeed Hub	\$108.99
					4400-020-00	Noncapitalized Equipment	C2G 25FT Plenum 3.5 MM Stereo M/M Cab	\$28.73
					4400-020-00	Noncapitalized Equipment	Belkin Cat5e Patch Shield 75 FT Gray	\$32.10
10002116	5/7/2014	Dunbar Armored Inc	Cleared	\$121.95	5800-020-00	Professional/Consulting Services and	May 2014 Armored Truck Service	\$121.95
10002117	5/7/2014	Full Armor Martial Arts	Cleared	\$375.00	5810-020-81	Educational Consultants	Martial Arts After School Program April 2014	\$375.00
10002118	5/7/2014	Global Village Concerns, Inc.	Cleared	\$264.76	4300-020-62	Materials and Supplies	Shirts for ASSETS Staff	\$264.76
10002119	5/7/2014	Gold Medallion Awards	Cleared	\$231.01	4300-020-91	Materials and Supplies	Trophies For Basketball Team	\$231.01
10002120	5/7/2014	Ident-A-Kid Services of America, Inc.	Cleared	\$240.00	4300-020-00	Materials and Supplies	1 Year License Complete Campus Security Solution	\$240.00
10002121	5/7/2014	Nevertardy Transit, LLC	Cleared	\$295.00	5505-020-62	Student Transportation/Field Trips	Trip on April 23 to Convention Center	\$295.00
10002122	5/7/2014	Nevertardy Transit, LLC	Cleared	\$490.00	5505-020-62	Student Transportation/Field Trips	Field Trip to Embarcadero Marina Park -2 Buses	\$490.00
10002123	5/7/2014	Office Depot	Cleared	\$362.92	4315-020-00	Classroom Materials and Supplies	Folders, Paper, Paper Chart, Ruler	\$362.92
10002124	5/7/2014	Sharp Health Plan	Cleared	\$51,900.98	3403-020-00	Health & Welfare Benefits	June 2014 Health Ins	\$43,958.03
					3403-020-01	Health & Welfare Benefits	June 2014 Health Ins title 1	\$3,682.56
					3403-020-03	Health & Welfare Benefits	June 2014 Health Ins Title 3	\$517.46
					3403-020-85	Health & Welfare Benefits	June 2014 Health Ins Spec ED	\$3,742.93
10002125	5/9/2014	San Diego Charter Schools Special Ed. Consortium	Cleared	\$14,920.00	5810-020-85	Educational Consultants	CBEDS Management Service Fee - Installmt 2 of 3	\$14,920.00
10002126	5/12/2014	San Diego Charter Schools Special Ed. Consortium	Cleared	\$11,900.00	5810-020-85	Educational Consultants	CBEDS Management Service Fee - Installment 3 of 3	\$11,900.00

## O'Farrell Charter School

## Check Register 5/1/2014 through 7/31/2014

Check Number	Date	Payee	Status	Amount	Account	Description	Amount	
10002127	5/12/2014	San Diego County Superintendent of Schools	Cleared	\$200.00	5200-020-84	Travel and Conferences	Registration Fee for Common Core Staff Training	\$150.00
					5200-020-84	Travel and Conferences	Registration Fee for Common Core Staff Training	\$50.00
10002128	5/14/2014	AT&T Mobility	Cleared	\$184.03	5900-020-61	Communications (Tele., Internet, Copies, Postage, Messenger)	Direct Line Phone Chrgs - March 2014	\$163.57
					5900-020-00	Communications (Tele., Internet, Classroom Materials and Supplies)	Admin Hotspot - March 2014	\$20.46
10002129	5/14/2014	Allegro Enterprises, Inc.	Cleared	\$85.00	4315-020-00	Classroom Materials and Supplies	Instrument Repairs: Cello & Violins	\$85.00
10002130	5/14/2014	Moises A. Buhain	Cleared	\$206.62	5200-020-62	Travel and Conferences	REIMB - Mileage & Meals for Boost Conf. / ASSETS	\$206.62
10002131	5/14/2014	City Treasurer	Cleared	\$2,499.92	5501-020-00	Utilities	Water, Sewer, Fire Service & Backflow 4/3 - 5/2/14	\$2,499.92
10002132	5/14/2014	CDW-Government	Cleared	\$50,262.67	4400-020-00	Noncapitalized Equipment	HP color printer, Epson projector & Samsung 24"	\$2,330.80
					4400-020-84	Noncapitalized Equipment	Logi Wired iPad Keyboards B 30 PIN (Qty 725)	\$43,065.00
					4400-020-00	Noncapitalized Equipment	7 Doc cams, Samsung Blu Ray Player & Espon LCD SVGA	\$4,866.87
10002133	5/14/2014	Linda Logan	Cleared	\$66.93	5200-020-02	Travel and Conferences	REIMB - Trael Exps for CCSA Advocacy Day	\$66.93
10002134	5/14/2014	Law Office of Young Minney & Corr, LLP	Cleared	\$77.90	5805-020-00	Legal Services and Audit	Legal Services Thru 4/30/2014	\$77.90
10002135	5/14/2014	Robert Monaco	Cleared	\$152.15	4315-020-62	Classroom Materials and Supplies	REIMB - Set supplies for Drama - Play	\$152.15
10002136	5/14/2014	Anne Mathews	Cleared	\$156.00	5200-020-02	Travel and Conferences	REIMB - Travel Exps for CCSA Advocacy Day	\$66.00
					4300-020-00	Materials and Supplies	REIMB - Coffee for Staff Appreciation	\$90.00
10002137	5/14/2014	Nevertardy Transit, LLC	Cleared	\$395.00	5505-020-62	Student Transportation/Field Trips	3/23/14 Field Trip to JP Longballs	\$395.00
10002138	5/14/2014	Nevertardy Transit, LLC	Cleared	\$395.00	5505-020-62	Student Transportation/Field Trips	APSA SDSU High School Conf. Field Trip 3/29/14	\$395.00
10002139	5/14/2014	Office Depot	Cleared	\$332.12	4300-020-00	Materials and Supplies	Health Office supplies: bandaids, etc.	\$332.12
10002140	5/14/2014	Olivewood Gardens & Learning Center	Cleared	\$375.00	5505-020-00	Student Transportation/Field Trips	Field Trip to Olivewood Gardens 4/30/14	\$375.00
10002141	5/14/2014	Sound Therapies, Inc.	Cleared	\$7,504.00	5810-020-65	Educational Consultants	Speech & Lang. Serv.: R.M. (112 hrs)	\$7,504.00
10002142	5/14/2014	Sharp Electronics Corporation	Cleared	\$1,897.11	5605-020-00	Equipment Rental/Lease Expense	Sharp Copier Maint. Contract: Overage	\$1,897.11
10002143	5/14/2014	San Diego Desserts	Cleared	\$200.00	4300-020-00	Materials and Supplies	Supper for Board	\$200.00
10002144	5/14/2014	UROK Learning Institute	Cleared	\$135.00	5810-020-01	Educational Consultants	SES Tutoring - April 2014 (M.G. - 3 hrs)	\$135.00
10002145	5/14/2014	Wilkinson Hadley King & Co, LLP	Cleared	\$900.00	5805-020-00	Legal Services and Audit	Progress Billing for 2013-14 Annual Audit	\$900.00
10002146	5/14/2014	Sheryl Yeagar	Cleared	\$52.00	4300-020-00	Materials and Supplies	REIMB - Water	\$52.00
10002147	5/22/2014	Doctrina Tutoring	Cleared	\$90.00	5810-020-01	Educational Consultants	April 2014 SES Tutoring 2 Hrs M.P.	\$90.00
10002148	5/22/2014	Rosalia Crivello-Marquez	Cleared	\$148.70	4315-020-62	Classroom Materials and Supplies	REIMB for Drama Play Supplies: Paint, Fabric, Wire, Foam	\$148.70
10002149	5/22/2014	Office Depot	Cleared	\$301.06	4315-020-00	Classroom Materials and Supplies	Filter Paper, Quard Ruled 10pk	\$64.69
					4315-020-00	Classroom Materials and Supplies	Batteries, Ruler, Brd Clnr, pens, Paper clips	\$161.20
					4315-020-00	Classroom Materials and Supplies	Glue Sticks Qty 24	\$75.17
10002150	5/22/2014	San Diego Gas & Electric	Cleared	\$12,488.38	5501-020-00	Utilities	Gas & Electric 4/13 - 5/12/14	\$12,488.38
10002151	5/22/2014	Sharp Electronics Corporation	Cleared	\$609.76	5605-020-00	Equipment Rental/Lease Expense	Sharp Copier Use per copy	\$609.76
10002152	5/22/2014	Select Mailing	Cleared	\$1,566.99	5815-020-00	Advertising/Recruiting	Job # 23328 - Mailer For MS-HS Rctrmnt 4186 pcs	\$1,566.99
10002153	5/29/2014	State Teachers Retirement System	Cleared	\$64,830.28	9503-020	Accrued STRS	May 2014 STRS	\$64,830.28
10002154	5/30/2014	Public Employee Retirement System	Cleared	\$17,492.54	9504-020	Accrued PERS	May 2014 PERS	\$17,492.54
10002155	6/5/2014	AT&T Mobility	Cleared	\$186.83	5900-020-00	Communications (Tele., Internet, Interest Expense/Fees)	April 2014 Wifi Hotspot for Admin	\$20.46
					5900-020-61	Communications (Tele., Internet, Interest Expense/Fees)	April 2014 Direct Line Wireless Phone	\$163.62
					5890-020-00	Student Transportation/Field Trips	March 2014 Late Pmt Chrgs	\$2.75
10002156	6/5/2014	American Express	Cleared	\$775.66	5505-020-00	Student Transportation/Field Trips	3/26, 3/27, 4/8 & 4/14 - Albertsons, Student Bus Passes	\$186.00
					4300-020-00	Materials and Supplies	3/20 - Giant New York Pizza, pizza for student prizes	\$270.00
					4300-020-00	Materials and Supplies	4/11 - Safeway, items for Donuts w/Dean Meeting	\$10.00
					5300-020-00	Dues and Memberships	3/17 & 4/14 - Union Tribune, monthly subscription	\$7.20
					4300-020-00	Materials and Supplies	3/26 - Smart & Final, Middle SchI rewards-activities	\$233.64
					4300-020-00	Materials and Supplies	3/19 - Costco, Dean's List Reward Party	\$69.02

### O'Farrell Charter School

### Check Register Detail

Check Register 5/1/2014 through 7/31/2014

Check Number	Date	Payee	Status	Amount	Account	Description	Check Date	Amount
10002157	6/5/2014	American Express	Cleared	\$751.29	5505-020-00	Student Transportation/Field Trips	4/22 & 4/24 - Albertsons, Student Bus Passes	\$152.00
					4300-020-00	Materials and Supplies	4/18 & 5/12 - O's American Kitchen, Brd Mtg food, AVID Mtg	\$252.13
					4300-020-00	Materials and Supplies	4/18 - 1-800-Flowers, Bereavement Flowers for employee	\$69.75
					5300-020-00	Dues and Memberships	5/12 - Union Tribune, monthly subscription	\$3.60
					4300-020-00	Materials and Supplies	4/29 & 5/5 - Smart & Final, Staff Appreciation Wk, refreshmt	\$220.41
					5900-020-00	Communications (Tele., Internet,	4/18 - USPS, mail Fitness Tests	\$53.40
10002158	6/5/2014	Fletcher Hills Printing	Cleared	\$101.40	4300-020-61	Materials and Supplies	Extended Day Referral Forms (qty 100)	\$101.40
10002159	6/5/2014	Full Armor Martial Arts	Cleared	\$375.00	5810-020-61	Educational Consultants	Martial Arts for After School Program - May 2014	\$375.00
10002160	6/5/2014	Guardian	Cleared	\$6,178.52	3403-020-00	Health & Welfare Benefits	June 2014 Dental & Life Ins.	\$5,170.40
					3403-020-01	Health & Welfare Benefits	June 2014 Dental & Life Ins. - Title 1	\$416.76
					3403-020-03	Health & Welfare Benefits	June 2014 Dental & Life Ins. - Title 3	\$61.60
					3403-020-65	Health & Welfare Benefits	June 2014 Dental & Life Ins. - Sped Ed.	\$529.76
10002161	6/5/2014	McGraw-Hill School Education LLC	Cleared	\$7,348.39	4100-020-84	Approved Textbooks and Core Curricula	20 Calculus textbooks	\$3,143.07
					4100-020-00	Approved Textbooks and Core Curricula	Spanish Textbooks (qty 45)	\$4,205.32
10002162	6/5/2014	Nevertardy Transit, LLC	Cleared	\$395.00	5505-020-62	Student Transportation/Field Trips	Field Trip on May 24, 2014 to Fiesta Island	\$395.00
10002163	6/5/2014	San Diego Facility Maintenance, Inc	Cleared	\$14,265.00	5500-020-00	Operation and Housekeeping Services	Monthly Janitorial Services - June 2014	\$14,265.00
10002164	6/5/2014	Mary Skrabucha	Cleared	\$168.49	4300-020-00	Materials and Supplies	REIMB - Southeastern Coll. & Project Live Meetg Refreshmnts	\$168.49
10002165	6/5/2014	TCR Services	Cleared	\$539.71	5605-020-00	Equipment Rental/Lease Expense	Print Cost Per Page - April 2014	\$539.71
10002166	6/12/2014	Moises A. Buhain	Cleared	\$118.57	4300-020-62	Materials and Supplies	REIMB - DIVE Star Reward snacks	\$45.56
					4300-020-62	Materials and Supplies	REIMB - Study Hall snacks	\$73.01
10002167	6/12/2014	Fletcher Hills Printing	Cleared	\$1,351.00	4300-020-00	Materials and Supplies	Project 140391 - NCR Referrals	\$312.00
					4300-020-00	Materials and Supplies	Project 140418 - Cat Eps	\$425.00
					4300-020-00	Materials and Supplies	Project 140510 - NCR Referrals x2	\$614.00
10002168	6/12/2014	Nevertardy Transit, LLC	Cleared	\$295.00	5505-020-62	Student Transportation/Field Trips	Trip on April 16 to Lyceum Theater & Balboa Park	\$295.00
10002169	6/12/2014	Pearson Education Inc.	Cleared	\$10,358.25	4100-020-84	Approved Textbooks and Core Curricula	Algebra 2 Textbooks, Qty 98	\$10,358.25
10002170	6/12/2014	Perma-Bound	Cleared	\$7,041.65	4100-020-00	Approved Textbooks and Core Curricula	Novel Sets for LA: Gatsby, 1984, Speak, Into Wild, etc.	\$7,041.65
10002171	6/12/2014	RICOH USA, INC.	Cleared	\$3,257.72	5605-020-00	Equipment Rental/Lease Expense	Copier Lease - June 2014	\$3,257.72
10002172	6/12/2014	San Diego Facility Maintenance, Inc	Cleared	\$1,750.00	5500-020-00	Operation and Housekeeping Services	Aug 2013 - Remove Debris & metal poles frm Upper Fields, etc	\$1,750.00
10002173	6/12/2014	Sharp Health Plan	Cleared	\$53,959.25	9330-020	Prepaid Expenses	July 2014 Health Ins.	\$53,959.25
10002174	6/12/2014	San Diego Charter Schools Special Ed. Consortium	Cleared	\$1,020.00	5810-020-65	Educational Consultants	OT Services - April 2014 (J.D., Z.S., A.V. & A.F.)	\$1,020.00
10002175	6/12/2014	McGraw-Hill Education LLC	Cleared	\$39,869.04	4100-020-00	Approved Textbooks and Core Curricula	History Textbooks (AP & Reg.), Qty 200	\$24,383.38
					4100-020-00	Approved Textbooks and Core Curricula	Spanish Textbooks, Qty 160	\$15,285.66
10002176	6/12/2014	Team Sports of North County	Cleared	\$1,500.12	4300-020-90	Materials and Supplies	Game Gear Singlet & Shorts, qty 40 @ + 6 Perf. Tees	\$1,500.12
10002177	6/19/2014	San Diego Unified School District	Cleared	#####	9450-020	Construction in Progress	Donation to SDUSD for the Construction of Upper Field	\$1,000,000.00
10002178	6/20/2014	American Express	Cleared	\$751.37	4300-020-00	Materials and Supplies	5/27 - Costco, office supplies	\$78.80
					5900-020-65	Communications (Tele., Internet, Copies, Postage, Messenger)	5/27 - USPS, Certified Mail, Sped records	\$6.49
					5505-020-00	Student Transportation/Field Trips	5/27 - Albertsons, Student Bus Passes	\$38.00
					4300-020-00	Materials and Supplies	6/2 - Things Remembered, Employee Retirement Gift	\$143.59
					4300-020-00	Materials and Supplies	6/6 - Giant NY Pizza, pizza for HS Students	\$212.00
					4300-020-00	Materials and Supplies	6/9 - Target, Framar Clean, Frame for Retirement Cert.	\$24.23
					4300-020-00	Materials and Supplies	6/9 - O's American Kitchen, food for Brd of Directors Mtg.	\$152.26
					4300-020-00	Materials and Supplies	6/12 - Giant NY Pizza, pizza for Enroll From turn-in prize	\$61.00
					5890-020-00	Interest Expense/Fees	5/26 - 40 Day Late Pmt Fee	\$35.00

## O'Farrell Charter School

Check Register 5/1/2014 through 7/31/2014

Check #	Date	Payee	Status	Amount	Account	Description	Check #	Amount
10002179	6/20/2014	Candace Austin	Cleared	\$107.88	4300-020-00	Materials and Supplies	REIMB - Krispy Kreme, Donuts for Staff Appreciation	\$107.88
10002180	6/20/2014	AVID Center	Cleared	\$7,485.00	9330-020	Prepaid Expenses	AVID Membership Fees & AVID District Leadership	\$7,485.00
10002181	6/20/2014	Aztec Leasing, Inc.	Cleared	\$483.60	5605-020-00	Equipment Rental/Lease Expense	Sharp Copier Lease 2/1 - 3/1/14	\$483.60
10002182	6/20/2014	CDW-Government	Cleared	\$2,909.18	4400-020-00	Noncapitalized Equipment	Epson LCD Projectors (qty 5) for classrooms	\$1,750.68
					4400-020-00	Noncapitalized Equipment	Creative T6 2.1 Speaker	\$403.88
10002183	6/20/2014	Educational Testing Service	Cleared	\$287.40	5800-020-00	Professional/Consulting Services and Operating Expenditures	MS Office Home & Student (qty 5)	\$754.62
							CAASPP ID Labels & Addresses	\$287.40
10002184	6/20/2014	EBA&M Corporation	Outstanding	\$60.00	3403-020-00	Health & Welfare Benefits	COBRA Admin Services - December 2012 (J.B. & M.S.)	\$60.00
10002185	6/20/2014	EBA&M Corporation	Outstanding	\$30.00	3403-020-00	Health & Welfare Benefits	COBRA Admin Services - May 2014 (S. Brickson)	\$30.00
10002186	6/20/2014	Finn Scientific Inc.	Cleared	\$306.06	4315-020-00	Classroom Materials and Supplies	Chemtopic Labs, Vol. 1-18 boxed sets	\$306.06
10002187	6/20/2014	Miguel Hidalgo	Cleared	\$13.98	5500-020-00	Operation and Housekeeping Services	REIMB - Home Depot, Gardening supplies	\$13.98
10002188	6/20/2014	Julia A. LeBlanc	Cleared	\$300.00	5800-020-62	Professional/Consulting Services and Operating Expenditures	Cooking Classes - June 2014 (for ASSETS)	\$300.00
10002189	6/20/2014	McGraw-Hill School Education LLC	Cleared	\$13,528.70	4100-020-84	Approved Textbooks and Core Curricula	Writer's Choice Wrkbooks, qty 81	\$879.10
					4100-020-00	Approved Textbooks and Core Curricula	Spanish Textbooks/Wrkbooks (qty 21)	\$1,991.57
					4100-020-00	Approved Textbooks and Core Curricula	History Textbooks (qty 110)	\$10,452.80
					4100-020-00	Approved Textbooks and Core Curricula	Chemistry Textbooks (qty 2)	\$205.23
10002190	6/20/2014	Law Office of Young, Minney & Corr, LLP	Cleared	\$77.90	5805-020-00	Legal Services and Audit	Legal Services Thru 5/31/2014	\$77.90
10002191	6/20/2014	Office Depot	Cleared	\$1,440.73	4300-020-00	Materials and Supplies	Easel Pads (qty 60)	\$902.66
					4300-020-00	Materials and Supplies	pens, tape & scissors for supply room/site	\$221.77
					4300-020-00	Materials and Supplies	cable locks (qty 12) & corded phone for Ext Day	\$316.30
10002192	6/20/2014	Pearson Education Inc.	Cleared	\$13,360.55	4100-020-00	Approved Textbooks and Core Curricula	Biology Textbooks (qty 125 @)	\$13,360.55
10002193	6/20/2014	San Diego Gas & Electric	Cleared	\$14,034.89	5501-020-00	Utilities	Gas & Electric Chrgs 5/12 - 6/11/14	\$14,034.89
10002194	6/20/2014	San Diego County Superintendent of Schools	Cleared	\$150.00	5210-020-02	Training and Development Expense	Reg Fees for Hagan, Leeneris & Harris, 10/10/13 HSS Level 2	\$150.00
10002195	6/20/2014	Staples Advantage	Cleared	\$2,537.73	4300-020-00	Materials and Supplies	Trash Liners, qty 75 cases	\$2,537.73
10002196	6/20/2014	Sharp Electronics Corporation	Cleared	\$903.44	5605-020-00	Equipment Rental/Lease Expense	Copiers' Usage Chrgs: 4/23 - 5/23/14	\$903.44
10002197	6/27/2014	City Treasurer	Cleared	\$2,940.35	5501-020-00	Utilities	ACCT# 610000046657	\$2,940.35
10002198	6/27/2014	EDCO Disposal Corp	Cleared	\$522.50	5501-020-00	Utilities	ACCT # 16-A7 252946	\$522.50
10002199	6/27/2014	EBA&M Corporation	Cleared	\$5,484.00	3403-020-00	Health & Welfare Benefits	CASE #42900-000 FEB 2014	\$555.00
					3403-020-01	Health & Welfare Benefits	CASE #42900-000 FEB 2014	\$272.00
					3403-020-03	Health & Welfare Benefits	CASE #42900-000 FEB 2014	\$136.00
					3403-020-65	Health & Welfare Benefits	CASE #42900-000 FEB 2014	\$408.00
					3403-020-00	Health & Welfare Benefits	CASE #42900-000 MAR 2014	\$555.00
					3403-020-01	Health & Welfare Benefits	CASE #42900-000 MAR 2014	\$272.00
					3403-020-03	Health & Welfare Benefits	CASE #42900-000 MAR 2014	\$136.00
					3403-020-65	Health & Welfare Benefits	CASE #42900-000 MAR 2014	\$408.00
					3403-020-00	Health & Welfare Benefits	CASE #42900-000 APRIL 2014	\$555.00
					3403-020-01	Health & Welfare Benefits	CASE #42900-000 APRIL 2014	\$272.00
					3403-020-03	Health & Welfare Benefits	CASE #42900-000 APRIL 2014	\$136.00
					3403-020-65	Health & Welfare Benefits	CASE #42900-000 APRIL 2014	\$408.00
					3403-020-00	Health & Welfare Benefits	CASE #42900-000 MAY 2014	\$555.00
					3403-020-01	Health & Welfare Benefits	CASE #42900-000 MAY 2014	\$272.00
					3403-020-03	Health & Welfare Benefits	CASE #42900-000 MAY 2014	\$136.00
					3403-020-65	Health & Welfare Benefits	CASE #42900-000 MAY 2014	\$408.00
10002200	7/1/2014	AT&T Mobility	Cleared	\$246.87	5900-020-00	Communications (Tele., Internet,	May 2014 Wifi Hotspot for Admin	\$98.25
					5900-020-61	Communications (Tele., Internet,	May 2014 Direct Line Wireless Phone	\$148.62
10002201	7/1/2014	AP EXAMS	Cleared	\$3,200.00	4315-020-00	Classroom Materials and Supplies	AP Exams for Students Test	\$3,200.00
10002202	7/1/2014	Aztec Leasing, Inc.	Cleared	\$483.60	5605-020-00	Equipment Rental/Lease Expense	Sharp Copier Lease 5/1/14 - 6/1/14	\$483.60
10002203	7/1/2014	Moises A. Buhain	Cleared	\$28.00	5210-020-02	Training and Development Expense	REIMB for Parking & Lunch During Workshop	\$28.00

## O'Farrell Charter School

Check Register 5/1/2014 through 7/31/2014

Check Number	Date	Vendor	Status	Amount	Account	Description	Amount
10002204	7/1/2014	CDW-Government	Cleared	\$7,458.42	4400-020-84	Noncapitalized Equipment	Bretford 36 Units Tablet Cart \$4,112.99
					4400-020-00	Noncapitalized Equipment	Pull Down Screen For Classrooms Qty 3 \$458.91
					4400-020-00	Noncapitalized Equipment	Toshiba Sati5 Computer Qty 2 \$2,080.46
					4400-020-00	Noncapitalized Equipment	50 Ft High Speed Cable Qty 1 & LVO TS TC E73 \$806.06
10002205	7/1/2014	Dunbar Armored Inc	Cleared	\$146.43	5800-020-00	Professional/Consulting Services and	June 2014 Armored Truck Service \$146.43
10002206	7/1/2014	MESA Distributors, Inc.	Cleared	\$9,423.00	9440-020	Furniture & Fixtures	15 Head Embroidery Machine , Software, Delvry, Trng \$9,423.00
10002207	7/1/2014	Sergio Padilla	Cleared	\$11.86	4300-020-00	Materials and Supplies	REIMB - Ice for Graduation \$11.86
10002208	7/1/2014	San Diego Facility Maintenance, Inc	Cleared	\$14,265.00	5500-020-00	Operation and Housekeeping Services	Monthly Janitorial Service - July 2014 \$14,265.00
10002209	7/1/2014	Sound Therapies, Inc.	Cleared	\$9,069.00	5810-020-65	Educational Consultants	Speech & Language Services: R.M. 132 hrs + 3 Bill Assess \$9,069.00
10002210	7/1/2014	Staples Advantage	Cleared	\$236.07	4300-020-00	Materials and Supplies	Bleach, Liners \$236.07
10002211	7/1/2014	TCR Services	Cleared	\$629.39	5605-020-00	Equipment Rental/Lease Expense	Print Cost Per Page - May 2014 \$629.39
10002212	7/1/2014	UROK Learning Institute	Cleared	\$360.00	5810-020-01	Educational Consultants	SES Tutoring Service - March 2014 \$360.00
10002213	7/1/2014	Voice Of San Diego	Cleared	\$3,000.00	5815-020-00	Advertising/Recruiting	2014/15 Annual Community Partnership - School Ad \$3,000.00
10002214	7/1/2014	Elizabeth Wong	Cleared	\$23.96	4300-020-00	Materials and Supplies	REIMB - Supplies for Staff Training & Staff Appreciation \$23.96
10002215	7/2/2014	Public Employee Retirement System	Outstanding	\$16,798.64	9504-020	Accrued PERS	JUNE 2014 PERS \$16,798.64
10002216	7/2/2014	State Teachers Retirement System	Cleared	\$69,090.65	9503-020	Accrued STRS	JUNE 2014 STRS \$69,090.65
10002217	7/8/2014	Ginese Quann	Outstanding	\$5,000.00	5800-020-00	Professional/Consulting Services and	Development of Charter Petition \$5,000.00
10002218	7/10/2014	Allied Storage Containers	Outstanding	\$2,667.60	4400-022-00	Noncapitalized Equipment	8' x 40' Storage Container for Site \$2,667.60
10002219	7/10/2014	Aztec Leasing, Inc.	Cleared	\$483.60	5605-022-00	Equipment Rental/Lease Expense	Sharp Copier Lease 6/1/14 - 7/1/14 \$483.60
10002220	7/10/2014	City Treasurer	Cleared	\$3,050.45	5501-020-00	Utilities	Water, Sewer, Fire, Service & Back Flow 6/4/14 - 7/2/14 \$3,050.45
10002221	7/10/2014	Dunbar Armored Inc	Cleared	\$268.38	5800-022-00	Professional/Consulting Services and	July 2014 Armored Truck Service \$268.38
10002222	7/10/2014	Full Armor Martial Arts	Cleared	\$187.50	5800-020-61	Professional/Consulting Services and	Martial Arts For After School Program June 1 - 15, 2014 \$187.50
10002223	7/10/2014	Guardian	Cleared	\$6,342.43	3403-020-00	Health & Welfare Benefits	July 2014 Dental & Life Ins \$4,878.15
					3403-020-01	Health & Welfare Benefits	July 2014 Dental & Life Ins Title 1 \$416.76
					3403-020-03	Health & Welfare Benefits	July 2014 Dental & Life Ins Title 3 \$517.76
					3403-020-65	Health & Welfare Benefits	July 2014 Dental & Life Ins Spec Ed \$529.76
10002224	7/10/2014	The Hartford	Cleared	\$86,357.00	3603-020-00	Worker Compensation Insurance	2014/2015 Worker's Comp & Service Fee \$86,357.00
10002225	7/10/2014	Johnson & Wood Ins.	Cleared	\$3,832.40	5400-022-00	Insurance	Student Accident Policy 2014 / 2015 \$3,832.40
10002226	7/10/2014	Lakeshore Learning Materials	Cleared	\$383.35	4315-020-00	Classroom Materials and Supplies	Listen cnt, Sequence Fldrs, Jrnlis 100 Krwd 4th yd \$383.35
10002227	7/10/2014	Sharp Health Plan	Cleared	\$56,602.13	3403-020-00	Health & Welfare Benefits	August 2014 Health Ins \$48,659.18
					3403-020-01	Health & Welfare Benefits	August 2014 Health Ins title 1 \$3,682.56
					3403-020-03	Health & Welfare Benefits	August 2014 Health Ins title 3 \$517.46
					3403-020-65	Health & Welfare Benefits	August 2014 Health Ins Spec Ed \$3,742.93
10002228	7/10/2014	Sound Therapies, Inc.	Outstanding	\$6,432.00	5810-020-65	Educational Consultants	Speech & Language Services R.M 96 hrs \$6,432.00
10002229	7/10/2014	Mary Skrabucha	Cleared	\$478.37	4300-020-00	Materials and Supplies	REIMB for Southeastern Coll. Meeting, Toner & Supplies \$478.37
10002230	7/10/2014	TCR Services	Cleared	\$501.76	5605-020-00	Equipment Rental/Lease Expense	Print Cost per Page for Site Printers - June 2014 \$501.76
10002231	7/16/2014	San Diego Facility Maintenance, Inc	Cleared	\$4,750.00	5800-020-00	Professional/Consulting Services and	June 2014: Removal of fence/concrete bases etc & install \$4,750.00
10002232	7/17/2014	KPM General Builders, Inc.	Cleared	\$9,704.00	5500-022-00-100	Operation and Housekeeping Services	Site Painting Rms 110,406,610, 203,220, 2 Storage Containers \$9,704.00
10002233	7/17/2014	AT&T Mobility	Cleared	\$548.19	5900-020-00	Communications (Tele., Internet, Copies, Postage, Messenger)	June 2014 Direct Line Wireless Phone \$548.19
10002234	7/17/2014	Allegro Enterprises, Inc.	Cleared	\$94.00	5610-020-00	Equipment Repair	Instrument Repair : Cello & Violins \$94.00
10002235	7/17/2014	BLICK art materials	Cleared	\$127.34	4315-020-00	Classroom Materials and Supplies	Acrylic & Tampera Paint For Art & Site \$127.34
10002236	7/17/2014	CDW-Government	Cleared	\$2,746.30	4400-020-00	Noncapitalized Equipment	Creative InspirenT12 Speaker System \$205.71
					4400-020-00	Noncapitalized Equipment	Tripp 50ft CAT 5E Patch RJ45 Black \$12.30
					4430-020-84	Noncapitalized Student Equipment	Cyber Stereo Headset / MIC Pro Grade \$1,668.67
					4430-020-00	Noncapitalized Student Equipment	Cyber Stereo Headset / Mic Pro Grade \$859.62
10002237	7/17/2014	Jennifer Chranowski	Cleared	\$47.48	4300-020-00	Materials and Supplies	REIMB for Promo Event Balloons \$47.48
10002238	7/17/2014	Carolina Biological Supply Company	Cleared	\$157.36	4430-028-00-100	Noncapitalized Student Equipment	Acid Isolation Compartment \$157.36
10002239	7/17/2014	Datel Systems, Inc.	Cleared	\$12,827.00	9330-020	Prepaid Expenses	3 yr Renewal Antivirus for site 1300 devices \$8,551.34
					4300-022-00-100	Materials and Supplies	3 yr Renewal Antivirus for site 1300 devices \$4,275.66

## O'Farrell Charter School

Check Register 5/1/2014 through 7/31/2014

Check #	Date	Vendor	Status	Amount	Account	Description	Amount
10002240	7/17/2014	Fletcher Hills Printing	Cleared	\$114.36	4300-022-00-100	Materials and Supplies	Welcome O'Farrell Envelopes \$114.36
10002241	7/17/2014	Global Equipment Company Inc.	Cleared	\$1,091.00	4400-020-00	Noncapitalized Equipment	Glass Door Beverage Frig - Replacement \$1,091.00
10002242	7/17/2014	Health Sciences High & Middle College	Cleared	\$516.55	5505-022-00-106	Student Transportation/Field Trips	2014/15 Track & Field Starter Fees & Track Rental \$211.56
					5505-020-00	Student Transportation/Field Trips	2013/2014 Track & Field Starter Fees & Track Rental \$304.99
10002243	7/17/2014	Office Depot	Cleared	\$7,315.39	4315-020-00	Classroom Materials and Supplies	Pencils, Pens, Crayons, Sharpeners, Rulers \$379.14
					5900-020-00	Communications (Tele., Internet,	Postage Stamps qty 40 rolls \$1,961.00
					4300-020-00	Materials and Supplies	Post it, Copy Paper, Pens, Highlighters, File Storage \$123.37
					4300-020-00	Materials and Supplies	Napkins Stay Free Thin Maxi \$249.26
					4300-020-00	Materials and Supplies	Tablet Chart, Wipes, Pads, Gloves, Scissors \$159.38
					4300-020-00	Materials and Supplies	Lotion \$17.27
					4300-020-00	Materials and Supplies	Trimmer, Refill Ink, \$65.55
					4300-020-00	Materials and Supplies	American Flag - Qty 11 \$365.79
					4315-020-00	Classroom Materials and Supplies	All Purpose Glue \$17.59
					4315-020-00	Classroom Materials and Supplies	Trimmer, 3 Hole Punch, Stapler, Sharpener \$220.45
					4300-020-00	Materials and Supplies	Wipes \$6.15
					4315-020-00	Classroom Materials and Supplies	Const Paper, Index Cards, VLM Brstl, Markers etc \$3,254.74
					4300-020-00	Materials and Supplies	Catalog Envelope \$82.98
					4315-020-00	Classroom Materials and Supplies	Tape, Glue etc \$412.72
10002244	7/17/2014	Philadelphia Insurance Companies	Cleared	\$1,925.00	5400-022-00-100	Insurance	Non Prof Insurance Pkg Premium \$1,925.00
10002245	7/17/2014	RICOH USA, INC.	Cleared	\$246.15	5605-022-00-100	Equipment Rental/Lease Expense	Copier Lease - July 2014 \$246.15
10002246	7/17/2014	Rowland Reading Foundation	Cleared	\$3,127.36	4100-024-00-100	Approved Textbooks and Core Curricula Materials	Transitional Kindergarten Curriculum \$3,127.36
10002247	7/17/2014	Mary Skrabucha	Cleared	\$78.76	4300-022-00-100	Materials and Supplies	REIMB for School Uniforms \$78.76
10002248	7/17/2014	Select Mailing	Cleared	\$2,340.64	5615-022-00-100	Advertising/Recruiting	Cost of Bulk Mailer \$2,340.64
10002249	7/17/2014	US Netservices, LLC	Cleared	\$1,492.50	5900-022-00-100	Communications (Tele., Internet, Copies, Postage, Messenger)	Phone Master Service 14/15 \$995.00
					5900-022-00-100	Communications (Tele., Internet, Copies, Postage, Messenger)	Warranty Agreement for Phone Master Service 14/15 \$497.50
10002250	7/18/2014	Palomar Christian Conference Center	Cleared	\$1,260.00	5200-022-00-100	Travel and Conferences	Deposit for Staff Retreat, 8/25/14 \$1,260.00
10002251	7/18/2014	San Diego County Superintendent of Schools	Cleared	\$5,118.28	5505-022-00-100	Student Transportation/Field Trips	Bal Due, 6th Gr Camp (Cuyamaca Outdoor Sch) 5/19-23/14 \$5,118.28
10002252	7/18/2014	YMCA Overnight Camps	Cleared	\$6,710.00	5505-026-00-100	Student Transportation/Field Trips	Deposit for 9th Gr Camp Retreat, 9/24 - 9/26/14 \$6,710.00
10002253	7/21/2014	Home Depot Credit Services	Cleared	\$1,736.07	5500-020-00	Operation and Housekeeping Services	12/19/13 Inv# 1018777 - Site Maintenance \$374.20
					5500-020-00	Operation and Housekeeping Services	1/3/14 Inv# 6011464 - Site Maintenance \$169.29
					5500-020-00	Operation and Housekeeping Services	1/13/14 Inv# 6020943 - Site Maintenance \$93.70
					5500-020-00	Operation and Housekeeping Services	1/24/14 Inv# 5223545 - Site Maintenance \$132.26
					5500-020-00	Operation and Housekeeping Services	2/10/14 Inv# 8025912 - Site Maintenance \$35.29
					5500-020-00	Operation and Housekeeping Services	3/12/14 Inv# 8013148 - Site Maintenance \$409.81
					5500-020-00	Operation and Housekeeping Services	3/25/14 Inv# 5022602 - Site Maintenance \$178.23
					5500-020-00	Operation and Housekeeping Services	3/25/14 Inv# 5022604 - Site Maintenance \$84.82
					5500-020-00	Operation and Housekeeping Services	4/22/14 Inv# 7015090 - Site Maintenance \$258.47
10002254	7/22/2014	AP EXAMS	Outstanding	\$3,425.00	4300-020-00	Materials and Supplies	AP Exam Fees \$3,425.00
10002255	7/22/2014	Boost Collaborative	Outstanding	\$558.25	5210-020-62	Training and Development Expense	BOOST Conference for Assets Program Coordinator/Cnslr \$558.25
10002256	7/22/2014	CDW-Government	Cleared	\$437.52	4400-020-00	Noncapitalized Equipment	Vmware Workstation \$215.68
					4400-020-00	Noncapitalized Equipment	Targus Laptop Chrgs W/ USB for Admin \$221.84

## O'Farrell Charter School

Check Register 5/1/2014 through 7/31/2014

10002257	7/22/2014	EDCO Disposal Corp	Cleared	\$522.50	5501-020-00	Utilities	June 2014 Trash & Recycle Chrgs	\$522.50	
10002258	7/22/2014	Educational Data Systems	Cleared	\$467.41	4300-020-00	Materials and Supplies	2014 Physical Fitness Test	\$467.41	
10002259	7/22/2014	Follett School Solutions, Inc	Cleared	\$83.68	4100-020-00	Approved Textbooks and Core Curricula Materials	POL1103-Lib Books	\$83.68	
10002260	7/22/2014	Ident-A-Kid Services of America, Inc.	Outstanding	\$93.57	4300-020-00	Materials and Supplies	10 Rolls Labels for Check in System	\$93.57	
10002261	7/22/2014	JP Longball Indoor Batting Center	Cleared	\$1,257.00	5505-020-62	Student Transportation/Field Trips	Batting Cages Event For DIVE Program	\$1,257.00	
10002262	7/22/2014	Sound Therapies, Inc.	Outstanding	\$8,576.00	5810-020-65	Educational Consultants	Speech & Language Services R.M.	\$8,576.00	
10002263	7/22/2014	Staples Advantage	Cleared	\$93.39	4300-020-00	Materials and Supplies	Att Cordless Phn for Admin & Folders	\$61.45	
10002264	7/22/2014	TCR Services	Cleared	\$788.72	5605-020-00	Materials and Supplies	Tissues	\$31.94	
10002265	7/31/2014	Linda Logan	Outstanding	\$4,000.00		Equipment Rental/Lease Expense	Print Cost Per Page for October 2013	\$788.72	
1064	5/6/2014	San Diego Unified School District	Cleared	\$180.00					
1066	5/19/2014	Julia A. LeBlanc	Cleared	\$800.00	5800-020-61	Professional/Consulting Services and Operating Expenditures	APRIL INV COOKING CLASS ASSETS/ASES	\$400.00	
					5800-020-62	Professional/Consulting Services and Operating Expenditures	APRIL INV COOKING CLASS ASSETS/ASES	\$400.00	
1067	5/19/2014	MTS	Cleared	\$37.50					
1068	5/19/2014	MTS	Cleared	\$37.50					
1070	5/30/2014	MTS	Cleared	\$37.50					
1071	6/13/2014	SAN DIEGO KIDS PARTY RENTALS	Cleared	\$325.00					
1072	6/13/2014	San Diego Unified School District	Cleared	\$520.00					
1073	6/16/2014	MTS	Cleared	\$37.50					
1074	6/19/2014	Rosalia Crivello-Marquez	Cleared	\$43.46					
1075	6/24/2014	San Diego County Office of Education	Cleared	\$329.00					
1076	6/23/2014	San Diego Unified School District	Cleared	\$285.00					
1077	6/23/2014	Julia A. LeBlanc	Cleared	\$1,000.00	5800-020-62	Professional/Consulting Services and Operating Expenditures	COOKING CLUB SERVICES HS MAY	\$400.00	
					5800-020-61	Professional/Consulting Services and Operating Expenditures	COOKING CLUB SERVICES MS MAY	\$400.00	
					5800-020-61	Professional/Consulting Services and Operating Expenditures	COOKING CLUB SERVICES MS JUNE	\$200.00	
1079	7/8/2014	Sid's Carpet Barn	Cleared	\$8,000.00					
1081	7/8/2014	COUNTERTOPS 4 LESS	Cleared	\$5,300.00					
1083	7/17/2014	Stark White Studios	Cleared	\$1,770.00					
1084	7/18/2014	Sid's Carpet Barn	Cleared	\$8,411.24					
1085	7/18/2014	Stark White Studios	Cleared	\$1,180.00					
<b>Total Check Amount:</b>				<b>\$2,018,420.18</b>					<b>Total GL Amount: \$1,987,926.48</b>

## **BOARD OF DIRECTORS AGENDA ITEM**

**Agenda Date: September 8, 2014**

### **Action Item 1**

**RECOMMENDATION:** Approve the Ingenuity Charter for 2015-2019 with its preliminary LCAP and budget.

#### **BACKGROUND INFORMATION:**

The O'Farrell Charter School opened to students as a district-run magnet school on Tuesday, September 4, 1990 after one and one-half years of planning. The O'Farrell Charter School is the first middle level magnet school in the San Diego City Schools system whose focus and instructional program were determined through the collaborative efforts of teachers, administrators, and community.

The original design of the school program and organizational structure resulted from a careful study of reports regarding middle level schooling, including *Caught in the Middle* by James J. Fenwick, 1987 and *Turning Points* by the Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents, 1989. O'Farrell's vision utilizes a student-centered, activity-oriented learning program, with state-of-the-art technology and community participation.

#### **CURRENT INFORMATION:**

O'Farrell initiated an expansion to a K-12 program beginning in the 2012-2013 academic year. O'Farrell will complete its expansion with the introduction of grade twelve in fall 2015. Also, 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 has created and now presents, Ingenuity Charter School. Ingenuity is being created to help students that are struggling with the traditional school setting. It will offer a blended learning environment where students in collaboration with parents/guardians and teachers have the opportunity to take responsibility for their own learning.

#### **ADDITIONAL INFORMATION:**

The Ingenuity Charter is attached.

# **The O'Farrell Charter Schools'**

## **Ingenuity Charter School**



**An Alliance for Academic and  
Personal Excellence**

**A California Charter School**

**Charter Petition  
July 1, 2015 — June 30, 2019**

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## BACKGROUND and INTRODUCTION

The O'Farrell Charter School opened to students as a district-run magnet school on Tuesday, September 4, 1990 after one and one-half years of planning. The O'Farrell Charter School is the first middle level magnet school in the San Diego City Schools system whose focus and instructional program were determined through the collaborative efforts of teachers, administrators, and community.

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O'Farrell initiated an expansion to a K-12 program beginning in the 2012-2013 academic year. O'Farrell will complete its expansion with the introduction of grade twelve in fall 2015. Also, 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 has created and now presents, Ingenuity Charter School. Ingenuity is being created to help students that are struggling with the traditional school setting. It will offer a blended learning environment where students in collaboration with parents/guardians and teachers have the opportunity to take responsibility for their own learning.

*"O'Farrell Charter School in the Valencia Park area is one example of a successful charter in San Diego. It offers a curriculum that emphasizes rigorous academics, daily academic interventions for struggling students and a strict code of conduct. Enrollment, which draws largely from the low-income neighborhood, has grown from 1,082 students last year to 1,271 this year for elementary through high school classes, said Vice Principal Jill Anderson.*

*"This is a community school. We serve families who are looking for options and a quality education," she said.*

*O'Farrell boasts an Academic Performance Index score of 832 — 25 points higher than the previous year's mark and above the state's benchmark of 800. The campus has made more progress on state test scores than any other middle school in San Diego Unified."*

*- "Charter Schools Surge in State," Union Tribune, December 10, 2013*

## ASSURANCES

As the authorized lead petitioner, I, Dr. Jonathan Dean, hereby certify that the information submitted in this petition for a California public charter school to be named Ingenuity Charter School (“Ingenuity”) and to be located within the boundaries of the San Diego Unified School District (“SDUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Ingenuity will follow any and all federal, state, and local laws and regulations that apply, including but not limited to the following:

Ingenuity Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Will be operated by O’Farrell Schools’. All individuals working at Ingenuity are employees of O’Farrell Schools’. O’Farrell Schools’ shall be deemed the exclusive public school employer for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend, and who submit a timely application; unless it receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to Ingenuity shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Ingenuity in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves Ingenuity without graduating or completing the school year for any reason, Ingenuity shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- Shall on a regular basis consult with parents and teachers regarding Ingenuity's education programs. [Ref. California Education Code Section 47605(c)]
- Shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- Shall comply with all applicable portions of the No Child Left Behind Act.
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.

- Shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Shall self-report all CALPADS data to the CDE

## **ELEMENT 1: EDUCATIONAL PROGRAM**

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

*- California Education Code Section 47605(b)(5)(A)*

### **A. Ingenuity Mission Statement**

The O'Farrell Charter Schools' are community-oriented institutions dedicated to fostering high academic standards, ensuring social and emotional growth, and maintaining a safe and secure learning environment for all its students.

### **B. Ingenuity Vision Statement**

Ingenuity strongly believes in the "Neighborhood" school concept. Giving children the ability to attend the local public school is core to its Vision. Ingenuity will therefore endeavor to place students wishing to return to a traditional school setting back to their neighborhood school whether it is a traditional or charter school.

To help accomplish neighborhood school goal, Ingenuity will educate students in grades 6-12. By participating in a thorough and rigorous academic regiment tied directly to the California Common Core Standards ("Common Core") and dedicated to a student-centered learning environment, all students will be equipped for success. Ingenuity will actively support students' academic success and personal goals through personalized instruction that focuses on 21<sup>st</sup> Century Learning Skills of Critical Thinking, Communication, Collaboration, and Creativity.

### **C. Educational Philosophy**

#### **1. Community to be Served**

Ingenuity will offer an instructional program for students in grades six (6) through twelve (12) in San Diego. The instructional program will focus on serving the following students groups:

- 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 wish to combine career and technical training with their core academic subjects.
- 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.
- Students who were retained more than once in kindergarten through grade eight.

The demographics of Ingenuity will endeavor to mirror that of the SDUSD. Currently, the demographic make-up of the District is:

San Diego Unified School District	
Data Characteristics	2013-14
African American	10.0%
American Indian	0.3%
Asian	8.0%
Filipino	5.0%
Hispanic	46.0%
White	23.0%
Two or More Races	5.0%

Many students within the San Diego community have a history of below grade level academic performance and limited access to college preparation curriculum. Ingenuity designed its organizational structure and instructional program to provide all students access to Common Core Standards’ based curriculum that includes core courses, credit-recovery, career and technical education, and college preparation classes. Students that are significantly credit deficient and age appropriate may choose to prepare for the General Equivalency Diploma (“GED”).

## 2. Academic Standards

Ingenuity will focus on an individualized blended learning program with personalized instructional programming and support by highly qualified (HQ) teachers. Enrollment by grade level may vary based on open enrollment and individualized instructional plans of the students. The primary physical location of the program will be on the O’Farrell Schools’ facilities for the initial charter term. The SDUSD charter district office shall be notified in writing if the physical location is relocated before the ending of the charter term of June 30, 2019.

Ingenuity will demonstrate its commitment to high academic standards when:

- Students perform at grade level or higher in all subjects.
- Students achieve a year of academic growth for every year in attendance, with students performing below grade level at the start of the school year growing more than one year academically.

- Students are equipped and prepared to be admitted to; a four-year college, community college, career and technical school, or enter the workforce, and they can describe the steps necessary to prepare for that admission.
- Students are able to effectively demonstrate the 21<sup>st</sup> Century Learning Skills of Critical Thinking, Communication, Collaboration, and Creativity, also known as the 4C's.

#### D. What it Means To Be An Education Person In The 21<sup>st</sup> Century

The 21st century will see a continuing expansion in knowledge and a world becoming more interdependent in an increasingly global society. As a result of these changes, individuals will need to have the requisite skills necessary for significant problem solving, multifaceted communication, and technological skills. An “Educated Person” in the 21st century is therefore, someone who is able to effectively communicate, collaborate, think critically, and create.

Such a person understands the interrelationship of core subjects (English Language Arts, Mathematics, Science, and Social Science) with 21<sup>st</sup> century interdisciplinary themes of Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; and Environmental Literacy. The learner is able to determine goals and direction for their future, while understanding and utilizing his or her strengths. Through a personalized learning model that includes a strong emphasis on student, parent, and teacher collaboration; small class sizes, one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs students will be able to:

- Apply **critical thinking** and problem solving skills while making connections across the various disciplines.
- Think in complex ways and apply their knowledge and skills when confronted with unknown circumstances.
- **Communicate** effectively in both verbal and written expression.
- Learn academic content through real-world examples making education relevant, engaging, and meaningful to their lives.
- Engage in meaningful interaction and **collaboration** with peers and the community in which they live.
- Demonstrate skills and knowledge through **creativity** and innovation.
- Feel safe and secure in their learning environment.

The personalized blended learning program (See appendix A) will blend classroom-based instruction with independent study. Within the independent study model, the student in collaboration with parents/guardians and teachers, based on academic history, will be able to access the instructional program through on-line courses on campus, individual and small group instruction, and work at home under the supervision of a highly qualified credentialed teachers on their individualized instructional plans.

Student appointments will be scheduled one to five times per week based on student need. Students will be expected to work on their assigned courses six (6) hours a day completing one or two courses at a time. Each course will take approximately four to six weeks to complete. Ingenuity will be an “around the year” program to maximize the number of days and time that students can earn credits. Ingenuity will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 54,000 minutes for students in grades 6-8, and 64,800 minutes for students in grades 9-12.

Through student learning labs, students will be able to meet individually and in small groups with highly qualified credentialed teachers for tutoring, grade recovery, or content review. Ingenuity’s educational program will utilize these core components in order to fulfill the school’s mission to prepare students for college, career, and 21<sup>st</sup> century citizenship.

## **E. Curriculum and Content**

Ingenuity will utilize the on-line curriculum based program from Edgenuity. Edgenuity’s content is:

- *Engaging* – Common Core curriculum delivered by interactive, media-rich instruction and HQ teachers.
- *Empowering* – online learning solutions and professional development that gives everyone the chance to succeed.
- *Efficient* – actionable dashboards put real-time student progress in every educator’s hands and allows for more one-on-one and small-group instruction.
- *Effective* – curriculum created to support college and career readiness.

The full range of research-based core and elective content is outlined Appendix C (course descriptions).

Working with Edgenuity will allow students and their parents/guardians access to information, content, and communication 24 hours per day, 7 days a week. Students may choose from a variety of courses based on their individualized instructional program to include Core, Electives, Career Technical, Advanced Placement (AP), and GED Preparation.

### **1. College Prep Curriculum**

Students will have access to core classes that have been UC/CSU approved and meet the UC a-g requirements. All classes blend rigor and relevance with a cross-curricular emphasis and a focus on 21<sup>st</sup> century skills. Courses will include:

#### English Language Arts:

In each course, students will read and analyze complex texts, build academic and content-area vocabularies, improve their writing and communication skills.

- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English Language Arts 9

- English Language Arts 10
- English Language Arts 11
- English Language Arts 12
- Literacy & Comprehension I & II
- Introduction to Communications & Speech
- IDEA Writing
- Classic Novels & Author Studies

Mathematics:

Courses emphasize focus, coherence, and rigor, with a balance of conceptual understanding, procedural fluency, and application.

- Mathematics 6
- Mathematics 7
- Mathematics 8
- Pre-Algebra
- Algebra I
- Geometry
- Algebra II
- Precalculus
- Integrated Mathematics I
- Integrated Mathematics II
- Integrated Mathematics III
- Mathematical Models with Applications
- Financial Math
- Trigonometry

Science:

Students will explore scientific texts, record observations, create and test hypotheses in virtual lab experiences, and learn to think and communicate like scientists.

- Life Science
- Earth Science
- Physical Science
- Biology
- Chemistry
- Physics
- Environmental Science

Social Science:

Courses provide students with an innovative, interactive approach to learning about the history, government, economics, and cultures that shape our world.

- Middle School World History
- Middle School U.S. History

- Middle School Civics, Government & Economics
- Middle School World Cultures & Geography
- World History
- U.S. History I
- U.S. History II
- Survey of U.S. History
- Government\*
- Economics\*
- Human Geography

World Languages:

World language courses help students build a strong foundation in vocabulary, grammar, and communications. Courses are aligned to state and national (ACTFL) standards.

Middle School-

- Spanish 1 and 2
- French 1 and 2
- German 1 and 2
- Chinese 1 and 2
- Latin 1 and 2

High School-

- Spanish I, II, and III
- French I, II, and III
- German I and II
- Chinese I and II
- Latin I and II

Electives:

These interactive courses encourage students to pursue personal passions and interests while providing alternative options to earn elective credits required for graduation.

- Introduction to Art
- Health and Physical Education
- Art History I
- Psychology
- Sociology

**Advanced Placement (AP) Curriculum**

Students will be able to aim higher and graduate high school with the chance to receive college credit. All AP courses include rigorous coursework, an array of multimedia activities and assignments, and an online platform for in-depth discussion. Courses include:

- Biology
- Calculus AB
- English Language & Composition

- English Literature & Composition
- Environmental Science
- French Language and Culture
- Human Geography
- Psychology
- Spanish Language and Culture
- U.S. History

## **2. Career and Technical Curriculum**

Students will be able explore areas of talent and interest by participating in a full suite of career courses aligned with career/technical standards allows middle-school and high-school students to explore exciting careers through online and blended learning. Courses will include:

- Exploration (Grades 6-10) courses provide students with an engaging introduction to careers and the world of work. Understanding that students “learn by doing,” these courses include hands-on projects with interactive tools to help students identify and explore their interests and skills.
- Career Planning and Life Skills (Grades 8-10) courses are designed to help students develop everything from pre-employment skills and a career plan to personal wellness and financial literacy.
- Pathways courses (Grades 10-12) offer in-depth engagement with specific careers and professional training through technical and industry-specific employability skills while gaining essential industry knowledge.

## **3. General Equivalency Diploma (GED)**

Test preparation courses prepare students for the high school equivalency test that measures skills required by high schools and requested by colleges and employers. Courses include:

- Science
- Social Studies
- Mathematical Reasoning
- Reasoning Through Language Arts

The process for informing student and parents/guardians of course transferability will be printed in a parent/student handbook that includes this information and outlines school policies and expectations for all students and parents/guardians. The school’s courses that meet UC/CSU entrance requirements will be listed at the UC Doorways website and will be detailed in the Ingenuity Charter School Course Description Handbook and posted on the school's website.

All students and parents/guardians will be required to complete an orientation that will include a review of the handbook. Both the UC a-g list and the information on transferability of classes will be updated as needed. Ingenuity will establish initial accreditation, for a period of time not

to exceed three years with the Western Association of Schools and Colleges (WASC) within the first year of operation.

Students wishing to participate in athletics may be able to participate in sports through The O'Farrell Charter Schools sport teams pending minimum school requirements and CIF regulations.

## **F. Working with All Students**

Ingenuity will ensure that all students will be supported and held to high expectations within the blended learning program that supports student needs through an individualized instructional program. Ingenuity Charter School will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). (Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments).

Ingenuity will utilize various tools to monitor student progress, including start of the year diagnostic/placement tests in language arts and mathematics, periodic benchmark assessments, and end-of-course exams.

Ingenuity will establish annual targets for student achievement based on course grades and results from benchmark assessments. O'Farrell Schools' Board of Directors along with the school's leadership will monitor student progress through monthly reports. The educational community will monitor student progress weekly to ascertain the following:

- Which students are struggling?
- What gaps in skills are identified for remediation?
- What interventions/supports are required? Have they been implemented? Are the interventions working?
- Has the student been placed in the proper courses aligned to their individualized instructional plan and student outcomes?

Beginning in fiscal year 2015-16, Ingenuity will comply with all elements of the Local Control Accountability Plan ("LCAP") pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

### **1. English Language Learners**

English Language Learners ("ELL") are determined by their level of English proficiency identified in the administration of the California English Language Development Test ("CELDT"). The school will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students. Ingenuity will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

Upon initial enrollment, parents/guardians will be asked to fill out a home language survey. All students with a home language other than English will be tested using CELDT within 30 days, and annually each year thereafter. Ingenuity will notify parents of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results.

Parents or guardians will be informed of their rights, and will be encouraged to participate in the reclassification process. ELL supports will be embedded in the student's individualized instructional plan. English Learners may be assigned to a reading intervention class (based on their proficiency level) that incorporates English Language Development (ELD) standards. Teachers will be able to differentiate instruction for English Learners through the integration of online curriculum tools that include direct instruction and practice where students are able to learn vocabulary with multiple contexts.

Students also have access to an embedded glossary tool, which allows them to look up new words and add them to personal word lists. Courses also feature videos of highly qualified, certified teachers who deliver direct instruction, orient students to the lesson's goals, ground concepts in relevant real-life and worked examples, teach comprehension strategies, and offer clear and concise explanations of subject matter. Students will also be able to activate background knowledge through the use of self-questioning strategies and have opportunities to preview introductory material before they solve problems or read narrative or informational texts.

Students may also have the ability to use native language strategically through a translation tool for text that includes Arabic, Armenian, Chinese, French, German, Haitian Creole, Hindi, Italian, Japanese, Korean, Filipino, Polish, Portuguese, Russian, Spanish, Thai or Vietnamese. Additionally, students can hear text read aloud in English, Spanish, French, Italian, German, and Portuguese. If the school has over 21 identified ELL students, the school will establish an English Language Advisory Council (ELAC).

## **2. Academically High Achieving Students**

Ingenuity will offer a Gifted And Talented Education ("GATE") program for students demonstrating a high-achievement. GATE identified students will have access to differentiated instruction providing them with opportunities to expand and enrich their learning. Ingenuity will follow SDUSD procedures to test students for GATE certification at the appropriate grade levels. Parents/guardians will be notified in writing of their student's identification for the GATE program and supports will be embedded within their individualized instructional plan. Students will have the opportunity to advance in coursework at an accelerated pace and/or access higher level curriculum and advanced placement courses.

## **3. Academically Low Achieving Students**

In addition to the GATE program – which offers programs for both high and low achieving students identified as gifted – Ingenuity will provide additional supports for students based on several criteria:

- Performing below grade level on state assessments;
- Performing below grade level on diagnostic tests in mathematics and language arts given at the start of the school year;
- Performing below the proficient level on benchmark assessments; and/or
- “At risk” of retention at grade level because of failing course grades in the core subjects of language arts, mathematics, science and social studies.

Parents will be notified in writing of additional supports needed for students. Interventions will be embedded within the student’s individualized instructional plan. The purpose of intervention is to help students successfully master grade level content. Sometimes, the necessary intervention does not involve much time or modification of instruction. In other cases, intensive intervention is necessary to fill in missing gaps in skills and knowledge from prior grade levels, as well as helping students master the current grade level content so that learning can be accelerated. Interventions are only effective when teachers and other staff carefully monitor implementation and student performance to determine if the intervention is appropriate. Teachers will be held responsible to review student progress on a regular basis.

The types of interventions and supports are subject to modification depending on program effectiveness. Examples of such supports include:

- Fall parent conferences to set goals for students and identify supports.
- Extended Day and Saturday School classes including assistance from bilingual paraprofessionals for English Learners.
- Curriculum embedded tools to include read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content, eNotes enables students to synthesize information and record questions and observations in a digital notebook, eWriting environment scaffolds the writing process—from pre-writing to the final draft.
- Teachers can customize online curriculum assessment settings for test time completion, passing threshold, and modifications as needed.
- Counseling and other resources offered by Family Support Services (“FSS”).
- Learning Labs to receive enrichment.
- Frequent contact with parents/guardians regarding student progress.
- Teachers create supportive learning plans for students who are failing courses in collaboration with parent/guardians, if needed.

In certain cases, an interdepartmental Student Study Team (“SST”) will be created to develop intervention plans for students having significant academic/social/emotional problems. A SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist the parent, teacher and student.

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed and where necessary a referral for special education evaluation or Section 504 (see below) assessment might be deemed necessary by the Team.

## **G. Special Education and Students with Disabilities**

Ingenuity will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act (“ADA”), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”).

Ingenuity will be a member of the El Dorado County (“EDCOE”) Charter SELPA for the purposes of delivering Special Education programs within the first year of operation. The O’farrell Schools’ Board of Directors reserves the right to return to the San Diego Unified School District SELPA and be deemed a public school of the District rather than an independent LEA for purposes of special education. Ingenuity recognizes its responsibility to enroll and support students with disabilities and pledges to work in cooperation with the EDCOE Charter SELPA to ensure that a free and appropriate education (“FAPE”) is provided to all students with exceptional needs. Furthermore, Ingenuity Charter School will comply with AB 602 guidelines, and all California laws pertaining to special education students.

### **1. Section 504 of the Rehabilitation Act**

Ingenuity recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any school program. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Ingenuity.

### **2. Servicing Students under the IDEA**

Ingenuity will meet all requirements mandated within a student’s Individualized Education Plan (“IEP”) as mandated through the IDEA. Ongoing special education services will be provided using a full inclusion model in compliance with state and federal policies and guidelines. Ingenuity will be a full-inclusion model school providing instruction to students with disabilities through the Least Restrictive Environment (“LRE”) as required by the IDEA.

Ingenuity’s special education staff will provide services both directly and through collaboration with the general education staff. Training, materials, and/or assistance with modifications and/or adaptations for implementing the IEP will be provided for optimum student access to the general education curriculum. Full Inclusion at Ingenuity means:

- Promoting student learning through co-teaching by a general education and a special education teacher, developing modified curriculum when needed.
- Creating smaller learning environments with the assistance of the special educator and/or paraprofessional in the classroom.

- Promoting greater diversity – all students with disabilities are placed in educational families within general education classes. Each educational family has students in special education with a wide range of disabling conditions.
- Improving social skills of students with severe disabling conditions by promoting extensive interactions with their age-group peers in the general student population.
- Improving professional collaboration, as special educators are an integral part of educational families.
- Improving student performance in achievement, provided by access to the content standards through participation in the general education program, using instructional materials modified to fit a student's IEP.

In Ingenuity's model of inclusion, special education teachers and the general education teachers have joint responsibility for the success of students with IEPs.

### **3. IDEA Child Find Requirements**

Ingenuity will work to identify any students who do not currently have an IEP but may be in need of an IEP or a pre-referral intervention plan. Students possibly in need of special education can be screened from already available data (e.g., school tests, teacher observations, grades, etc.) regarding the student's progress or lack thereof within the general program.

For students who are identified as needing interventions, an SST will be responsible for identifying the student's needs and developing a plan to enable the student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications and/or accommodations, strategies and techniques to enhance the student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Ingenuity may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

If a student enrolls at Ingenuity with an existing IEP, Ingenuity will notify EDCOE Charter SELPA immediately. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services.

Prior to such meetings and pending agreement on a new IEP, Ingenuity shall work with EDCOE Charter SELPA to implement the existing IEP at Ingenuity.

## ELEMENT 2: MEASURABLE STUDENT OUTCOMES

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." California Education Code § 47605(b)(5)(B). The School has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).*

The O'Farrell Charter Schools' mission statement indicates that: "The Schools are community-oriented institutions dedicated to fostering high academic standards, ensuring social and emotional growth and maintaining a safe and secure learning environment for all its students." As a member of the O'Farrell Charter Schools', Ingenuity strives to prepare all students for admission to college, community college, technical school, or the workforce at graduation from the twelfth grade.

Ingenuity Charter School will seek to obtain the Alternative Schools Accountability Model status pursuant to the California Public Schools Accountability Act ("PSAA") of 1999, which provides school-level accountability for alternative schools serving highly mobile and at-risk students. In addition, Ingenuity will follow the SDUSD Charter School Accountability System for San Diego Charter Schools.

### A. Student Outcomes

#### 1. Essential Student Outcomes Supporting the Mission Statement

Fostering High Academic Achievement:

- Students perform at grade level or higher in all subjects;
- Students achieve a year of academic growth for every year in attendance, with those students performing below grade level at the start of the school year growing more than one year academically;
- Students are equipped and prepared to be admitted to a four-year college, community college, technical school, or the workforce and they can describe the steps necessary to prepare for that admission.

Ensuring Social and Emotional Growth:

- Students work effectively and respectfully within culturally diverse settings;
- Students contribute to their community;

- Students take responsibility for their actions;
- Students establish goals for their lives and identify specific steps to reach those goals.

## 2. Exhibitions (Charter-Specific Student Outcome)

All Ingenuity students will present an exhibition of their work during the last six weeks of the school year. In the eighth grade, students will present before a panel composed of teachers, family members, student peers and community leaders. Exhibitions provide an assessment tool of student progress and are presented in a public forum.

Students' present evidence of academic, social-emotional, and personal health growth during their time spent at Ingenuity. The exhibition must also demonstrate the use of age-appropriate technology as described by the International Society for Technology in Education ("ISTE"). In preparation for the exhibition, students compile an "electronic portfolio" which could be as basic as a PowerPoint slide show for a charter specific outcome.

Ingenuity will monitor the percentage of eighth and twelfth grade students who earn a grade of "C" or higher on the exhibition. The exhibition assesses three major components that incorporate the 4C's of Critical Thinking, Communication, Collaboration, and Creativity.

## 3. Student Outcome Goals

In addition to those items stated above, Ingenuity will be proactive in tracking student progress towards standards proficiency. Ultimately, Ingenuity is looking for its students to be successful not just academically, but in all areas of their life.

### A Well-Rounded Student

- Students keep adequate and varied samples of work in all classes.
- Students document growth over two or more school years.
- Students identify their own strengths and areas in need of continued improvement.
- Students engage in reflective self-assessment.

### A Contributing Citizen

- Students develop a sense of empowerment and accomplishment.
- Students serve in the community; provide documentation demonstrating their contributions to their community and what they are learning from this service.
- Students provide citizenship documentation showing their contributions to their school and at home.
- Students identify personal and educational goals for the future.

An Effective Communicator

- Students demonstrate organizational skills.
- Students demonstrate presentation skills.

**4. Schoolwide Outcome Goals**

Ingenuity Charter School has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). Ingenuity will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school.

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores. Cal. Education Code § 47607(a)(3)(B).

The following chart delineates Ingenuity’s school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [CAASPP]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, Ingenuity will work with the District to ensure that it creates and updates its plans and goals accordingly.

The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

**ACHIEVEMENT GOAL #1— BASIC SERVICES**

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

School Action	Method of Assessment	Person(s) Responsible
Implement individualized instructional plans for each student upon enrollment that aligns with grade specific CCCS with access to standards-aligned materials. Plans shall be reviewed each semester (at minimum).	-Student progress on courses per report cards. -Students scoring proficient/advanced on Smarter-Balanced Assessments aligned to grade level and courses assigned. -Benchmark exams - percent at grade level or above on third exam. -End of course exams –Percent passing minimum score or above.	-Principal/Superintendent -Program Coordinator/Assistant Principal -Counselor
Teachers are appropriately assigned to core courses in Edgenuity based on current CA Single Subject Credential/s or HOUSE qualifications per the Elementary and Secondary Education Act (ESEA). Ingenuity shall maintain school facilities in accordance with all local and state laws applicable to charter schools.	-Annual review of teacher qualifications and status and maintenance of credentials. -Annual review of facility maintenance.	-Program Coordinator/Assistant Principal -Principal/Superintendent

**ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

School Action	Method of Assessment	Person(s) Responsible
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<p>Students will have access to CCCS aligned and UC a-g approved core curriculum through course planning and individualized instructional plans.</p>	<p>-Student progress on courses per report cards.                  -Students scoring proficient/advanced on Smarter-Balanced Assessments aligned to grade level and courses assigned.                  -Benchmark exams - Percent at grade level or above on third exam.                  -End of course exams-Percent passing minimum score or above.                  -Percent of students completing UC a-g core courses.</p>	<p>-Principal/Superintendent                  -Program Coordinator/Assistant Principal</p>
<p>Students identified as English Language Learner (ELL) will have access and resources to gain academic content knowledge and English language proficiency through individualized instructional plans focused on student need and standards-aligned curriculum.</p>	<p>-ELL student progress on annual CELDT.                  -ELL students scoring proficient/advanced on Smarter-Balanced Assessments aligned to grade level and courses assigned.                  -Benchmark exams – Percent of ELL at grade level or above on third exam.                  -End of course exams-Percent of ELL passing minimum score or above.                  -Percent of ELL students completing UC a-g core courses.</p>	<p>-Principal/Superintendent                  -Program Coordinator/Assistant Principal</p>

**ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT**

*The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.*

School	Method of Assessment	Person(s) responsible
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Parental and community feedback incorporated into the development, review, and revision of the LCAP through surveys, forums, and school site committees (e.g. SSC, ELAC).	Percent of parents participating in school-led events and committees. Parent satisfaction based on survey results.	-Principal/Superintendent -Program Coordinator/Assistant Principal
Parental and community feedback incorporated into the development, review, and revision of the instructional program through surveys, forums, and school site committees (e.g. SSC, ELAC).	Percent of parents participating in school-led events and committees. Parent satisfaction based on survey results. Percent of students scoring proficient/advanced on standards-aligned assessments.	-Principal/Superintendent -Program Coordinator/Assistant Principal
Parental and community feedback incorporated into the development, review, and revision of the self-study through Western Association of Schools and Colleges (WASC).	Percent of parents participating in school-led events and committees. Parent satisfaction based on survey results. Percent of students scoring proficient/advanced on standards-aligned assessments.	-Principal/Superintendent -Program Coordinator/Assistant Principal

**ACHIEVEMENT GOAL #4— STUDENT ACHIEVEMENT**

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)
- B. The Academic Performance Index (API) (as available)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

School Action	Method of Assessment	Person(s) Responsible
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<p>Ingenuity will meet or exceed the annual measurement of academic progress in statewide assessments (e.g. Smarter-Balanced, CAHSEE).</p>	<p>-Percent of students scoring proficient/advanced on SBAC assessments in English, Mathematics, Science, and Social Science. -Percent of students passing the CAHSEE in English and Mathematics.</p>	<p>-Principal/Superintendent -Program Coordinator/Assistant Principal</p>
<p>Ingenuity will meet its annual API target/s (as available).</p>	<p>-Percent of students scoring proficient/advanced on s Statewide assessments aligned to state measures of progress.</p>	<p>-Principal/Superintendent -Program Coordinator/Assistant Principal</p>
<p>Ingenuity will provide access to curriculum and resources for students to be career and college ready.</p>	<p>-Percent of students completing UC a-g curriculum aligned to their individualized instructional plan. -Percent of students completing career courses aligned to their individualized instructional plan. -Percent of students earning a grade of "C" or higher on eighth and twelfth grade spring exhibitions.</p>	<p>-Principal/Superintendent -Program Coordinator/Assistant Principal</p>
<p>Ingenuity will provide academic support and resources aligned to their individualized instructional plan for ELLs to make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) and increase the number of ELL students to be reclassified as English proficient.</p>	<p>-Percent of ELL students making progress on annual CELDT or ELPAC. -Percent of students being reclassified as English proficient.</p>	<p>-Principal/Superintendent -Program Coordinator/Assistant Principal</p>

<p>The school will provide academic support and resources to Advanced Placement (AP) courses and UC a-g courses aligned to their individualized instructional plan.</p>	<p>-Percentage of students who have passed an AP exam with a score of 3 or higher          -Percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.</p>	<p>-Principal/Superintendent          -Program Coordinator/Assistant Principal</p>
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**ACHIEVEMENT GOAL #5 — STUDENT ENGAGEMENT**

*The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:*

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High School graduation rates

<b>School Action</b>	<b>Method of Assessment</b>	<b>Person(s) Responsible</b>
<p>Ingenuity will provide academic supports and services through school based programs (e.g. PBIS, parent engagement) and community resources (e.g. FSS) that increase attendance rates, decrease absenteeism, decrease dropout rates, and increase graduation rates.</p>	<p>-Percentage of students increasing their attendance rate based on individual instructional plan.          -Decrease in school dropout rates for middle and high school students as measured by state measurement system.          -Increase in school graduation rate as measured by state measurement system.</p>	<p>-Principal/Superintendent          -Program Coordinator/Assistant Principal</p>

**ACHIEVEMENT GOAL #6— SCHOOL CLIMATE**

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

School Action	Method of Assessment	Person(s) Responsible
Ingenuity will provide academic supports and services through school based programs (e.g. PBIS, parent engagement) and community resources (e.g. FSS) that decrease suspension and expulsion rates.	-Decrease in school suspension/expulsion rates for middle and high school students as measured by state measurement system.	-Principal/Superintendent -Program Coordinator/Assistant Principal
Ingenuity will provide academic supports and services through school based programs and community resources that promote a positive school culture.	-Increased student results based on schoolwide academic and disciplinary measures (e.g. API, attendance, suspension/expulsion). -Parent and student satisfaction results per climate surveys. -Staff satisfaction per climate surveys.	-Principal/Superintendent -Program Coordinator/Assistant Principal

**ACHIEVEMENT GOAL #7— COURSE ACCESS**

The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:  
 Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)  
 Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(f))

School Action	Method of Assessment	Person(s) Responsible

<p>Ingenuity will provide a broad course of study to include English, Mathematics, Social Science, Science, Visual Performing Arts, Health, Foreign Language, Applied Arts, Career and Technical Education, and Physical Education to all students including classified ELL, FRPM-eligible, foster youth, and students with special needs aligned to the minimum state requirements and approved by the O'Farrell Schools' Board of Directors.</p>	<p>-Annual review of course of study approved by O'Farrell Schools' Board of Directors. -Annual review of LCAP for expected student outcomes aligned to the O'Farrell Schools' schoolwide outcomes.</p>	<p>-Principal/Superintendent -Program Coordinator/Assistant Principal</p>
<p>Ingenuity will provide a UC a-g approved broad course of study to all students that is aligned to their individual instructional plans.</p>	<p>-Annual review of UC a-g courses through the School Accountability Report Card (SARC).</p>	<p>-Principal/Superintendent -Program Coordinator/Assistant Principal</p>

**ACHIEVEMENT GOAL #8 — STUDENT PERFORMANCE**

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and [www.corestandards.org](http://www.corestandards.org)) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

**School Action**

**Method of Assessment**

**Person(s) Responsible**

<p>Ingenuity will establish individual instructional plans for each student that aligns to the state priorities and performance goals based on data and expected outcomes.</p>	<ul style="list-style-type: none"> <li>-Percent of students scoring proficient/advanced on Statewide assessments (i.e.SBAC, CAHSEE, CELDT, AP Exams) aligned to state measures of progress.</li> <li>-Percent of students making progress on individual goals within their individualized instructional plans.</li> <li>-Percent of students making progress on individual goals within their individualized education plans (IEPs).</li> <li>-Student progress on courses per report cards.</li> <li>-Benchmark exams - percent at grade level or above on third exam.</li> <li>-End of course exams –Percent passing minimum score or above.</li> <li>-Decrease in school suspension/expulsion rates for middle and high school students as measured by state measurement system.</li> <li>-Percent of students completing career courses aligned to their individualized instructional plan.</li> <li>-Percent of students earning a grade of “C” or higher on eighth and twelfth grade spring exhibitions.</li> <li>-Percentage of students increasing their attendance rate based on individual instructional plan.</li> <li>-Decrease in school dropout rates for middle and high school students as measured by state measurement system.</li> <li>-Increase in school graduation rate as measured by state measurement system.</li> </ul>	<p>-Principal/Superintendent -Program Coordinator/Assistant Principal</p>
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### **ELEMENT 3: METHODS OF ASSESSMENT**

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.*

*- California Education Code § 47605(b)(5)(C)*

#### *State Mandated Assessments:*

Ingenuity will adhere to and administer all state-mandated assessments as required by AB 484/2012, which established California's new student assessment system, now known as the California Assessment of Student Performance and Progress (CAASPP). The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents/guardians by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. Ingenuity will also administer the California Physical Fitness test in grades 7 and 9 and the California High School Proficiency Exam (CAHSEE) in grades 10-12. During assessment, Ingenuity will allow for accommodations and modifications for students with an IEP or 504 plan based on the list of allowed accommodations and modifications from the state. Accommodations and modifications are provided for students based on their individualized needs as determined by the IEP team. For English Learners, students are allowed variations during assessment, based on the allowed guidelines provided by the state.

#### *Other Assessments:*

Ingenuity teachers will use a variety of formal and informal assessments to monitor student progress toward mastering grade level standards and determining appropriate interventions for students who are struggling. Benchmark exams through the online program will be used to monitor student growth. Ingenuity reserves the right to adapt the Measures of Academic Progress (MAP) by the Northwest Evaluation Association (NWEA) or equivalent, a California Standards Aligned Computerized Adaptive Assessment program twice yearly, allowing teachers and parents/guardians to monitor student academic growth in language arts and mathematics within the school year, diagnosing instructional needs of individual students, and assisting students in academic goal-setting for themselves. This instrument is used to measure academic growth within a given school year.

#### *Academic Grades:*

Ingenuity will use PowerSchool or a comparable Student Information System (SIS) for grade reporting. Ingenuity will use an "A-F" grading system for academic grades and an E-U grading system for citizenship grades. Teachers will provide parents/guardians and students with a course syllabus at the beginning of the school year explaining the grading criteria. Grading criteria is uniform within each department and is prominently posted in each classroom ensuring that every student knows what is required to receive an "A" or "B" in the class. In addition, teachers send parents/guardians a classroom progress report for their student on a regular basis during the school year as a means of communicating academic progress in a particular class. Modifications to grading criteria are made when required by the IEP of a student.

The following chart outlines Ingenuity’s assessment cycle for all students to include student sub-groups:

<i>Assessment</i>	<i>Description</i>	<i>Assessment Schedule</i>
<i>State required tests</i>	<i>Smarter Balanced, CST, PFT, CAHSEE, CELDT</i>	<i>Annually, as available</i>
<i>Placement exams</i>	<i>CELDT, Math and English Diagnostics</i>	<i>Annually, as available</i>
<i>School Designed Assessments</i>	<i>Tests, Quizzes, Projects</i>	<i>Ad-hoc, weekly, bi-weekly, monthly</i>
<i>Local Control Accountability Plan</i>		<i>Annually</i>
<i>Summative Assessments</i>	<i>Common core aligned final examinations</i>	<i>Annually, as available</i>

All teachers will use an electronic grade book to record grades. Additionally, all parents/guardians will have access to student grades and assignments through a student information system (“SIS”) and/or the Edgenuity Parent Portal. Progress reports will be distributed to parents/guardians at six and twelve weeks of instruction in each semester. Semester report cards will be mailed home to parents/guardians.

Ingenuity Charter will collect data based on the assessment and grades cycles identified above. Analysis and reporting of the data by student groups and schoolwide to the various stakeholders (teacher, student, parents, and the BOD) will be overseen and monitored by the School Administrator. The School Accountability Report Card (SARC) will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). **Ingenuity understands it will be the sole reporter of CALPADS data to the CDE.**

*Exhibitions:*

All Ingenuity students in grades 8 and 12 will be expected to present an exhibition of their work during the last six weeks of the school year before a panel composed of teachers, family members, student peers and community members. Exhibitions provide as an assessment tool of student progress and are presented in a public forum. Students’ present evidence of academic, social-emotional, and personal health growth during their time spent Ingenuity. The exhibition assesses three major components that incorporate the 4C’s:

A Well-Rounded Student

- Students keep adequate and varied samples of work in all classes.
- Students document growth over two or more school years.
- Students identify their own strengths and areas in need of continued improvement.
- Students engage in reflective self-assessment.

### A Contributing Citizen

- Students develop a sense of empowerment and accomplishment.
- Students serve in the community; provide documentation demonstrating their contributions to their community and what they are learning from this service.
- Students provide citizenship documentation showing their contributions to their school and at home.
- Students identify personal and educational goals for the future.

### An Effective Communicator

- Students demonstrate organizational skills.
- Students demonstrate presentation skills.

### *Recognition of Student Achievement*

Ingenuity regularly celebrates student achievement at all grade levels. Student achievement is recognized in the following categories:

- Dean's List: 3.5 GPA or better in scholarship and no grade lower than a "Good" in citizenship in all classes.
- Honor Roll: Minimum of 3.0 GPA in scholarship and no grades lower than a "Good" in citizenship in all classes.

### *Ed. Code and Regulations*

The Principal/Superintendent will ensure all past and present regulations, which may include revisions to the O'Farrell Charter Schools' SSD Plan, are implemented and information is forwarded to the SDUSD in a timely manner. The SSD Plan will be updated annually.

## ELEMENT 4: GOVERNANCE

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement*

*- California Education Code § 47605(b)(5)(D).*

### **A. Non Profit Assurance & Independent Charter School Status**

Ingenuity Charter School will be operated by The O'Farrell Charter Schools' (as authorized by Education Code Section 47604), a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Part 2 (commencing with Section 5110) of Division 2 of Title 1) of the Corporations Code). As provided by Education Code Section 47064, subdivision (c), the District is not liable for the debts or obligations of Ingenuity, or for claims arising from the performance of acts, errors, or omissions by Ingenuity, if the District has complied with Education Code Section 47604.

### **B. Board of Directors**

The Board of Directors of The O'Farrell Charter Schools' has the legal and fiduciary responsibility for the operation and management of the Ingenuity Charter School. The Board assures that policies and practices of Ingenuity are aligned with the mission statement and the contents presented in the charter. The Board assures that the school complies with all regulations that apply to charter schools, and that the school(s) has sound fiscal management.

The Board is the final authority in matters affecting Ingenuity, including, but not limited to, staffing, financial accountability, and curriculum. The Board of Directors monitors contracts with outside entities. The Board hires and directs the work of the Principal/Superintendent. The Board reserves the right to serve as a non-profit charter management organization for additional charters at other locations. A full description of the responsibilities of the Board of Directors is found in Appendix B.

The Board has approved a set of bylaws, attached and found in Appendix E, that describes the composition of the board, selection of board members, and procedures to conduct meetings, which may be revised from time to time.

The Board of Directors meets monthly at times approved by the Board. Meetings are open to all interested parties in compliance with the Brown Act (California Government Code §§ 54950 *et seq.*). The Board authorizes committees and task forces as needed to develop and implement policies of the school in specific areas.

The Board of Directors has a conflict of interest policy in its bylaws that complies with the California Corporations Code. Board members are required to disclose any financial interest in matters that come before the Board of Directors. Board members recuse themselves from decisions in which they may have a substantial interest. In addition, the Board has a conflict of interest policy that complies with the requirements of the Political Reform Act, including appropriate submittal of Form FPPC 700. Upon approval by the Board of Education of these amendments, a copy of the policy will be sent to the District.

The Board of Directors ensures that the Charter is reviewed annually and amended as needed.

### **C. School Leadership**

The O'Farrell Schools' Superintendent is empowered by the Board of Directors to develop and manage the resources, policies and procedures of the school to meet the goals defined by the Board of Directors. The Board of Directors hires the Superintendent. The Board of Directors conducts annual performance evaluations of the Superintendent. The Principal/Superintendent is mandated by the Board of Directors to execute all policies and decisions made by the Board. Some of the major responsibilities of the Superintendent are to serve as the chief advocate for Ingenuity students, staff, and community and to ensure that Ingenuity students' progress toward the school's mission, including Ingenuity's School Standard. The Superintendent is responsible for the implementation of the charter to meet the educational, social, and emotional needs of all students. The Superintendent prepares the staff handbook, which includes all policies and procedures of the school for approval by the Board of Directors.

Ingenuity's day-to-day program operations are managed by its Program Coordinator/Assistant Principal who will report to the Superintendent.

Teachers are given numerous opportunities to develop leadership skills by serving on school-wide interest committees and by assuming responsibilities for various school-wide administrative duties.

### **D. Family Participation**

Parents/guardians and other interested individuals may form a School Site Council (SSC) to make recommendations related to the school's compliance with state/federal statutes and to monitor implementation of school program goals.

Ingenuity ensures ongoing parent and community involvement through:

- Building positive relationships between parents/guardians and school staff, promoting trust, understanding, and mutual support.
- Conducting all Board of Directors meetings at times that allow for parent and community involvement.
- Holding annual Open Houses.
- Providing parents/guardians with access to Power School and Ingenuity Parent Portals to permit parents/guardians to obtain grade and attendance information regarding their children over the internet.
- Maintaining ongoing communication between the classroom teacher and parents/guardians concerning academic progress and behavior.
- Planning programs for parents/guardians.
- Utilizing multiple forms of communication with parents/guardians, including newsletters, mailings on specific topics of importance to students and parents/guardians, telephone out-dials, e-mails, and the school's web site. All mailings to parents/guardians are translated into Spanish and other languages as appropriate.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*The qualifications to be met by individuals to be employed by the school.*

*- California Education Code § 47605(b)(5)(E)*

### **A. Staff Descriptions**

The Superintendent will determine what positions are needed to staff Ingenuity, consistent with the budget approved by the Board of Directors.

Ingenuity will not discriminate or harass based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. Ingenuity is a School of Choice and no employee will be forced to work there. Ingenuity will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

### **B. Qualifications of the Staff**

The Superintendent will recruit and select the Program Coordinator/Assistant Principal and classified/certificated staff. The Board of Directors is responsible to identify the qualifications and responsibilities of the Superintendent. The Superintendent must possess an administrative credential equivalent to that of a public school administrator.

All staff of Ingenuity shall be considered the exclusive employees of O'Farrell Schools'.

#### **1. Teachers**

O'Farrell Schools' teachers will conform with the California Commission on Teacher Credentialing ("CCTC") requirement that all core subject teachers hold a certificate, permit or other document equivalent to that which a teacher at a California public school would be required to hold.

The O'Farrell Schools' will maintain a current copy of teacher certificates on file and ready for inspection. The O'Farrell Schools' complies with the "highly qualified" provisions of the No Child Left Behind Act ("NCLB"). The Superintendent will conduct annual reviews of teaching assignments and teacher qualifications to ensure that all teachers maintain NCLB Highly Qualified Teacher status.

Ingenuity shall not hire core subject teachers on an emergency credential except when necessary due to teacher shortages in the needed subject areas. All candidates with an emergency credential are required to be part of an internship program (or similar program) that meets the standards defined by the California Commission on Teacher Credentialing.

#### **2. All Staff Qualifications**

All employees (both certificated and classified) must meet all qualifications listed in the description of their positions.

A need for substitute certificated/classified staff is met through The O'Farrell Schools' list of eligible substitutes. Every effort is made to recruit and hire staff members whose ethnicity reflects the student population of our school, community, and city, consistent with nondiscrimination laws.

Ingenuity shall recruit, interview, and hire all employees at the site. Hiring of staff follows the guidelines outlined in the Staff Handbook. All candidates are expected to be committed to the mission of the school

Minimum qualifications for staff employed full time in leadership positions at Ingenuity are listed below:

Superintendent

1. Must possess a valid California Administrative Services credential and have a minimum of
2. four years of successful experience in leading a school.
3. Must have knowledge of charter school and middle/high school reform movements.
4. Must have experience with marketing and school finance.

Programs Coordinator/Assistant Principal

1. Must possess a valid California Administrative Services credential and have school leadership experience.
2. Must have strong analytical skills to help identify emerging issues in the school and propose solutions.
3. Must have communication and collaboration skills to develop policies and procedures with staff.

High School Counselor

1. Must have three years counselor experience; one year high school teaching experience.
2. Must have Master's Degree in Counseling.
3. Must have valid California Pupil Personnel School Counseling Credential
4. Must have a valid California driver's license.

Teacher

1. Must have a valid teaching credential and experience commensurate with the applicable teaching specification to include grades and subjects taught.
2. Familiarity or willingness to be trained in the school's curriculum, instructional methodology, and procedures.

## **ELEMENT 6: HEALTH AND SAFETY**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.*

*- California Education Code 47605(b)(5)(F)*

### **A. School Site Safety**

Ingenuity is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. To this end, Ingenuity will comply with state building codes, the federal ADA access requirements, and other applicable fire, health, and structural safety requirements and maintains on file records documenting such compliance.

Ingenuity will maintain a copy of facility inspections on file for review. Ingenuity will develop safety and disaster plans appropriate to the site. In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. While Ingenuity operates on the existing O'Farrell campus, Ingenuity will be incorporate its school site safety plan with The O'Farrell Charter School's safety plan.

The District will provide food services and support for the free and reduced-lunch program. Ingenuity has the option to manage its own food services.

### **B. Procedures for Background Checks**

Ingenuity will ensure policies and procedures are in place for background checks for employees and volunteers, use of medication in schools, blood borne pathogens, drug/alcohol and smoke free facility and a sexual harassment policy. The Superintendent is responsible for designating individuals responsible for compliance and for maintaining relevant documents on file. Further, Ingenuity will provide an annual review of its emergency and safety plan with the understanding that all documents will be provided to the San Diego Unified Police Department.

O'Farrell Schools' will ensure criminal record background checks are conducted, complying with Education Code requirements, including section 44237, and conducts ongoing tuberculosis screening of employee candidates.

O'Farrell Schools' will require volunteers and contractors who have contact with students to meet criminal record and tuberculosis screening requirements. The School will comply with all State and federal laws concerning the maintenance and disclosure of employee records. Non credentialed staff must submit two sets of fingerprints to the California Department of Justice (DOJ). The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

### **C. Role of Staff to Report Child Abuse**

All staff will be mandated child abuse reporters and follow all applicable reporting laws, including California Penal Code section 11166. All employees and volunteers must report any activity that the individual “reasonably suspects” is of an abusive or neglectful nature.

### **D. Coordinated Resources for Physical and Social/Emotional Health**

Ingenuity believes that maintaining a safe a secure learning environment is crucial to student success. The primary caregiver for students at school is the teacher and (if needed) the special education case manager. Therefore, it will strive to make sure students:

- Feel safe before, during, and after school.
- Resolve disputes peacefully.
- Have at least one adult on campus who knows them well.

Further, Ingenuity believes that students must be provided with the means to become educated, healthy, and responsible in order to be productive and contributing citizens. It is important that all students have accessible and affordable health services.

School-linked services are part of The O’Farrell Schools’ foundation and help ensure that all students have the opportunity to be healthy and safe in body and in mind. O’Farrell Schools’ integrated support services program creates the mechanisms to provide a variety of health and human services at the school site.

#### **1. Physical Health**

Physical health services available through the O’Farrell Schools’ Health Office include:

- Diagnostic and referral services
- First aid
- Immunizations
- Nutritional services, including nutrition screening, nutrition counseling services and nutrition education programs (weight control, healthy lifestyle classes, etc.)
- Physical examinations
- Safety and disaster preparedness training
- Substance abuse screening
- Vision and hearing testing and services
- Detection of communicable diseases
- Dental services

## **2. Family Support Services**

The Family Support Services (FSS) wing is a resource that provides for the psychological and social/emotional needs of the students, their families and other members of the community. The three key components of FSS are:

- Coordinating services provided by local governmental offices (social services and health agencies), community groups and service agencies, local businesses, and parent groups.
- Providing case management for students and families (direct counseling, referrals, and group services).
- Connecting school with the community (community service and service learning placements, parent education activities, etc.).

Mental health services through Family Support Services (FSS) include:

- Crisis intervention, assessments, and referrals.
- Substance abuse prevention and treatment services.
- Family support and parenting education, including positive parenting.
- Academic support, including tutoring and mentoring.
- Youth development services, including employment development, recreation, and community service internships.
- Counseling, including family counseling and suicide prevention.
- Counseling for children who experience violence in their communities, including gang prevention.
- Provision of on-site information for Medi-Cal, Cal Works, social services, probation, mental health, and other resources.

Family Support Services (FSS) is funded through a partnership with the County of San Diego, Health and Human Services Agency, Community Action Partnership (CAP), and is contingent upon joint funding between The O'Farrell Charter Schools' and the County (see Appendix D).

## **3. Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Effective July 1, 2012, all rising and enrolled students in grades 7 must be immunized with a pertussis (whooping cough) vaccine booster.

## **4. Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. Ingenuity will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the charter school.

## **5. Diabetes**

Ingenuity will provide an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 6<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of Type 2 diabetes.
- A description of the risk factors and warning signs associated with Type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes.
- A description of treatments and prevention of methods of Type 2 diabetes.
- A description of the different types of diabetes screening tests available.

## **6. Medication in School**

Ingenuity will adhere to Education Code Section 49423 regarding administration of medication in school.

## **7. Emergency Preparedness**

Ingenuity will maintain a reference handbook and compliance for emergency preparedness. The handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Ingenuity will maintain a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

## **8. Blood Borne Pathogens**

Ingenuity will meet state and federal standards related to blood borne pathogens. The Board shall establish a written infectious control plan (including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV")). Staff and students shall follow the latest medical protocol for disinfecting procedures.

## **9. Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

## **10. Comprehensive Sexual Harassment Policies and Procedures**

Ingenuity is committed to providing and implementing a harassment-free zone policy to include discrimination against race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Ingenuity will develop a comprehensive policy to prevent and immediately remediate any concerns regarding sexual discrimination or harassment at the school (including employee-to-employee, employee-to student, and student-to-employee

misconduct). Each employee will participate in Sexual Harassment training in his/her first 90 days of employment, and training will be revisited at least every other year. Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

**11. Procedures**

Ingenuity shall adopt procedures to implement the policy statements listed above.

## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*- California Education Code § 47605(b)(5)(G).*

Ingenuity will attempt to reflect the racial/ethnic balance of SDUSD. In an attempt to achieve a racial and ethnic balance that reflects the general population of the entire school district to include Hispanic, White, African-American, Filipino, Pacific Islander, Asian, and American Indian, it will translate (as needed) into languages that are reflective of the population being recruited. It may also use the following recruitment efforts identified for racial/ethnic balance:

- Announce the school's interest in seeking applications in every publication the District provides for such purposes.
- Expend at least twenty hours of staff time annually in community and regional outreach efforts, including presence at public meetings inside and outside the school neighborhood to recruit applicants from diverse backgrounds.
- Visit elementary schools in the surrounding community to inform prospective students and parents/guardians of Ingenuity's instructional program.
- Connect with community agencies through the Southeastern Collaborative coordinated by Family Support Services.
- Expend at least \$500 annually on print and electronic media, flyers, and direct mail to recruit applicants from diverse backgrounds
- Maintain an enrollment year around.
- Translate materials into relevant languages based on the community and student population.

Ingenuity will observe state and federal laws concerning non-discrimination. The school will actively recruit additional students of under-represented demographic groups to reach enrollment targets. Ingenuity will seek, at a minimum, to use the District's Choice Program procedures to achieve racial and ethnic balance.

## ELEMENT 8: ADMISSIONS REQUIREMENTS

*Admission requirements, if applicable.*

*- California Education Code § 47605(b)(5)(H).*

### A. Admission Assurances

Charter schools, including Ingenuity, are schools of choice. Students in SDUSD and all other districts are eligible to attend Ingenuity and the school will comply with Education Code 47605. Further, admission to Ingenuity is based on the following criteria.

All parents/guardians are assured that The Ingenuity Charter School adheres to the Assurances delineated above and reiterated here:

- Ingenuity is a non-sectarian school.
- Ingenuity does not charge a fee or tuition.
- Ingenuity parents/guardians are informed that Ingenuity is a charter school and they are assured that the school does not discriminate against children on the basis of any characteristic described in Education Code Section 220 or under Penal Code section 422.5. There are no intentional barriers placed in their way to admission including, but not limited to, those of gender, culture or disabilities.
- Ingenuity shall admit all students who wish to attend the school, and who submit a timely application; unless Ingenuity receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing and lottery process. Ingenuity reserves the right to grant Lottery Preference Weighting in accordance with applicable state law as outlined below. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents/guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]. The school will adhere to all state and federal laws regarding the minimum age of students.
- If a pupil is expelled or leaves Ingenuity without graduating or completing the school year for any reason, Ingenuity shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

### B. Open Enrollment and Lottery Process

Open enrollment for Ingenuity will occur throughout the year. Should Ingenuity receive a number of applications from potential students exceeding the number of space available within the school, the school will conduct a random public lottery that will be communicated to all interested parties at

least 30 days prior to holding the lottery. Each school year enrollment preference, in the case of a public random drawing at any grade level, shall be given in the following order:

1. The lottery will take place, as needed, at the school site. A community member not employed by the school, or with children at the school, conducts the lottery.
2. All interested parties will know, prior to the holding of the lottery, how many openings are available at each grade level.
3. The following preferences will be extended to potential students:
  - o Children of current staff and siblings of current students attending Ingenuity; and
  - o Students who reside within San Diego Unified School District.
4. The lottery shall draw names from a single pool of ballots for each grade level.
5. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on a waiting list in the order drawn, except if the preference described above require otherwise.
6. Potential students on the waiting list shall provide contact information to be used in the event space becomes available.
7. As space becomes available, the families of students are contacted by telephone and mail in lottery order. They are given five school days to indicate their intentions to enroll. If the family fails to respond, or is no longer interested, the next student on the waiting list is contacted.
8. All waiting lists terminate annually at the end of the school year.

### **C. Admission Requirements**

Parents or guardians must sign a statement of Commitments for Success at the time of initial enrollment. Also, the parent/guardian shall sign the all Ingenuity policies which outline the responsibilities of students, parents/guardians, and staff in achieving the Ingenuity Standard.

Additionally, parents or guardians must visit the campus at a time of their convenience, or attend one of the schools scheduled informational meetings. During this time, a staff member details the school's expectations of students and family members. Evidence of such visit is attached to all student applications.

When a student enrolls during the academic year, a meeting between the student, the student's parent/guardian and an Ingenuity staff member must take place within thirty (30) days of initial enrollment, or this student is at risk of disenrollment.

## ELEMENT 9: FINANCIAL AUDITS

*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 chartering authority.*

*- California Education Code § 47605(b)(5)(I)*

### **A. Annual Independent Audit**

Ingenuity will contract with an accounting firm having K-12 expertise to conduct the school's independent annual audit and will be approved by the State Controller on its published list as an educational audit provider.

The scope of the annual audit includes an auditor's report in each of the following areas: financial statements and schedules (including major programs and external funding), internal controls, average daily attendance, and state compliance. The audit conforms to generally accepted accounting principles ("GAAP"). Records will be kept in accordance with generally GAAP. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations and Audit Guide. The Superintendent will be responsible for contracting and overseeing the independent audit and the O'Farrell Schools' Board will receive the final audit report.

### **B. Audit Exceptions and Deficiencies**

Should the audit note any exceptions or deficiencies, Ingenuity will follow a procedure whereby the school:

- Informs in writing all audit recipients of any exception and/or deficiency the school disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation.
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at the time of audit submission.
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and Ingenuity by no later than the following June 30 or other time as may be mutually agreed to.

O'Farrell Schools' will transmit a copy of its annual, independent financial audit report for the preceding fiscal year to the District, the Controller, the San Diego County Superintendent of Schools, and the California Department of Education by December 15 of each year.

### **C. Reports to District**

The O'Farrell Schools' will annually prepare and submit the following reports to the District and San Diego County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

**D. Insurance**

Ingenuity shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all relevant O'Farrell Schools' policies. Prior to opening, Ingenuity shall provide evidence of the above insurance coverage to the District.

## **ELEMENT 10: STUDENT SUSPENSIONS AND EXPULSIONS**

*The procedures by which pupils can be suspended or expelled.*

*- California Education Code § 47605(b)(5)(I).*

As a member of The O'Farrell Schools' family, Ingenuity will follow all of the O'Farrell Schools' established suspension and expulsion procedures. While Ingenuity regards suspension and/or expulsion as a last resort, the following suspension and expulsion procedures will be enforced as required to achieve Ingenuity's goal of maintaining a safe and secure learning environment, which is crucial to student success. This is ultimately achieved when the school:

- Promotes a culture of responsibility, respect and integrity by teaching and modeling;
- Recognizes and rewards responsible student behavior;
- Assures that each student has at least one adult on campus who knows them well;
- Implements a fair and consistent progressive discipline policy with a range of consequences including parent contact, loss of privileges, detention, Saturday School in-school suspension, formal suspension and expulsion.

### **A. Suspension and Expulsion Process**

The Superintendent of O'Farrell Schools' delegates primary authority and responsibility for student discipline to the Program Coordinator/Assistant Principal of Ingenuity or other designee of the Superintendent. The criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality and access to records.

A summary of the suspension/expulsion policy and procedures will be summarized in the Student and Parent Handbooks. The full text of the policy and procedures will be available on the school website and is provided, on request, through the school office.

All students and parents/guardians will be required to review and sign a document acknowledging understanding of Ingenuity's suspension and expulsion policies at the beginning of each school year. A copy of this signed document will be kept in the student's' cumulative record.

When O'Farrell Schools' policies, regulations, and rules are violated, it may be necessary to suspend or expel a student, including a student with disabilities, from regular classroom instruction. The following procedures shall be implemented:

- Except where suspension for the first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.
- Expulsion is an action taken by the O'Farrell Schools' Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct and when other forms of

discipline, including suspension, are not feasible or have failed to bring about proper conduct, or when the student's (including a student with disabilities) presence causes a continuing danger to students or others.

- The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in administrative regulations.
- In accordance with applicable law, the school shall establish rules and regulations for the readmission of expelled students.

## **B. Student Due Process**

The O'Farrell Schools' Board of Directors shall provide for the fair treatment of students (including students with disabilities) facing suspension and expulsion by affording them their due process rights under the law.

The Superintendent or designee may establish a school on-campus suspension program for students, including students with disabilities, who are suspended for violations of Education Code 48900 et seq.

## **C. Grounds For Suspension or Expulsion of Students**

Ingenuity may suspend or expel a student for any offense described in Education Code sections 48900 through 48900.7.

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
3. Committed or attempted to commit robbery or extortion.
4. Caused or attempted to cause damage to school property or private property.
5. Stole or attempted to steal school property or private property.
6. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
7. Committed an obscene act or engaged in habitual profanity or vulgarity.
8. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

9. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
10. Knowingly received stolen school property or private property.
11. Possessed an imitation firearm, i.e.: a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
15. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.
16. Made terrorist threats against school officials and/or school property. For purposes of this section, "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 school property, or the personal property of the person threatened or his or her immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

18. 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Violations of the Ingenuity enrollment agreement may result in a recommendation of expulsion when combined with other actions listed above. The violations of the enrollment agreement include:

- Behaviors that result in more than ten (10) days of suspension in a single school year.

No student shall be suspended or expelled for any of the offenses listed unless such offenses are related to school activity or attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.

#### **D. Suspension Procedures**

##### **1. Investigation Process**

The Program Coordinator/Assistant Principal or other designee of the Superintendent is authorized to conduct the process leading to formal suspension. While another school employee may initiate an investigation, the administrator or other designee of the Superintendent shall conduct any investigation.

Investigation Procedures:

1. Conduct an Informal Conference – At the conference the Superintendent designee shall present the student with information evidencing the need for a suspension and shall allow the student the ability to present his/her version of the events and support his/her defense.
2. Notice and Contact with Parent – Make a reasonable attempt to contact the student's parents/guardians and meet with the student and his or her parents/guardians to review the reasons for the suspension and the reasons therefore, including the timelines and process for appealing the suspension.

- a. Ingenuity may dispense with the parent or guardian meeting in the event of an emergency situation and may meet with the student and his/her parent or guardian after the action to suspend has been taken.
3. Written Notification – Prepare written notification that will be mailed to the parents/guardians no later than one school day following the decision to suspend.

## **2. Time Limits**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Ingenuity will provide assignments for the student to complete while on suspension.

## **3. Suspension Procedures**

A teacher may suspend a student from class for any of the acts enumerated in Education Code section 48900 for the day of the act and the following school day as explained in Education Code 48910. The teacher shall immediately report the suspension to the administrator or other designee of the Principal/Superintendent and send the student to the administrator or other designee of the Principal/Superintendent, which may include other disciplinary measures, including a suspension from school.

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the administrator or other designee of the Principal/Superintendent and the teacher who imposed the suspension. The student may attend the classes from which he or she is not suspended.

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and the student's family for the delivery of services, pickup/delivery of work, and the make-up of missed assignments and classroom instructional support. All IDEA mandates will be followed for student with disabilities.

## **4. Appeal of Suspension**

For suspension appeals, a parent or guardian of a student will have ten (10) school days from receipt of the written notice of a suspension to file a written request for appeal to the Superintendent. Parents/guardians may use the appeal procedure when there is a disagreement with the steps followed by Ingenuity staff that lead to the decision to suspend. During the period of appeal, the suspension remains in effect for the length of time designated. The Superintendent shall review the suspension and issue a ruling within fifteen (15) days of receipt appeal of suspension. After considering the evidence, the Superintendent shall render a written decision that shall be in the best interest of the student and Ingenuity. The Superintendent may do any of the following:

- 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.
- Remove the record of suspension immediately without conditions. The decision of the Principal/Superintendent shall be final.

## **E. Expulsion Procedures**

Students who habitually fail to comply with Ingenuity's policies or who pose an immediate threat to health and safety may be recommended for expulsion by the Program Coordinator/Assistant Principal or other designee of the Superintendent.

### **1. Mandatory Recommendation For Expulsion**

As identified above, there are certain actions that, as required by law, require a "Mandatory Recommendation for Expulsion." Students shall be recommended for immediate expulsion for any of the following offenses pursuant to Education Code Section 48915(c) - Zero Tolerance:

- a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession the student had obtained written permission to possess the item from a Family Leader, with the Superintendent or designee's concurrence.
- b. Unlawfully sold any controlled substance, as defined in Health and Safety Code 11053-11058.
- c. Brandished a knife at another person. A "knife" means any dirk, dagger or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks in place, or a razor with an unguarded blade.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- e. Possession of an explosive.
- f. Board adopted Expellable Offenses (12-13-2010):
  - i. "Expellable offense to possess any "knife" regardless of size. A "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 an unguarded blade.
  - ii. "Expellable offense when a student has been involved in two or more Physical altercations/fights (determined by the Principal/Superintendent)."

### **2. Expulsion Hearing Procedures**

The Program Coordinator/Assistant Principal and other designees of the Superintendent are authorized to recommend students for expulsion and prepare all necessary documentation. The Superintendent reviews the recommendation and supporting documentation within five (5) school days of the incident. The Superintendent will notify the parents/guardians in writing if the expulsion recommendation is moving forward. The parents/guardians will also be notified of the expulsion hearing process.

The O'Farrell Schools' Board of Directors will authorize a Hearing Committee to take final action to expel any student in response to the recommendation for expulsion. The parent or guardian of a student will have (10) ten school days from issuance of the written notice of the hearing administrator or other designee of the Superintendent's recommendation for expulsion to file a written request for an expulsion hearing.

The Superintendent convenes the Hearing Committee. The committee is composed of one certificated staff member who is not a teacher of the student, one certificated individual not employed by the school, and one representative of Family Support Services (FSS) who is not working directly with the student. The Superintendent shall hold the hearing within thirty (30) school days of receipt of a timely request for hearing from the parent or guardian of the recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence and the right to question Ingenuity representatives.

Students under consideration for expulsion will be provided with alternative instruction until the Hearing Committee renders their decision on the expulsion. Arrangements will be made between the school and the student's family for the delivery of services, pickup/delivery of work, and the make-up of missed assignments and classroom instructional support. All IDEA mandates will be followed for student with disabilities.

#### **a. Hearing Process**

Any hearing to consider an expulsion shall be closed to the public unless the student or parents/guardians/guardian request in writing, at least (3) three calendar days prior to the hearing, that it be open to the public.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision by the Hearing Committee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Committee, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. A staff member will attend the hearing and prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Principal/Superintendent. After considering the evidence, including testimony presented at the hearing, the Hearing Committee may decide to support the Program Coordinator/Assistant Principal or Principal/Superintendent Designee's recommendation for expulsion, to reject that recommendation, or to modify that recommendation. The decision of the Hearing Committee shall be in the form of written findings of fact and sent to the Board of Directors.

If the Hearing Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**b. Rights of complaining witness**

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**3. Written notice to expel**

The Superintendent or designee following a decision to expel shall send written notice of the decision to expel, including the Hearing Committee's findings of fact, to the student or parent/guardian.

Consistent with Education Code 47605(d)(3), Ingenuity shall inform the last known district of residence of any student who has been expelled from the school within 30 days of the decision.

**4. Due Process and Right to Appeal**

Once the Hearing Committee renders their decision, the family has thirty (30) school days to request a review by the O'Farrell Schools' Board of Directors. The Board will review the written documentation of the meeting held by the Hearing Committee. The decision of the committee will only be overruled in the following instances:

- Whether the Hearing Committee acted without or in excess of its jurisdiction;
- An expulsion hearing is not commenced within the time periods prescribed by this article;
- The expulsion order is not based upon the acts enumerated in Section 48900 Education Code;
- A situation involving acts not related to school activity or attendance;
- Whether there was a fair hearing before the Hearing Committee;
- An abuse of discretion is established in any of the following situations;
- If school officials have not met the procedural requirements of the policy;
- If the decision to expel a pupil is not supported by the findings prescribed by Section 48915 of the Education Code;
- If the findings are not supported by the evidence; or
- Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

**F. Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable

and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

### **G. Suspension and Expulsion – Special Education**

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or SELPA policies require additional or different procedures, including a manifestation determination.

Students currently enrolled in a special education program may be suspended for any of the reasons enumerated in Education Code Section 48900, upon a first offense as specified under Education Code Section 48900.5. However, for subsequent suspension when the cumulative total number of days of suspension reaches ten (10) days, Section 504 and special education students require that a “manifestation determination” meeting be held as further days of suspension may represent a change in placement for these students. In order to facilitate proactive responses to misconduct concerns, school personnel may wish to conduct “manifestation determination” meetings for some students when the cumulative number of suspension days approaches ten (10) days of suspension.

If a student covered by this section is suspended for ten (10) or more days during the course of the school year, or is subject to a disciplinary action which results in a pattern of exclusion that constitutes a significant change in placement during the course of the student’s year, either the Section 504 team or the IEP team shall meet to review whether there is a need to revise or modify the student’s Section 504 plan and/or IEP.

### **H. Changes**

The procedures authorized in the charter document are subject to change by the O’Farrell Schools’ Board of Directors, so long as the changes are consistent with applicable state and federal laws. Despite future legislation, Ingenuity will continue to suspend for “willful defiance” unless specific legislation states charters schools are prohibited to do so.

## **ELEMENT 11: RETIREMENT PROGRAMS OFFERED TO EMPLOYEES**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

*- California Education Code § 47605(b)(5)(K).*

### **A. Retirement**

Employees of The O'Farrell Schools' may participate in the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), or other equivalent retirement programs which may be offered by O'Farrell Schools'. Initially, it is expected that eligible employees will continue to participate in STRS, PERS, while other employees will participate in Social Security.

The District agrees to include O'Farrell Schools' monthly STRS and PERS reports with the District's reports for submission to STRS and PERS. O'Farrell Schools' will provide the data in the District required format with all required information. Further, O'Farrell Schools' will bear full responsibility for monitoring and reporting membership information. The District will bear no responsibility for any reporting errors or omissions.

O'Farrell Schools' may establish additional retirement plans for employees that include, but are not limited to, the establishment of section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the Social Security system or other reciprocal system

### **B. Salary and Benefits**

The O'Farrell Schools' will endeavor to offer all employees, certificated and classified, a salary and benefit package similar to or greater than is currently offered by the District to its employees in similar positions. Ingenuity reserves the right to amend and revise the total compensation package including salary, benefits, prep time, class size, stipends, and professional growth opportunities.

Hourly employees may be offered a benefit package depending on the description of the position.

### **C. Sick and Vacation Leave**

The O'Farrell Schools' will endeavor to provide sick leave, leave of absences and pregnancy leave equal to or exceeding that offered by the District, if possible.

## **ELEMENT 12: ATTENDANCE ALTERNATIVES**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

*- California Education Code § 47605(b)(5)(L).*

Because Ingenuity is a school of choice, no student is required to attend. Subject to the attendance policies of their school district of residence, students choosing not to attend Ingenuity may seek enrollment at other public schools within their school district of residence. Ingenuity will provide information regarding attendance alternatives to inquiring parents/guardians, guardians, and students. Except for those students whose IEPs call for school provided transportation, transportation is a parental or guardian responsibility for students choosing to attend Ingenuity.

### **ELEMENT 13: EMPLOYEE RETURN RIGHTS**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

*- California Education Code § 47605(b)(5)(M)*

District employees will have no special rights to work at O'Farrell Schools'. Applications for employment by district employees will be evaluated on a similar basis as all other applicants. District employees who leave to work at O'Farrell Schools' and subsequently desire to return to district employment may have return rights, as the district may specify.

All staff members shall be employees of The O'Farrell Charter Schools'.

Employees establish seniority with Ingenuity only, and not with the District. Any seniority established during an individual's former employment with the District will not transfer to Ingenuity.

## **ELEMENT 14: DISPUTES WITH THE DISTRICT**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

*- California Education Code § 47605(b)(5)(N)*

Disputes between the District and Ingenuity are governed by Education Code section 47607. In the event of a dispute between Ingenuity and the District regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s).

In the event the initiating party believes the dispute relates to an issue that could lead potentially to revocation of the charter, this shall be noted specifically in the written dispute statement and any revocation proceeding must comply with Education Code section 47607 notwithstanding the procedures set forth in this Element 14.

Within 30 days of sending written correspondence (or longer if both parties agree), an Ingenuity representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 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 finding or recommendation of any mediator shall be nonbinding, unless the governing authorities of Ingenuity and District agree jointly to bind themselves. Unless agreed jointly, the process involving the assistance of a third-party mediator shall conclude within 45 days. Ingenuity and the District shall share equally the cost of hiring a mediator. Ingenuity shall be solely responsible for its attorney's fees and all other costs associated with resolving a dispute with the District and copies of documents related to the dispute resolution are submitted to the District.

Pursuant to Education Code 47610, Ingenuity affirms that it complies with all of the provisions set forth in this Charter, and may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with nor inconsistent with the provisions of this Charter, but is otherwise exempt from the laws governing school districts. By granting this Charter, the SDUSD Board of Education pledges its commitment to work with the Ingenuity Team to eliminate all district-level procedural, regulatory, policy, and process barriers to enable the school to serve the needs of its students.

### **Severability**

The provisions of this Charter are revocable. Any term or condition deemed illegal or invalid shall not affect any other term or condition and the remainder of the Charter shall remain in effect unless otherwise terminated by one or both of the parties.

## **Amendability**

The Charter is amendable by a committee, representative of all the employees of Ingenuity, and appointed by the Board of Directors. The committee reviews and amends the Charter for clarification of procedures and processes. They submit these amendments to the Board of Directors for approval. Material amendments are submitted to the Board of Education for approval.

## **ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING DECLARATION**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

*- California Education Code § 47605(b)(5)(O)*

All Ingenuity staff shall be employees of The O'Farrell Charter Schools' and not employees of the District for purposes of the Educational Employment Relations Act ("EERA").

### **Rights of Employees**

O'Farrell Schools' has adopted and will be governed by its own employment contracts, staff handbook, employment policies, and procedures under which it operates.

Employees have the option to join, or not to join, an exclusive representative of their choice. The fact that an employee chooses to become a member of a particular exclusive representative shall not make any collective bargaining agreement applicable to O'Farrell Schools'. O'Farrell Schools' must expressly agree to be bound by the provisions of a collective bargaining agreement in order for its provisions to apply to any employees of the school.

### **Employment**

All staff members, certificated and classified, of Ingenuity serve at Ingenuity under terms and conditions of employment contracts with The O'Farrell Charter Schools'. These terms and conditions include, but may not be limited to, those stated in the evaluation process.

All certificated and classified staff are evaluated yearly according to the evaluation process outlined in the staff handbook. Employees who receive a supportive evaluation may be offered a contract for the following school year, based upon the needs of the school.

## ELEMENT 16: PROCEDURES USED IF INGENUITY CLOSES

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

*- California Education Code § 47605(b)(5)(P)*

In the event of closure, Ingenuity will comply with Education Code section 47605(b)(5)(P), applicable California Code of Regulations, and California Department of Education's guidance, including the *Charter School Closure Requirements and Recommendations* (January 25, 2011).

If the charter school ceases operation, and the O'Farrell Schools' Board of Directors determines that there is no successor charter school which can carry out the mission of Ingenuity Charter School, then the O'Farrell Schools' Board of Directors shall designate the entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents/guardians and guardians of students, the District, the San Diego County Office of Education, the SELPA in which the school participates, the retirement systems in which the charter school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the students' districts of residence and the manner in which parents/guardians and guardians may obtain copies of student records, including information on completed courses and credits that meet graduation requirements.

Ingenuity shall provide the Authorized Closer with a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence.

Student records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

O'Farrell Schools' shall complete an independent financial audit within six (6) months of the charter school's closure. The audit may also serve as the annual audit. The School will adhere to the December 15<sup>th</sup> audit deadline. The audit must include at least the following:

1. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value.
2. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Education Code Section 47604.33. Any academic reporting will be completed prior to closing.

Ingenuity Charter School is operated by O'Farrell Charter Schools', a nonprofit public benefit corporation (as permitted under Education Code Section 47604(a)) ("School Corporation"). If in connection with the closure, the O'Farrell Schools' Board determines that it will dissolve the School Corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law including, without limitation, Corporations Code Sections 6610 et seq. and Sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and dissolution of the School Corporation, but shall not be obligated to do so. Consistent with the requirements of law, any net assets remaining after all debts and liabilities of the School Corporation (i) have been paid to the extent of the School Corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the School Corporation's Articles of Incorporation.

Prior to the distribution of any remaining assets, the School Corporation shall:

- a. Determine if there are any remaining proceeds of any Restricted Government Grant or restricted categorical funds that have not been expended for the purposes set forth in the Restricted Government Grant, state or federal law as appropriate and shall return any such remaining proceeds to the applicable federal or California governmental agency 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; and
- b. Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property)) received by the School or the School Corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the School or the School Corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the School or the School Corporation, the grant instrument of which, or the applicable law governing, requires, that, upon closure of the charter school or dissolution of the School Corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.

O'Farrell Schools' shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

## **ADDITIONAL ELEMENTS**

### **ELEMENT 17: INTERNAL DISPUTE RESOLUTION**

Ingenuity will adopt policies and processes for voicing and resolving disputes other than those between the District and Ingenuity relating to provisions of this charter or the relationship between them, which are covered in Element 14.

The District agrees to refer all complaints regarding operations of Ingenuity to the Principal/Superintendent for resolution in accordance with the school's standing policies. In the event that Ingenuity's standing policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of Ingenuity unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the District Board of Education shall have the ability to intervene in and respond to complaints regarding the operation of Ingenuity as is required or permitted by law.

Disputes potentially leading to the revocation of the Charter shall be governed by Education Code 47607.

### **ELEMENT 18: MANDATED COST RECOVERY**

Ingenuity is responsible for recovering from the state all eligible mandated costs applicable to the school.

### **ELEMENT 19: CHARTER TERM**

The term of this charter shall begin for a four-year period beginning July 1, 2015.

## APPENDIX A: INSTRUCTIONAL REFORM THROUGH BLENDED LEARNING

Over the past decade the concept of an individualized and personalized instructional program focusing on the needs of the student through the use of technology has expanded into what is known today as “blended learning”. This concept brings together the student’s interests and learning style into an instructional model that includes the teacher, parent, and student in a setting that is flexible, accessible, and engaging. The advantages of blended learning include:

- **Collaborative learning experiences.** Collaboration between the students and instructor can increase substantially via an online platform. With many collaborative tools (online discussions, blogs, instant messages, etc.) the students and/or instructors are able to connect with each other in or out of the classroom.
- **Increased accessibility.** Improves access as well as student attitudes towards learning. The students are given the tools to access the course materials anytime, anywhere.
- **Better communication.** Communication is improved between instructors and students. An online platform can provide many communication tools such as news announcements, e-mail, instant messaging, online discussions, online grading tools, dropboxes, etc.
- **Successful evaluations.** Student evaluations via the use of online testing and assessments with reporting features. Often times, the students can evaluate themselves better as well with immediate grading or feedback.

Blended learning allows students to drive their learning through flexible scheduling, technology that is relevant, and collaboration with peers and instructors. The functions of a blended learning program support students in higher level thinking skills, individualized instructional intervention through immediate feedback and differentiation, and communication/collaboration on a local and global platform.

A study on blended learning conducted in the spring of 2013 and report published in October 2013 titled “*Transforming K-12 Rural Education through Blended Learning: Barriers and Promising Practices*” by Eric Werth, Ph.D., Lori Werth, Ph.D., Eric Kellerer, Ed.D. of Northwest Nazarene University, Doceo Center for Innovation in Teaching and Learning in partnership with Idaho Digital Learning Academy and the International Association for K-12 Online Learning summarized the following findings: “This instructional technique also was shown to be particularly beneficial in facilitating teacher-student communication, fostering students taking responsibility for their own learning and locating resources themselves, improving student behavior issues, the time students are on task, and student motivation. Finally, teachers indicated that the use of blended learning improved their ability to be innovative, assisted them in monitoring student learning, and allowed greater opportunity to provide 1-on-1 instruction. Strong correlations were found between allowing student self-paced learning, a teacher’s ability to be innovative, providing resources to those who miss class and/or who struggle, and students’ ability to locate resources on their own and important educational outcomes such as student interest level, perseverance, motivation, time on task, excitement, attendance and a teacher’s overall enjoyment of teaching.”

Blended learning not only allows the freedom of learning for the student but allows the teacher to facilitate that learning through collaboration and innovation changing the way teachers teach and students learn. This instructional model supports the 21<sup>st</sup> Century learner and citizen to acquire and strengthen their skills in creativity, innovation, critical thinking, problem solving, communication, and collaboration.

**APPENDIX B: INGENUITY GRADUATION PATHS AND REQUIREMENTS**

<b>Ingenuity Charter School Paths to Success</b>			
<b>High School Subject Area</b>	<b>High School Diploma Path for Community College/Career</b>	<b>High School Diploma Path for Freshman Admissions UC Requirements</b>	<b>The O'Farrell Charter Schools' Path for College and/or Career</b>
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003-04.  (EC 51224.5)	Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics.	Two years with lab required, chosen from biology, chemistry, and physics.
Foreign Language	One year of visual and performing arts, foreign language, or career technical education**.	Two years in same language required.	Three years in same language required.
Visual and Performing Arts	One year of visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Not Applicable	Two years
Electives	Not Applicable	One year***	One year***
Total	13	15 (7 in the last two years of high school)	16

## Ingenuity Charter School Graduation Requirements

### **Attendance**

The Ingenuity Charter School (ICS) students must complete 8 semesters in grades 9-12.

### **Grade Point Average**

ICS students must maintain a cumulative weighted grade-point average (WGPA) of 2.0 or higher in scholarship, computed on the basis of A = 4, B = 3, C = 2, D = 1, F = 0.

The WGPA for graduation is computed from courses completed in grades 9-12.

Advanced Placement (AP) courses and designated Honors courses earn credit on a weighted or five-point scale: A = 5, B = 4, C = 3, D = 1, F = 0.

### **Conduct**

ICS 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 the senior year.

The citizenship GPA is computed on a scale of E (excellent) = 4, G (good) = 3, S (satisfactory) = 2, N (needs improvement) = 1, U (unsatisfactory) = 0.

### **California High School Exit Examination**

CAHSEE is aligned to the standards in English/Language Arts through grade 10 and Mathematics through Algebra 1-2. All students must pass the California High School Exit Examination (CAHSEE) to receive a diploma in the State of California. The examination is based on the California State Content Standards for English Language Arts and Mathematics. All the tenth-graders are required to take the exam in the spring. If either or both of the English Language Arts and Mathematics portions of the test are not passed, the student will continue to retake the parts not passed during grades 11 and 12 until both parts have been passed.

### **Senior Exhibition**

ICS students in grade 12 are required to present a senior exhibition to a committee composed of ICS staff and a member of the community.

### **Community Service**

Each ICS student will be required to complete a total minimum of 30 hours of community service during grades 9 -12.

### **Postsecondary Education**

90% ICS students in grade 12 will complete and submit an application to the postsecondary education option of their choice.

### **GED Preparation Option:**

Ingenuity will successfully prepare students to earn a passing score of at least 410 in each of the five GED subtests. Actual GED tests are to be taken at an official GED testing location.

## APPENDIX C: INGENUITY COURSE DESCRIPTIONS

### Ingenuity Course Descriptions

#### English Language Arts

##### **Common Core English Language Arts 6**

This sixth-grade course includes a variety of literary texts to develop students' understanding of plot, setting, characterization, and theme. Instruction also helps students transition from reading the narrative texts most common in elementary school to argumentative and informational texts, with a strong focus on the common structures of these text types. Informative lectures and targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

##### **Common Core English Language Arts 7**

With targeted lessons that teach the conventions of literature, this seventh-grade course introduces real-life topics connected to literary text in a highly relatable and interesting format. Grammar and writing lessons develop students' writing skills through argumentative essays, expressive writing, expository essays, and research papers. With a variety of literary elements, as well as a comprehensive overview of learned skills, this course leads students on an exploration of visual literacy, effective listening skills, censorship, propaganda, and ethical reasoning.

##### **Common Core English Language Arts 8**

This eighth-grade course develops strong skills in literary analysis and argumentative writing as it exposes students through diverse and contemporary texts. Interactive lessons on grammar and writing enhance student control of English conventions. Writing lessons scaffold the writing process for students and provide opportunities for practice through argumentative essays, informative essays, literary analysis, a compare-contrast essay, personal narrative, and a research paper. The course also integrates communication lessons that explore topics related to public speaking, effective listening, interviews, and media analysis.

##### **Common Core English Language Arts 9**

Dedicated to creating effective and adaptable readers and writers, this course provides rigorous training in the foundations of English Language Arts skills and strategies. Using the core foundation, the course expands on and applies traditional concepts to modern, 21st-century demands. Offering practical lessons in techniques such as visualizing, making inferences and predictions, and recognizing organizational patterns in online and offline texts, this course delivers hands-on training in applying the writing process, evaluating essays, and using MLA style and documentation. Over the course of two semesters, interactive grammar lessons will strengthen students' grasp of language and improve writing skills.

##### **Common Core English Language Arts 10**

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students will

also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

### **Common Core English Language Arts 11**

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master the comprehension and literary analysis strategies that the Common Core State Standards require. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

### **Common Core English Language Arts 12**

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the Modern Period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

### **Literacy and Comprehension I\***

Literacy and Comprehension I is one of two semester-long intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

### **Literacy and Comprehension II\***

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy and Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Presented as two one-semester reading-intervention courses, both offer an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

### **Introduction to Communications and Speech\***

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches in the course.

### **IDEA Writing– Instruction to Develop Expository and Applied Writing\***

Motivating students in grades 9–12 to become more articulate and effective writers, this one-semester course offers hands-on experience writing personal reflections, definition essays, research essays, persuasive essays, informative essays, and literary analysis essays. Offering targeted lessons on reputable research, effective communication, solid grammar, and compelling style, this one-semester course utilizes the Six Traits of Effective Writing as an overarching framework. Students enrolled in this course develop the skills necessary to evaluate their own writing and articulate and apply writing and researching strategies. In addition, students will get further practice applying the grammatical rules of Standard American English in formal writing.

### **The Classic Novels Package**

The Classic Novels provides an in-depth study of twelve novels and two authors and gives students the opportunity to fully explore a large work of fiction or to be introduced to a celebrated author. Each mini-course guides students through the work with lectures, web activities, journals, and homework/practice. Students will study the following novels: 1984, A Midsummer Night's Dream, Call of the Wild, Dr. Jekyll and Mr. Hyde, Heart of Darkness, Jane Eyre, Mrs. Dalloway, Portrait of the Artist, Robinson Crusoe, The House of Seven Gables, The Red Badge of Courage, and The Three Musketeers along with the following author studies: Jorge Luis Borges and Flannery O'Connor.

## **Mathematics**

### **Common Core Mathematics 6**

This course develops students' number fluency and understanding of the rational number system, extending students' understanding of fractions and decimals to the introduction of rates, ratios, proportions, and percent. Students also write, simplify, and evaluate numerical and algebraic expressions and they explore the meanings of variables and formulas. Students generalize their understanding of inverse operations as they learn to solve one-step equations and inequalities and model real-world situations using this algebraic notation. After a targeted exploration of area and volume, measures of spread, and graphs and plots, the course concludes with an in-depth study of numbers and their opposites represented numerically, algebraically, and graphically.

### **Common Core Mathematics 7**

This course begins with a thoughtful review of operations on rational numbers. Students then turn their focus to expressions and equations, as they solve two-step and multi-step equations and model increasingly complex real-world situations. Students extend and apply their understanding to percent problems and other problems of proportional reasoning, including the geometric contexts of scale and similarity. In statistics, students focus on making inferences from samples and measures of variation, before moving on to the geometry of two- and three-dimensional figures. The course concludes with a study of probability, building abstract reasoning from concrete examples.

### **Common Core Mathematics 8**

Students start this course with a unit on transformations, congruence, and similarity before turning their attention to a conceptual understanding of exponents and scientific notation. Then students review equations in one variable, building to solving proportions when cross products result in multi-step equations. Students explore roots and rationals, building a foundation for applications such as the Pythagorean Theorem, distance and midpoint, and volume. Students study functions with a special focus on linear functions and their graphs, including slope. Students use linear functions to model real-world relationships between quantities before wrapping up the course with an introduction to systems of linear equations.

### **Common Core Algebra I**

This course begins with a brief review of what students should already know about linear equations, with a focus on analyzing and explaining the process of solving equations. Students develop a strong foundation in working with linear equations in all forms, extending solution techniques to simple equations with exponents. Students explore functions, including notation, domain and range, multiple representations, and modeling. Through the comparison of linear and exponential functions, students contrast the concepts of additive and multiplicative change. Students then apply what they have learned to linear models of data, analyzing scatterplots and using lines of best fit to apply regression techniques. The course closes with an exploration of rational exponents, quadratic and exponential expressions, and an introduction to non-linear functions, with a heavy emphasis on quadratics.

### **Common Core Geometry**

This course formalizes what students have learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs, and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right triangle trigonometry, and the Laws of Sines and Cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

### **Common Core Algebra II**

This course focuses on the four critical areas of the Common Core model pathways for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

### **Common Core Pre-Calculus**

Exploring the relationship between advanced algebra topics and trigonometry, Pre-Calculus is an informative introduction to calculus that challenges students to discover the nature of graphs, nonlinear systems, and polynomial and rational functions. With an emphasis on mathematical reasoning and argument, this advanced course scaffolds rigorous content with clear instruction and an array of scaffolds for learning, providing students with a deep understanding of topics such as matrices, functions, graphing, logarithms, vectors, and conics. The course concludes with a brief introduction to calculus that exposes students to limits, continuity, derivatives, and the Fundamental Theorem of Calculus.

### **Common Core Mathematics I**

This course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between Algebra and Geometry on the coordinate plane.

### **Common Core Mathematics II**

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids

### **Common Core Mathematics III**

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right triangle trigonometry they began in Mathematics II to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

### **Mathematical Models with Applications**

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Providing

timely and highly useful content, this two-semester course is a must-have for any high school student. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

### **Financial Math**

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

### **Trigonometry\***

In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the Laws of Sines and Cosines, followed by an in-depth exploration of trigonometric identities and applications. This course ends with an introduction to the polar coordinate system, complex numbers, and DeMoivre's Theorem.

## **Science**

### **Life Science**

Examining a broad spectrum of the biological sciences, Life Science is a two-semester course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex overarching biological themes. The course includes units that help students understand the definition, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms. Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction. These larger themes are then applied to other topics, such as genetics, Darwinian Theory, and human biology and health. An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth.

### **Earth Science**

Students enrolled in this dynamic course will explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly more prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.

## **Physical Science**

Encompassing the branch of science that studies nonliving systems, Physical Science is an exciting course that inspires students to explore key concepts and theories, each of which explains and/or models a particular aspect of the behavior of nature. Students enrolled in this two-semester course examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects these phenomena exhibit on the planet. A cumulative study of how each of these concepts elicits reactions across the solar system rounds out this dynamic course.

## **Biology**

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

## **Chemistry**

This rigorous full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes 18 virtual laboratory experiments that encourage higher-order thinking applications. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

## **Physics**

Combining scientific inquiry with advanced mathematics, Physics is a stimulating, two-semester high school-level course that will challenge students to understand and explain how energy, matter, and motion are all related. Engaging lessons introduce theories and experiments and encourage students to develop the knowledge and understanding necessary to support conclusions with numerical results. Inspiring students to relate knowledge to real-world applications, the course connects basic principles to more complex ideas in many fascinating areas: thermal energy, vibrations and waves, light and refraction, sound, electricity, and magnetism.

## **Environmental Science**

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many different aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

## **Social Science**

### **Middle School World History**

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the 21st century. Middle school students enrolled in this exciting and informative course will investigate the

development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during different periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students will analyze effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

### **Middle School U.S. History**

Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Middle school students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and will consider the implications each of these events had on the expansion of the United States' global influence through modern times. Over the course of two semesters, interesting course content encourages students to think carefully about the challenges and opportunities facing the United States in the 21st century.

### **Middle School Civics, Government, and Economics**

Exploring the structure of the United States government on a national, state, and local level, this course challenges students to learn and understand fundamental concepts and philosophies that led to the creation of the United States Constitution. Students enrolled in this two-semester course analyze the political process, political parties, and influences that affect them both. Engaging, interactive content introduces economic concepts and encourages students to explore government and economics on a global scale. By instilling a thorough understanding of government and economics, this course inspires students to investigate what it means to be an American citizen.

### **Middle School World Cultures and Geography**

Designed to introduce students to the study of geography, this course helps students' master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

### **World History**

Beginning with topics from prehistory and culminating in the events of the 21st century, World History provides interactive course content that will challenge high school students to learn about the political, economic, and social aspects of world history. This highly engaging, two-semester course encourages students to explore the major revolutions and social movements that have influenced different nations and eventually spread throughout the world. During this course, students will be exposed to a variety of pressing issues that have created opportunities for both conflict and cooperation in the modern world.

### **U.S. History I**

U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the

Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

## **U.S. History II**

U.S. History II is a yearlong course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students' progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives.

## **Survey of U.S. History**

This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the

Civil War and the rise of industrialization as they assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

## **Government**

Providing students with the opportunity to learn about the historical events, philosophers, and topical issues that helped create the democratic foundations of this nation, Government is an engaging one-semester course that will introduce high school students to the Founding Fathers and expose them to the ideas that shaped the nation. Students will identify important political leaders and trace the development and organization of federal, state, and local government. In addition, students will explain the political process and analyze the United States' role as a global, political, and economic participant. The course specifically targets the philosophies and foundations of the United States government, the organization of the branches of government, government on a state and local level, and civil liberties and laws. Full of timely and interesting content, this course will inspire students to be more informed citizens and equip them to understand how the United States compares economically and politically on a global scale.

## **Economics**

Presenting timely and engaging content, this course provides high school students with an understanding of the principles of economics. As they become familiar with how markets work,

students interact with lessons to apply the key microeconomic concepts of supply and demand as well as the role of prices. This one-semester course targets important aspects of the world economy, including international trade and global economic challenges, and encourages students to apply the economic way of thinking to a variety of situations relevant to their everyday lives.

### **Human Geography**

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school-level course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

### **Advanced Placement**

#### **Biology**

Biology is a college-level, yearlong course designed to prepare students for the Advanced Placement Biology Exam. The goal of the course is to discover how biological information is acquired and by whom. The four themes that organize important concepts throughout the course are science, technology, and society; evolution; the relationship between structure and function; and science as a process. Through a combination of direct instruction, animated presentations, online readings, and textbook readings, students will organize and categorize important concepts relating to the four themes. Topics covered include cell structure and function; the gene; principles of heredity; evolutionary biology; biological diversity; the energetics of life; animal structure, reproduction, and development; circulation, body's defenses, and nutrition; nervous system and internal controls; the form and function of plants; and ecology. Students will demonstrate their understanding and acquisition of skills through quizzes, tests, and practice AP questions.

#### **Calculus AB**

Calculus AB is a college-level, yearlong course designed to prepare students for the Advanced Placement Calculus AB exam. The goal of this course is to provide students with new tools to solve problems. Through a combination of direct instruction, videos, and readings, students will explore limits, derivatives, and integrals and the ways to apply them to mathematical and real-world problems. Topics covered include graphs of functions, limits, differentiation, and integration. Students will demonstrate their understanding and acquisition of skills through practice problems, discussion questions, and practice AP exams.

#### **English Language and Composition**

This college-level, yearlong course prepares students for the Advanced Placement English Language and Composition Exam while exploring and analyzing a variety of rhetorical contexts. This is a fast-paced, upper-level course designed for highly motivated students. Multiple opportunities are provided to enhance test-taking skills through critical reading, writing, classroom assignments and discussion activities. Advanced Placement English Language and Composition practice assessments and essays will be given throughout the course as well. This course provides students an opportunity to increase knowledge concerning prose of many styles and genres, including essays, journalistic writing, political writing, science writing, nature writing,

autobiographies/biographies, diaries, speeches, history writing, and critical writing. Throughout the course there is an intense focus on writing and revising expository, analytical, and argumentative essays to prepare students for a broad range of writing purposes.

### **English Literature and Composition**

AP Literature and Composition is designed to be a college/university-level course. This course equips students to critically analyze all forms of literature in order to comment insightfully about an author's or genre's use of style or literary device. Students will also interpret meaning based on form; examine the trademark characteristics of literary genres and periods; and critique literary works through expository, analytical, and argumentative essays. As students consider styles and devices, they will apply them to their creative writing. In addition to exposing students to college-level English coursework, this course prepares them for the AP exam.

### **Environmental Science**

AP Environmental Science is a laboratory and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory and field-based activities will be done virtually and via experiments that students can easily perform at home with common materials. The course is intended to be the equivalent of a one-semester college ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

### **Human Geography**

Human Geography is a college-level, yearlong course designed to prepare students for the Advanced Placement Human Geography Exam. The goal of the course is to provide students with a geographic perspective through which to view the world. Through a combination of direct instruction, documentary videos, and online readings, students will explore geographic concepts, theories, and models; human-environment interactions; and interactions among human systems. Topics covered include population, culture, and political organization of space, agricultural land use, industrialization, and urban land use. Students will demonstrate their understanding and acquisition of skills through essays, document-based questions, student collaborative activities, and practice AP exams.

### **Psychology**

The AP Psychology Course will introduce students to the systematic study of the behavior and mental processes of human means and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students will also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP Exam.

### **Spanish**

In AP Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, applying what they've learned in extensive written and spoken exercises. By the

end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam.

### **U.S. History**

This college-level course is a survey of American History from the Age of Exploration and Discovery to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Major themes covered throughout the course include, politics, the economy, reform, social issues, diplomacy, and culture. Students will demonstrate comprehension of a broad body of historical knowledge; express ideas clearly in writing; work with classmates

to research an historical issue; interpret and apply data from original documents; identify underrepresented historical viewpoints; write to persuade with evidence; compare and contrast alternate interpretations of an historical figure, event, or trend; explain how historical events connect to or cause a larger trend or theme; develop essay responses that include a clear, defensible thesis statement and supporting evidence; effectively argue a position on an historical issue; critique and respond to arguments made by others; raise and explore questions about policies, institutions, beliefs, and actions in an historical context; evaluate primary materials, such as historical documents, political cartoons, and first-person narratives; evaluate secondary materials, such as scholarly works or statistical analyses; and assess the historical significance and cultural impact of key literary works. Document-based questions, free-response essays, and timed exams throughout the course will provide students the opportunity to practice their skills in a mock AP exam environment.

### **Electives**

#### **Introduction to Art**

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

#### **Art History I**

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course will cover topics including early Medieval and Romanesque art; art in the 12th, 13th, and 14th centuries; 15th-century art in Europe; 16th-century art in Italy; the master artists; high Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; 18th- and 19th-century art in Europe and the Americas; and modern art in Europe and the Americas.

#### **Psychology**

This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within

psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

### **Sociology**

Providing insight into the human dynamics of our diverse society, this is an engaging one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

### **Strategies for Academic Success**

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

### **Career Planning and Development**

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

### **Health and Physical Education Bundle**

Exploring a combination of health and fitness concepts, Foundations of Personal Wellness is a comprehensive and cohesive course that explores all aspects of wellness. Offered as a two-semester course designed for high school students, this course uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle.

### **World Languages**

#### **Spanish 1**

Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept,

numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

### **Spanish 2**

Students in middle school continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

### **French 1**

Students in middle school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

### **French 2**

Middle school students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

### **German 1**

Middle school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

### **German 2**

Students continue their introduction to middle school German with this second-year course by covering fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

### **Chinese 1**

In this middle school course students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and

writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

### **Chinese 2**

Middle school students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

### **Latin 1**

Students in middle school begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

### **Latin 2**

Middle school students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

### **Spanish I**

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

### **Spanish II**

High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

### **Spanish III**

In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In

addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. Continuing the pattern, and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

### **French I**

Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

### **French II**

Students continue their introduction to French in this second-year high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas across the globe, and assessments.

### **French III**

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. Continuing the pattern, and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

### **German I**

High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major German-speaking areas in Europe.

### **German II**

Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary

and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major German-speaking areas in Europe.

### **Chinese I**

High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

### **Chinese II**

Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

### **Latin I**

High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

### **Latin II**

Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

## **Career and Technical Electives**

### **Introduction to Business**

This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

### **Introduction to Entrepreneurship I**

The Introduction to Entrepreneurship I course teaches the basics of planning and launching a business. Whether interested in creating a money-making business or a nonprofit to help others, this course provides the core skills needed to succeed. Students learn about real-life teen entrepreneurs,

characteristics of successful entrepreneurs, pros and cons of self-employment, and how to attract investors and manage expenses. Students learn how to generate business ideas; create a business plan, mission and vision; and promote and market a company. Topics include exploring factors of business success and failure, core business concepts, economic systems, competition, production, and the global economy.

### **Introduction to Entrepreneurship II**

The Introduction to Entrepreneurship II course advances the skills and key business concepts students need to know to plan and launch a business. Students learn about setting personal visions and goals, sales stages, opportunities and strategies, planning and budgeting, and interpersonal communication in the workplace. Topics include financing a business; costs and pricing, accounting; bookkeeping, and financial reporting; the role of the government in business; regulations, and laws; working with others; and successfully managing employees. (Prerequisite: Introduction to Entrepreneurship I).

### **Personal Finance**

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

### **Green Design and Technology**

The Green Design and Technology course introduces students to the basic principles of green technologies and innovations in design, architecture, and engineering. Students calculate the ecological footprint and evaluate the impact of green design and technologies on environmental issues and sustainability. Topics include LEED green building rating system, green manufacturing and construction, systems thinking and predicting results, transportation planning and green vehicles, energy sources and alternatives, green agriculture and aquaculture, and natural resources and resource depletion. Students learn sustainable building and living practices.

### **3D Art I – Modeling**

The 3D Art I – Modeling design course focuses on the fundamental concepts of 3D modeling and explores the basic concepts and skills of 3D animation. Students learn Blender® software to create 3D models such as a house, a creature, an animation of the creature walking, and a landscape terrain. Activities include using points on a grid to create mountains and a color gradient to create a sun and a moon. Students learn 3D space and 3D objects; creating, scaling, and rotating objects; materials and textures; poses and key frames; extruding and mirroring 3D objects; rendering animations; and appending materials, textures, objects, armatures, and animations.

### **3D Art II – Animation**

The 3D Art II Animation design course focuses on building animation skills including realistic movement and lighting. Students learn the Blender® software workspace and tools; location and rotation properties; scripts; IP curves; vector handles; rendering and baking animations and simulations; and particle systems and emitters. Activities and projects promote key 3D animation concepts including frames and key frames, squash and stretch, action strips, walk cycles and poses,

and trajectories. Students develop the skills needed to design and create animations with an understanding of the skills needed to succeed as professional animators. (Prerequisite: 3D Art I: Modeling).

### **Digital Arts I**

The Digital Arts I course focuses on building a solid foundation of the basic elements of visual art: line, shape, form, color, value, space, and texture. This course teaches core skills using Inkscape, a free open-source alternative to Adobe® Illustrator®. Topics include learning processes for evaluating artworks, and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients and highlights; and methods of working with color. Students express themselves creatively in original digital drawings and artwork.

### **Digital Arts II**

The Digital Arts II course focuses on the more advanced principles and elements of art and design. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Projects include creating movement with objects; images emphasized through the use of color, shape, and size; and the principles of art including: repetition and pattern, contrast, movement and rhythm, proportion and balance, and harmony and unity. Students advance their skills using Inkscape tools and learn new tools such as the Spiral, Bezier, and Paint Bucket Tools. (Prerequisite: Digital Arts I).

## **FAMILY SUPPORT SERVICES**

at

### **THE O'FARRELL/INGENUITY CHARTER SCHOOLS**

is a collaborative effort between the County of San Diego,  
The O'Farrell Charter Schools and SAY (Social Advocates for Youth) San Diego.

For further information regarding FSS please contact:

Family Support Services Office  
6130 Skyline Drive, Room 121, San Diego, CA 92114  
Tel: (619) 266-4943 or (619) 262-3045 or (619) 527-8746 or (619) 527-8941  
Fax: (619) 264-2881

#### **AVAILABLE SERVICES:**

- 0-5 Health and Developmental Assessments
- 0-5 Literacy and Parenting classes
- Child Abuse Prevention
- Delinquency Prevention
- Family Self-Sufficiency
- Health Promotion/Literacy
- Healthy Families/Med-Cal Enrollment
- Home Visits
- Mental Health Counseling & Support
- School Advocacy
- School Readiness
- Violence Prevention
- Insuring Healthy Families Program
- Project L.I.V.E. Program
- Start Smart Program

The staff of FSS consists of a family support coordinator and three student advocates. In-house staff, outside community agencies, and other professionals provide services. The FSS staff meets regularly with teachers to keep in touch with the needs of the children and their families.

The O'Farrell/Ingenuity Thrift Store is on campus and is open daily.  
It has a large variety of clothing for all ages, small appliances, household items  
and much more.

## **APPENDIX E: THE O'FARRELL CHARTER SCHOOLS - BYLAWS**

### **BYLAWS**

#### **ARTICLE I - NAME**

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

#### **ARTICLE II - PURPOSES**

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

#### **ARTICLE III - OFFICES**

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

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

#### **ARTICLE IV - MEMBERSHIP**

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

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

## ARTICLE V - BOARD OF DIRECTORS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## ARTICLE VI - MEETINGS

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

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

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

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

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

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

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

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

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

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

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

## ARTICLE VII - OFFICERS

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

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

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

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

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

The duties of the Officers shall be as follows:

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

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

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

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

## ARTICLE VIII - EXECUTIVE DIRECTOR

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

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

## ARTICLE IX - COMMITTEES

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

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

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

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

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

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

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

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

9.5.4 appoint committees of the Board or appoint members thereof;

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

9.5.6 amend or repeal the Bylaws or adopt new Bylaws;

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

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

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

## ARTICLE X - MISCELLANEOUS

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

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

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

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

***Execution of Instruments:*** The Board of Directors, except as otherwise provided in these Bylaws, may by resolution, authorize any Officer or agent of the school to enter into any contract or execute and deliver any instrument in the name of and on behalf of the school, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the school by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

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

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

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

**ARTICLE XI - PARLIAMENTARY AUTHORITY**

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

**ARTICLE XII - AMENDMENTS**

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

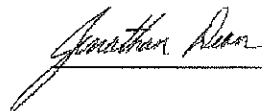
**CERTIFICATE OF ADOPTION**

I, the undersigned, do hereby certify:

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

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

Date: December 11, 2012

 \_\_\_\_\_, Secretary

## **APPENDIX F: THE O'FARRELL CHARTER SCHOOLS**

### **CONFLICTS OF INTEREST CODE**

#### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, The O'Farrell Charter Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of The O'Farrell Charter Schools ("Charter School"), as specifically required by California Government Code Section 87300.

#### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

#### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

#### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

**EXHIBIT A**

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

- A. Members of the Governing Board
- B. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary)
- C. Executive Director of Charter School
- D. Consultants

## EXHIBIT B

### Disclosure Categories

#### Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

#### Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

#### Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

**Board of Directors  
The O'Farrell Charter Schools  
San Diego, California**

In the Matter of Support        )  
of a Conflict of Interest        )  
Policy                                )        RESOLUTION

WHEREAS, this resolution certifies the approval of The O'Farrell Charter Schools Board of Directors to enact a Conflict of Interest Code.

WHEREAS, the purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

BE IT RESOLVED, that the Board of Directors of The O'Farrell Charter Schools authorizes the creation of a Conflict of Interest Code;

PASSED AND ADOPTED by the Board of Directors of The O'Farrell Charter Schools of San Diego County, California, this 10th day of December 2012:

I, Jonathan Dean, Executive Director, The O'Farrell Charter Schools, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at a meeting thereof held on the day and by the vote above stated, which resolution is on file with the minutes of said meeting.

\_\_\_\_\_  
Jonathan Dean, Executive Director

\_\_\_\_\_  
Date

Board Approval Date: **December 10, 2012**

1 The Charter School Executive Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that discretion, a statement of the extent of disclosure requirements. The Charter School Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

## **APPENDIX G: FISCAL POLICIES AND PROCEDURES**

### **FISCAL POLICIES AND PROCEDURES**

#### **OVERVIEW**

The Board of Directors of The O'Farrell Charter School have reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of The O'Farrell Charter School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulates financial policies and procedures, delegates administration of the policies and procedures to the Principal/Superintendent and reviews operations and activities on a regular basis.
2. The Principal/Superintendent has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All administrative employees are required to take annual vacations of at least five (5) consecutive days.
5. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
6. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.
7. The Governance Board can appoint someone else to perform the Principal/Superintendent's responsibilities in the case of absence.

#### **Annual Financial Audit**

1. The Board of Directors will annually appoint a finance committee by October 1, duties will include the selection of an auditor by March 1 prior to year end (June 30<sup>th</sup>).
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the attendance accounting and revenue accuracy practices
  - c. An audit of the internal control practices

## **PURCHASING**

1. The Principal/Superintendent may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Board of Directors must also approve contracts over \$15,000.
2. The Principal/Superintendent must approve all purchases. Purchase requisitions, authorizing the purchase of all items (format to be provided by Business Office), must be signed by the Principal/Superintendent and submitted to Business Office with the related invoice.
  1. When approving purchases, the Principal/Superintendent must:
    - a. Determine if the expenditure is budgeted
    - b. Determine if funds are currently available for expenditures (i.e. cash flow)
    - c. Determine if the expenditure is allowable under the appropriate revenue source
    - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
  2. Any individual making an authorized purchase on behalf of the school must provide Business Office with appropriate documentation of the purchase.
  3. Individuals other than those specified above are not authorized to make purchases without pre-approval.
  4. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
  5. The Principal/Superintendent may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Principal/Superintendent and/or Board of Directors.
    - a. Authorized individuals will be issued a credit card(s) on an annual basis. Related documentation of all purchases will be reconciled on a monthly basis and authorized by the Principal/Superintendent.
    - b. If receipts are not available or are "missing", refer to Principal/Superintendent.
    - c. Credit cards will bear the names of The O'Farrell Charter School and the Principal/Superintendent and/or designee.
    - d. Credit cards will be board approved.
    - e. Debit cards are not allowed.

### **Contracts**

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. The O'Farrell Charter School may opt to avail of contracts negotiated by SDUSD where appropriate.
4. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).

- a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Principal/Superintendent may also require that contract service providers list the school as an additional insured.
5. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Business Office will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Business Office.
6. The Principal/Superintendent will approve proposed contracts and modifications in writing.
7. Contract service providers will be paid in accordance with approved contracts as work is performed.
8. The Principal/Superintendent will be responsible for ensuring the terms of the contracts are fulfilled.
9. Potential conflicts of interest will be disclosed upfront, and the Principal/Superintendent and/or Member(s) of the Board of Directors with the conflict will excuse themselves from discussions and from voting on the contract in accordance with the Board approved Conflict of Interest Policy on file.

## **ACCOUNTS PAYABLE**

### **Bank Check Authorization**

1. All original invoices will immediately be forwarded to the Principal/Superintendent for approval.
2. The Principal/Superintendent will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment.
3. Once approved by the Principal/Superintendent, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice will be sent to Business Office on a weekly basis (Principal/Superintendent should be aware of invoice due dates to avoid late payments). Business Office will then process the invoices with sufficient supporting documentation.
4. The Principal/Superintendent may authorize Business Office to pay recurring expenses (e.g. utilities) without the Principal/Superintendent's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Business Office in writing and updated on an annual basis.

### **Bank Checks**

1. The Board of Directors will approve, in advance, the list of authorized signers on the school account. The Principal/Superintendent, Board President and any other employee, authorized by the Board of Directors may sign bank checks within established limitations.
2. The Board of Directors will be authorized to open and close bank accounts.

3. Business Office and the Principal/Superintendent will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Principal/Superintendent will send appropriate approved documentation to Business Office.
5. Once approved by the Principal/Superintendent, Business Office processes checks based on the check authorization, and the Vice President, Finance and Accounting at Business Office assigned to the school checks with the Principal/Superintendent's facsimile signature stamp for purchases not to exceed \$20,000.
6. The Principal/Superintendent and the designated Board member will co-sign checks in excess of \$50,000 for all non-recurring items.
7. Checks may not be written to cash or bearer. Under no circumstance will any individual sign a blank check.
  - a. Business Office will record the check transaction(s) into the appropriate checkbook and in the general ledger.
  - b. Business Office will distribute the checks and vouchers as follows:
  - c. Original – mailed or delivered to payee
  - d. Duplicate or voucher – attached to the invoice and filed by vendor name by a Business Office accountant with a duplicate copy to be sent to the school site.
  - e. Cancelled Checks – filed numerically with bank statements by a Business Office accountant.
  - f. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Business Office who will attach any other related documentation as appropriate.

### **Bank Reconciliation**

1. Bank statements will be received and opened by the Business Office and forwarded to the Vice President, Finance and Accounting at Business Office assigned to the school.
2. Business Office will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. A Business Office accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The Business Office accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Vice President, Finance and Accounting at Business Office assigned to the school and the Principal/Superintendent.
5. The Business Office accountant will prepare a monthly summary report to be approved by the Vice President, Finance and Accounting at Business Office assigned to the school.

## **PETTY CASH**

1. The Executive Assistant will manage the petty cash fund.
2. The petty cash fund will be capped at \$600.00.
3. All petty cash will be kept in a locked petty cash box in the safe.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. At all times the petty cash box will contain receipts and cash totaling \$600.00. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Executive Assistant within 48 hours of withdrawing the petty cash.
6. When expenditures total \$450.00 (when cash balance is reduced to \$250.00), the Executive Assistant will total the disbursement, complete a petty cash reimbursements form, and obtain the approval of the Principal/Superintendent. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to CSMC.
7. Petty cash fund reimbursement checks will be made payable to the Principal/Superintendent.
8. Any irregularities in the petty cash fund will be immediately reported in writing to the Principal/Superintendent.
9. Loans will not be made from the petty cash fund.

## **ACCOUNTS RECEIVABLE**

1. Documentation will be maintained for accounts receivable and forwarded to Business Office.
2. Accounts receivable will be recorded by Business Office in the general ledger and collected on a timely basis.

### **Cash Receipts (Cash and Checks)**

The O'Farrell Charter School will continue to use these "Financial Policies and Procedures" for accountability and consistency where the operation of ASB is concerned. At no time will ASB funds be distributed for the sole purpose of staff benefit.

### Donations

In most circumstance, all donations made to the school, will be managed by the Friends of O'Farrell, 501(c)(3) foundation. In the rare occasion that a donation is made directly to the school, a deposit will be made to the school's general fund.

## **PERSONNEL**

1. The Executive Assistant will be responsible for all new employees completing or providing all of the items on the Personnel File Checklist.
2. The Principal/Superintendent will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and health insurance forms have been completed.
4. A position control list will be developed during budget season. Business Office will notify the board of any variances to the position control throughout the year.

## **PAYROLL**

### **Timesheets**

1. All classified employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to Business Office on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

### **Overtime**

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours works in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the Principal/Superintendent, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances.

### **Payroll Processing**

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Principal/Superintendent will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to Business Office who will verify the calculations for accuracy [see attached sample].

2. For salaried employees, employees must sign a daily sign-in sheet to verify working days for accuracy. The Executive Assistant will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
3. For substitute teachers, the School Secretary will maintain a log of teacher absences and the respective substitutes that work for them. The School Secretary will verify that the substitutes initial the log next to their names before they leave for the day and that a teacher, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to Business Office.
4. The Principal/Superintendent will notify Business Office of all authorizations for approved stipends.
5. Business Office will prepare the payroll worksheet based on the summary report from the designated school employee.
6. The payroll checks (if applicable) will be delivered to the school. The Principal/Superintendent will document receipt of the paychecks and review the payroll checks prior to distribution.

#### **Payroll Taxes and Filings**

1. Business Office will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. Business Office will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Principal/Superintendent, and submit the forms to the respective agencies.

#### **Record Keeping**

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
  - a. The designated school employee will immediately notify the Principal/Superintendent if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
  - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

## **EXPENSES**

### **Expense Reports**

1. Employees will be reimbursed for expenditures within thirty (30) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to Business Office.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Principal/Superintendent must sign expense reports.
5. Expenses greater than two months old will not be reimbursed.

### **Travel**

1. Employees will be reimbursed for mileage when pre-approved by the Principal/Superintendent. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.
2. The Principal/Superintendent must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by the Principal/Superintendent and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Principal/Superintendent for approval and then on to Business Office for processing.
5. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
6. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
7. If given prior approval, employees are permitted to seek reimbursement for meals and incidental expenses. If any meal is not provided for you, please see the per diem rates below:  
Breakfast = \$9.00  
Lunch = \$14.00  
Dinner = \$24.00

NOTE: One or more meals is often provided by the provider of the conference/workshop; if a meal is provided you will not be reimbursed for expenditures(s) relating to that meal (i.e. if lunch is provided then you will not be reimbursed for a lunch expenditure.)

\*Alcohol and tobacco products are never reimbursable or paid for by the school.

### **Board of Directors Expenses**

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.

2. The Principal/Superintendent will approve and sign the expense report, and submit it to the Business Office for payment.

### **Telephone Usage**

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.

## **FINANCE**

### **Financial Reporting**

1. In consultation with the Principal/Superintendent, Business Office will prepare the annual financial budget for approval by the Board of Directors.
2. Business Office will submit a monthly balance sheet and monthly revenue and expense summaries to the Principal/Superintendent including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Business Office will provide the Principal/Superintendent and/or Board of Directors with additional financial reports, as needed.

### **Loans**

1. The Principal/Superintendent and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the Principal/Superintendent before funds are borrowed.
3. Employee loans are not allowed.

### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or Principal/Superintendent, certain documentation may be maintained for a longer period of time.
2. Business Office will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.

4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

## **RESERVES /INSURANCE/LIABILITIES/ASSETS**

### **Funds Balance Reserve**

1. A funds balance reserve of a minimum of 6% of the total unrestricted General Funds revenues will be maintained and in addition, a contingency of 3% of the unrestricted General Fund revenues must be set-aside within a given fiscal year.
2. The Business Office will provide the Principal/Superintendent with balance sheets on a monthly basis. It is the responsibility of the Principal/Superintendent and the Governance Board to understand the school's cash situation. It is the responsibility of the Principal/Superintendent to prioritize payments as needed. The Principal/Superintendent has responsibility for all operations and activities related to financial management.

### **Insurance**

1. Business Office will work with the Principal/Superintendent to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Principal/Superintendent and Business Office will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Principal/Superintendent and Business Office will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

### **Asset Inventory**

1. An asset is defined as all items, purchased or donated, with a value of \$5000 or more and with a useful life of more than one year.
2. Business Office will file all receipts for purchased asset.
3. Business Office will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. Business Office will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Principal/Superintendent will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Principal/Superintendent will submit to Business Office written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

### **Parking Lot Liability**

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
  - a. Parked in the parking lot during school hours
  - b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
  - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
  - b. If a parent or other visitor causes damage, that individual is responsible.
  - c. If an employee causes damage, the employee is responsible.
  - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

APPENDIX H: ARTICLES OF INCORPORATION

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Secretary of State  
State of California  
DEC 12 2012

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

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

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

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

The specific purposes of the corporation are:

(1) to support, benefit and carry out the purposes of, and to operate, manage, enhance, improve, disseminate, administer, guide, and direct one or more California public charter schools, and other education programs that may be developed, by this corporation; and

4. The foregoing amendments of the Articles of Incorporation have been duly approved by the Board of Directors.
5. The corporation has no members.

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

DATE: 10/10/12

*Christian Scott*  
Christian Scott, President

DATE: 12/14/2012

*Delano Jones*  
Delano Jones, Secretary



I hereby certify that the foregoing is a true and correct copy of the original, as the same appears in the office of the Secretary of State.

JAN 22 2013

DELO: *John Bowen*  
JOHN BOWEN, Secretary of State

**The O'Farrell Charter Schools:  
O'Farrell/Ingenuity Charter School**

**Comprehensive  
School Safety Plan  
2015-2016**

**6130 Skyline Drive  
San Diego, CA 92114  
(619) 263-3009**

**If an emergency or crisis occurs, The O'Farrell Charter School  
will make every effort to notify students and their parents in  
one or more of the following ways:**

- 1. Telephone dial-out**
- 2. E-mail message**
- 3. Text message**
- 4. Student assembly**
- 5. Student/parent flyer**

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**The O'Farrell Charter Schools  
Comprehensive School Safety Plan Criteria  
2015-2016**

California Education Code 32282 requires all schools to create a comprehensive school safety plan which includes the following criteria. O'Farrell has submitted these plans annually since 2005.

**CRITERION 1**

**ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME AND  
SITE RESPONSE TO SCHOOL CRIME DATA**

This means that, after you receive the data from the California Safe Schools Assessment (CSSA) regarding your site, it is your responsibility to review it, analyze the information, and develop a response that details how your school community will improve on the current year's conditions. Identify appropriate strategies and programs to provide and maintain a high level of school safety, and address procedures for complying with existing school safety laws.

***This information is not being made available this year. We analyzed site generated suspension data to develop the updated plan.***

**PROGRAMS AND ACTIVITIES**

**THE STAFF WILL:**

- a. Hold regular meetings in order to identify problem areas or concerns.
- b. Hold regular meetings that provide training in classroom management strategies and social skills curriculum.
- c. Enforce school wide rules, procedures and expectations for all students.
- d. Actively deal with all discipline issues in a timely manner.
- e. Review substance abuse programs and substance use intervention contract.
- f. Provide instruction in zero tolerance, safety, and school rules.
- g. Maintain the school uniform policy and work with staff on proper enforcement.
- h. Teach thematic lessons to all students through homebase related to safety, crime prevention and promoting tolerance.
- i. Lock doors and windows when not in the classroom as well as draw blinds and make sure room alarms are properly functioning during non-school hours.
- j. Establish reward programs for positive behavior and attendance.
- k. Escort students from the campus at the end of each day.

**THE STUDENTS WILL:**

- l. Review the concerns of school crime through the homebase program.
- m. Report problems, concerns or suspicious activity to O'Farrell staff promptly.

- n. Sign and abide by the provisions of the charter school contract.
- o. Follow and practice the FALCON Way.

THE SCHOOLS WILL:

- p. Have emergency procedures and supplies in place prior to school opening.
- q. Practice emergency lockdown and fire drill procedures with all staff and students.
- r. Require supervision aides and student monitors to wear identifying uniforms/vests.
- s. Required all staff and visitors to wear uniforms or visible forms of identification.
- t. Review and analyze suspension data on a regular basis. Data will be shared with team leaders and used to modify campus supervision as appropriate.
- u. Maintain standardized hall pass for all classrooms.
- v. Work with community to improve communication and safety awareness.
- w. Work with city officials to monitor traffic safety and crosswalks around the school.
- x. Maintain accurate equipment inventory and serial number records for each classroom.
- y. Repair vandalism and remove graffiti immediately or before students' arrival if possible.
- z. Immediately notify San Diego Police Services of all graffiti and burglary incidents.
- aa. Install security fencing to limit access to the school grounds.

## CRITERION 2

### CHILD ABUSE REPORTING PROCEDURES

**(Penal Code 11164 et seq. (Administrative Procedure 6370))**

1. All teachers, instructional aides, teachers' assistants, classified employees, administrative officers, supervisors of child welfare and attendance personnel employees, and licensed nurses are required to report suspected child abuse. An in-service, which provided awareness and training, was given to all certificated/classified employees at the beginning of the school year.
2. Suspected child abuse forms are available from the health technician or the FSS office.
3. A known or suspected instance of child abuse must be reported by telephone or by fax, immediately or as soon as practically possible, to one of the child protective agencies.
  - a. Integrated Child Protected Services: Department of Social Services – (619) 560-2191
4. Persons observing evidence of suspected child abuse must inform FSS staff and give completed reports to the FSS coordinator. Students and parents shall be aware that students may also report instances of child abuse on themselves or others to their teachers, counselors, or the Principal/Superintendent.
5. All reports are strictly confidential.

**NOTE: THE REPORTING PERSON SHOULD NOT CONTACT THE CHILD'S HOME OR CONDUCT AN INVESTIGATION OF ANY KIND.**

### CRITERION 3

#### **DISASTER PREPAREDNESS PLAN**

In order to prepare to react in the event of a disaster or emergency situation, we are required to formulate a site emergency preparedness plan. This plan is intended to coordinate all emergency activities of staff and students, and give each person on site a definite plan of action to be followed in the event of an emergency situation.

It is most important for staff to realize that emergency preparedness must become a normal part of a continuous planning process throughout the year. A well prepared and tested plan will minimize injuries and loss of life in a major disaster; therefore, it is expected that all staff members be familiar with the school's emergency preparedness plan.

Disaster planning experts indicate that in the event of a natural calamity such as an earthquake, school staff should be prepared to be self-sufficient for as long as 72 hours. It is the goal of the Disaster Planning Committee to ensure safety and accountability of students and staff and at the same time provide for their needs within that 72-hour period.

Staff members should remember that in times of stress, they must remain calm, evaluate the situation and take action based on the best available information. Be aware that your calm behavior and clear communication will influence the students and other staff members.

***REMEMBER - YOUR FIRST PRIORITY IS THE SAFETY OF THE CHILDREN!***

#### **Please note:**

All public employees are declared by law to be disaster services workers (Government Code 3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school district employees function as disaster services workers depends in large measure upon the decisions of the various school sites and their supervisory personnel.

#### **STAFF AWARENESS AND PREPARATION**

Each staff member should become thoroughly familiar with the contents of this emergency plan, and students should be instructed in the procedures outlined for emergency action so that they will be prepared to react quickly to instructions given to them in times of emergency.

Throughout this plan, the word "DROP" will be used. It has sometimes been referred to as "Duck and Cover."

Students should know the following DROP position: Drop to knees, clasp both hands behind neck, cover ears with forearms, close eyes, and bury face in arms. Make exposed body area as small as possible. DROP is appropriate for any of the following emergencies, whether they be drills or for real: a.) Earthquake, B.) Shooting, C.) Explosion. DROP is appropriate outside of the classroom for an earthquake and when there is a bright flash or explosion.

## ALARM SIGNALS

<b>Fire:</b>	Repeated short bells for one minute
<b>Earthquake Drill:</b>	Continuous one-minute bell
<b>Real Earthquake:</b>	Movement/vibration of ground
<b>Explosion, Plane Crash, Tremendous Noise or Sudden Blinding or Surprise Attack</b>	Glare
<b>Sniper Fire:</b>	Sudden burst of gunfire
<b>Major Neighborhood Disturbance:</b>	Principal/Superintendent will activate actions from the main office according to need
<b>Bomb Threat:</b>	Fire alarm or verbal instructions
<b>Lockdown: Imminent Danger, Disruptions or Unlawful Acts:</b>	Continuous one-minute bell or verbal instructions

## BASIC ACTIONS

<b>Fire</b>	
<b>SIGNAL:</b>	Repeated short bells for one minute
<b>ACTION:</b>	Evacuate all buildings to Emergency Evacuation Area
<b>CLEAR:</b>	Verbal instruction
<u>During Lunch</u> In case of a fire drill during lunch, students will report to their grade level area in the Emergency Evacuation Area. Adults out supervising the lunch area will help escort the students to the Emergency Evacuation Area.	
<u>During Passing Period</u> Should the alarm sound between classes, the students should report to their grade level area in the Emergency Evacuation Area. For example, if an alarm sounds between second and third core, teachers and students would assemble as promptly as possible at the area assigned for their homebase class.	
<u>Before or After School</u>	

In case an alarm is sounded before or after school, all persons present should move rapidly, but in an orderly fashion, to their grade level area at the Emergency Evacuation Area.

## **FIRE SAFETY**

All staff members must be prepared to react in the event of fire. Knowing exactly what to do is essential to protect your own life and the lives of students and other staff members. If a fire is discovered, you shall:

1. Alert office and persons in the immediate area.
3. Attempt to extinguish the fire ONLY if it is controllable. (You should not attempt to extinguish any fire larger than a wastebasket size fire, or if it has spread beyond the spot where it started, or if the fire could block your route of exit.) Do NOT use any extinguisher unless you are familiar with its type and method of operation.

## **FIRE EXTINGUISHERS**

Our school has two types of fire extinguishers, CLASS 'B-C'--CO2 OR DRY CHEMICAL: These extinguishers come in two types, either carbon dioxide or dry chemical. They are RED canisters and are used for flammable liquids or electrical fires. It is important that you familiarize yourself with the type of fire extinguisher located in your room.

The use of all fire extinguishers is basically the same. Stand approximately eight feet from the fire, remove the locking pin, aim the hose or nozzle at the base of the fire, squeeze the handle while slowly sweeping from side to side. Most extinguishers discharge their material quickly, usually in about 8 to 10 seconds. Once used, never rehang an empty fire extinguisher. Notify maintenance to have it recharged.

## **IMPORTANT FIRE SAFETY RULES**

1. Storage of combustibles: Keep storage areas clean and orderly. No combustibles closer than 18 inches from light fixtures or 36 inches from electrical panels.
2. No more than 20 percent of each wall may be covered with paper or flammable decorations. Never hang anything from ceilings or light fixtures.
3. No open flames or hot plates in any classroom unless it has been designated for this purpose and has been equipped with a fire blanket and the proper extinguisher.
4. No extension cords or "octopus" adapters may be used in place of permanent wiring. Extension cords are only for temporary use and must be disconnected and rolled up after use. Permanent type equipment may be connected to circuit breaker extension strips. These are approved by the fire department and are available through the stock catalog. (No. II-E-1000).

## **REQUIRED SAFETY DRILLS AND PROCEDURES**

As required by state law, two fire drills, one disaster drill, and one lockdown drill will occur during the school year. In preparation for these drills, please review with each class the drill procedures. Directions for leaving the building and an evacuation map are located in each room by the exit door.

## FIRE DRILL PROCEDURES

These procedures should be covered with students during the first week of school.

Fire Drill Signal: Continuous series of short bells. Leave the room immediately.

All Clear Signal: Verbal instruction. Return to class.

### Rules for Conducting a Fire Drill

1. Students should be told to stand and proceed quickly and quietly in a single file line to the Emergency Evacuation Area.
2. Caution students to take all valuables with them.
3. Close the doors, teachers take roll sheets and follow the class.
4. If an exit is blocked, the teacher should select the next best route and proceed to a safe area.
5. Classes must stand away from all buildings.
6. When the all clear signal is given, return by the same route in an orderly manner.

<b>Earthquake</b>	
<b>SIGNAL:</b>	Continuous one-minute bell, if drill. Movement of ground if actual emergency.
<b>ACTION:</b>	<p><b>INSIDE:</b> Drop, cover, and hold (in case of a real earthquake, hold on to the furniture you are under to prevent it from moving away from you). If possible, move away from glass windows, overhead hanging objects, light fixtures, book shelves, etc.</p> <p><b>OUTSIDE:</b> Drop. Stay away from building, walls, trees, utility poles, wires, and other objects which could fall. In the event of an actual earthquake, Drop and Cover will remain in effect until verbal directions are given on how to proceed whether students are inside or outside. In the event of a drill, students will remain in the Drop position until evacuation bell sounds series of short bells-fire drill bell).</p>
<b>CLEAR:</b>	A long bell or verbal instruction

<b>Explosion, Plane Crash, Surprise Attack</b>	
<b>SIGNAL:</b>	Tremendous noise or sudden glare
<b>ACTION:</b>	Drop and cover will remain in effect until verbal directions are given on how to proceed. This action will be in effect for inside or outside the classroom.
<b>CLEAR:</b>	Verbal Instructions

<b>Shooting</b>	
<b>SIGNAL:</b>	Sudden burst of gunfire
<b>ACTION:</b>	Instruct students to drop to the ground immediately, face down, as flat as possible. If students are on the playing field or anywhere on the school grounds, do not attempt to run for cover. If within 15-20 feet of a safe place or cover, duck and run to it. Move or crawl away from gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof. Try to get inside or behind a building and stay down. When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening. Call the office from your classroom or other safe position, or run to the office (only if safe) to report the situation. Wait and listen for directions from the police.
<b>CLEAR:</b>	Verbal Instructions

<b>Major Disturbance in the Immediate Neighborhood</b> (such as, but not limited to, a SWAT action, major house fire, or automobile accident).	
<b>SIGNAL:</b>	Phone call to office from police or from other reliable sources.
<b>ACTION:</b>	Students will remain in, or immediately return to, their rooms. If signal comes any time during the instructional day and/or as dismissal is in progress, students are to return to their classrooms and wait for instructions. All school doors should be locked during this emergency.
<b>CLEAR:</b>	Verbal instructions

<b>Bomb Threat</b>	
<b>SIGNAL:</b>	“Bomb threat” phone call to the school. Fire alarm or verbal instruction will be given. Evacuate to Emergency Assembly Area.
<b>ACTION:</b>	<p>The majority of “bomb threat” telephone calls and notes are a hoax or prank calls. All such threats must, nevertheless, be handled quickly and efficiently. The safety of all school personnel and the prevention of panic are the primary consideration. In the event that a bomb threat is received by telephone, the following actions will be taken:</p> <ol style="list-style-type: none"> <li>1. Person receiving threat--keep caller on the line as long as possible. Delay the caller with such statements as “I’m sorry. I did not understand you.” “What did you say?” The recipient of a bomb threat call should use the checklist to get additional information from the caller.</li> <li>2. Recipient of bomb threat call notifies PRINCIPAL/SUPERINTENDENT or designee immediately after caller hangs up.</li> <li>3. Immediately notify:             <ol style="list-style-type: none"> <li>a. School Police: 291-7678</li> <li>b. Police Department or Sheriff’s Office: 911</li> <li>c. Fire Department: 911</li> </ol> </li> <li>4. Office personnel--search your work area for foreign or suspicious objects. If one is found, DO NOT TOUCH OR MOVE IT.</li> <li>5. Custodian--turn off bell system.</li> <li>6. Custodian--make thorough search of area designated for evacuation of students. Be ready to turn off utilities at their source.</li> <li>7. PRINCIPAL/SUPERINTENDENT--alert the staff of the situation in a discreet manner. Coordinate the activities of the staff. Make decision whether school or certain selected buildings will be evacuated.</li> <li>8. Programs Coordinator--assume duties of PRINCIPAL/SUPERINTENDENT in his absence. Direct search classroom and school grounds. Supervise evacuation of students and maintain firm student control.</li> <li>9. Teachers--when fire drill signal is sounded, evacuate students to Emergency Assembly Area. Precaution must be taken to avoid the danger of evacuating past the location of the bomb.</li> <li>10. Remember--do not touch or move any unidentifiable object. Report all such finds to the PRINCIPAL/SUPERINTENDENT. All action regarding disposal or handling of the bomb or device will be handled by the Police or Fire Department.</li> </ol>
<b>CLEAR:</b>	Verbal Instruction

Lockdown: Imminent Danger, Disruptions or Unlawful Acts

<b>SIGNAL:</b>	Teachers are notified that a lockdown is in effect. Means of notification could include the use of phones, school radios, supervision staff or long continuous bell.
<b>ACTION:</b>	<p>If you sense imminent danger, please get your students to the nearest safe area and attempt to notify the office. In the event of a lockdown, the following actions will be taken:</p> <p>Students will remain in their classes. Do not follow the regular daily schedule. Keep students in class until further notice. No passes!</p> <ol style="list-style-type: none"><li>1. All P.E. students and staff will go immediately to the locker rooms. Students remain in locker room until further notice.</li><li>2. Classroom doors, windows and curtain will be shut and locked. Lights should be turned off.</li><li>3. Lunch will be cancelled or delayed. If a lockdown occurs during lunch, teachers and staff at lunch go immediately to lunch area, escort their students to the closest room and keep them there.</li><li>4. Family members on prep need to assist PE teachers if it is safe to reach the locker area.</li><li>5. No one should use the telephones in the classrooms unless you have pertinent information (police or medical) for rescue personnel. The information should be given to the school secretary. Students should NOT be answering the phones.</li><li>6. Evacuation information will be given verbally by security staff, by e-mail, or by telephone message.</li></ol>
<b>CLEAR:</b>	Verbal notification or phone calls.

## LOCKDOWN DRILL

Lockdown Drill Signal: One long continuous bell. Everyone stays in the room. Do not leave.  
Teacher waits for phone call.

Actual Lockdown: If you hear a long, continuous bell and you haven't been warned about a drill, it means it is a real lockdown. Everyone immediately goes to the nearest room for shelter.

<b>SIGNAL</b>	One continuous bell with follow-up phone call
<b>EVACUATION</b>	At direction of supervision staff or police only
<b>ALL CLEAR SIGNAL</b>	Phone call or notification by supervision staff

Once the drill begins, the teacher shall locate any students in the immediate vicinity of the classroom, get them inside, and then **read aloud** all the safety procedures listed below.

All students and teachers shall remain in their classrooms with lights off, blinds closed and doors locked until the room has been cleared by security. We will not be practicing an evacuation. Evacuation procedures will be determined by police who take charge in the event of a shooting. It would be useful to check attendance again. It is not necessary to move any furniture. Instruction may continue while waiting for security to clear the room.

### SAFETY PROCEDURES IN EVENT OF A SHOOTING/LOCKDOWN

1. Teachers are to get every student nearby into a classroom and lock the door and close the curtains. Lights and computer monitors should be turned off.
2. Teachers are to take the names, grade, and homebase of all students in the classroom.
3. All student desks and tables should be flipped on their sides to serve as a barrier between the windows and the students in event of a shooting incident.

4. No one should use the telephones in the classrooms unless you have pertinent information (police and medical) for rescue personnel. Information should be given to the school secretary (dial 0). Only adult staff should be communicating on the telephone.
  5. Teachers should be positioned near the door to permit access to students and staff.
  6. Evacuation information will be given verbally by security staff or by a telephone message.
  7. Turn your monitor back on to check your e-mail. If possible, updates on the situation will be sent every 5 to 10 minutes. Turn your monitor off once you have checked for updates.
  8. A phone call by the office will be made to each individual classroom alerting them of the "all clear."
- 9. STAY PUT!**

<b>DISASTER DRILL</b>	
<b>SIGNAL:</b>	One continuous bell. Instruct students to "Duck and Cover."
<b>EVACUATION SIGNAL:</b>	Series of short bells (fire drill bell)
<b>ALL CLEAR SIGNAL:</b>	A long bell or verbal instruction

<b>EARTHQUAKE PROCEDURES</b>	
<b>SIGNAL:</b>	The event itself sets the procedure in motion. There will be movement and vibration of ground. Everyone "Ducks and Covers."
<b>EVACUATION:</b>	<p>Evacuation to the Emergency Evacuation Area will be communicated by the SIGNAL:SIGNAL adult in charge when in the judgment of that person it is safe to evacuate (usually 3 to 5 minutes after initial earthquake). If aftershock occurs, "Duck and Cover" until it stops.</p> <p>Student leader leads class to the Emergency Evacuation Area.</p> <ul style="list-style-type: none"> <li>• Teacher takes roll book and emergency folder and puts the appropriate marker on classroom door. <b>DO NOT LOCK THE DOOR!</b> <ul style="list-style-type: none"> <li>- Chalk 'X' on the outside of the door to represent all persons have been evacuated.</li> <li>- YELLOW - trapped</li> <li>- RED - immediate care needed</li> <li>- BLACK - dead</li> </ul> </li> </ul>

Any injuries too severe to move or anything that is too time consuming (such as unburying a student) are to be left. The Search and Rescue Team will do this. You have responsibilities to the mobile students to get them into the clear

- Grades K-8 go to your classroom location at the Emergency Evacuation Area (North P.E. Field). Grade 9 go to your classroom location at the Emergency Evacuation South P.E. Field)

Line up against fence according to your room number. Families are located together.

- Take attendance after waiting a few minutes for students who may have been in the restroom, running an errand, in the Library, etc. Transfer attendance information to the "Teacher Emergency Report Form." Send the form and the orange card with your room number to Command Center located in the center of the P.E. field.
- Calm students, monitor for shock and control bleeding. Students who need to be moved to the Nurse's Triage Center need to be escorted. It is located at the top of the north P.E. ramp on the right side. All non-critical injuries are to be handled by you and your homebase class. Utilize your class survival and first aid kits. Since you are located by families you can move the students to the homebase after the initial roll-call.
- If your students are at P.E. you will need to go to your family area immediately.  
Please wait until the P.E. teachers have taken roll-call followed by the relay to the Command Center before you move your students into homebase groups.
- Break out games or other activities to keep students occupied.  
Teachers will remain in the Emergency Evacuation Area with their class unless they have been assigned to an emergency team.  
Teachers who have to leave the area because of team responsibilities should pre-arrange to have a buddy teacher watch their class until they return from their duties.
- The Search and Rescue Teams will be doing a sweep of all buildings.
- In case of a drill:  
Once the sweep has been completed and everyone has been accounted for the ALL CLEAR signal will ring (one long bell). A runner from the Command Center will be sent to excuse the homebases. At this time you will pick up all your things on the ground (including trash) and return to your homebase classroom.

- -In case of a real earthquake:

	<p>Once the sweep has been completed and everyone has been accounted for, everyone will remain in the Emergency Evacuation Area. Teachers will not release any students from the area unless instructed by the team at the Reunion Gate. If student has been requested at Reunion Gate, send the student to the gate with a member of that team for processing. <b>DO NOT RE-ENTER BUILDINGS;</b> only sweep and rescue team members will be allowed in buildings.</p>
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During Lunch.

In case of an earthquake during lunch, move away from buildings, trees, utility poles, and other hazards. Everyone will “Duck and Cover.” Evacuation will be communicated by an adult in charge when, in the judgment of that person, it is safe to evacuate (usually 3 to 5 minutes after initial earthquake). Students will evacuate to their homebase pole in the Emergency Evacuation Area.

During Passing Period

Should an earthquake occur during the passing period, students should “Duck and Cover” in a safe area. An adult in the area will communicate evacuation when in the judgment of that person it is safe to evacuate (usually 3 to 5 minutes after initial earthquake). Students will evacuate to their homebase pole. For example, if an earthquake occurs between second and third core, teachers and students would assemble as promptly as possible at the area assigned for their homebase class.

Before or After School

In case of an earthquake before or after school, everyone should find a safe area and “Duck and Cover.” Evacuation to the Emergency Evacuation Area will be communicated by an adult in charge when, in the judgment of that person, it is safe to evacuate (usually 3 to 5 minutes after the initial shock).

#### CRITERION 4

### **POLICIES AND ACTS RELATED TO SUSPENSION, EXPULSION, OR MANDATORY EXPULSION**

#### SUSPENSION

The Assistant Principal or other designee of the Principal/Superintendent is authorized to conduct the process leading to formal suspension. They are based on O'Farrell Administrative Policy for behavior. Length of suspension is determined using the guidelines. The parent/guardian should be contacted by the homebase teacher or family leader or assistant principal and offered a conference to explain the suspension. At the parent conference, the parent/guardian and student should be fully informed of reason for disciplinary action and given all evidence against him/her as well as an opportunity to present their version and/or evidence in their defense. The parent/guardian must also be fully apprised of their rights to appeal the suspension. The Report on Suspension should be fully completed and immediately given to supervision for processing. Comments noted on the form should be brief and specific to the offense. The family leader/assistant principal must sign the bottom of the form. Parents should be informed that a suspension also includes an automatic notification to Family Support Services. On the tenth day of suspension within any given school year the student may be recommended for a expulsion.

#### ZERO TOLERANCE/EXPULSION

Each student and parent is required to read and sign the Notice of Zero Tolerance Policy and the Charter School Agreement as a requirement upon enrollment. Students attend an assembly which explains the policies of both zero tolerance and suspensions. Zero Tolerance/expulsion offenses are based on the O'Farrell Suspension and Expulsion Board Policy. If a student has committed a zero tolerance offense, contact the Principal/Superintendent. If San Diego police are involved, the family leader/Principal/Superintendent will contact them so they can investigate before the parent notification is made. Victim and witness statements should be taken immediately on the correct forms available.

Family Leaders, Assistant Principals, and other designees of the Principal/Superintendent are authorized to recommend students for expulsion and prepare all necessary documentation. The Principal/Superintendent reviews the recommendation and supporting documentation within five school days of the incident. The Principal/Superintendent will notify the parents/guardians in writing if the expulsion recommendation is moving forward. The parents/guardians will also be notified of the expulsion hearing process.

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law, state law or El

Dorado SELPA policies require additional or different procedures, including a manifestation determination.

## CRITERION 5

### **NOTIFICATION TO TEACHERS OF DANGEROUS STUDENTS**

The Principal/Superintendent will provide all teachers with information received from the court and the Probation Department regarding students that previously have committed violent or dangerous crimes. Such information will be made available to teachers, counselors, and administrators with direct supervisory experience over the student in order to enable staff to (a) work with the students in the appropriate fashions; (b) avoid being needlessly vulnerable; and (c) protect other persons from needless vulnerability. Teachers, counselors, and administrators may access such information through the Principal/Superintendent who maintains a file for this purpose. Any such information so received by a teacher, counselor, or administrator shall be confidential and not be disseminated any further. In addition, teachers have full access through Zangle to view all prior disciplinary actions or incidents occurred by their assigned students.

## CRITERION 6

### **A SEXUAL HARASSMENT POLICY**

The O'Farrell Charter Schools are committed to providing a work and educational atmosphere that is free of unlawful harassment. O'Farrell's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. O'Farrell will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. O'Farrell will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

O'Farrell is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their

assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal/Superintendent. See **Appendix A** for the "Harassment Complaint Form" and **Appendix B** for the general "Complaint Form", in the Employee Handbook

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
  
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
  
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic;
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

O'Farrell will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

## CRITERION 7

### THE O'FARRELL UNIFORM POLICY

#### THE O'FARRELL ELEMENTARY UNIFORM POLICY

O'Farrell requires that all students wear uniforms. Approved O'Farrell uniforms must be purchased at Mario's Family Clothing, 28 N. Euclid Ave, 91950. 619-264-6081. They have a brochure called "O'Farrell's Uniform Brochure" that lists all of the approved clothing. Please do not purchase anything that is not a part of this list as it will not be permitted on campus.

#### **Purpose: Safety and Unity**

Research has shown that students who dress alike also enjoy an increased sense of unity. The same evidence shows that uniforms will increase student safety, reduce violence and make it much easier to identify persons who do not belong on campus. Student uniforms ensure that we avoid styles of clothing that could be misinterpreted as gang-related, distracting, or immodest.

#### **Scholarships/Assistance**

Assistance may be available for students and families in need through Family Support Services. Contact them directly for more information.

#### **Enforcement**

Infractions will be routed to the student's teacher, who will then follow through with appropriate discipline actions. If a student is not in uniform, the student will remain in their classroom for the remainder of the day or until the parent or guardian is able to bring them appropriate clothing. These additional consequences will be added with each infraction.

- **First uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the teacher. Parent/Guardian telephoned by teacher.
- **Second uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the teacher. Parent/Guardian telephoned by teacher and student assigned lunch detention.
- **Third uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the teacher. Parent/Guardian telephoned by teacher. Student assigned to after school detention.
- **Fourth uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the teacher. Student assigned Friday Night School (one hour detention)

- **Fifth uniform violation** – Uniform violation notice brought home and signed by the parent or guardian and returned to the teacher. Parent Guardian telephone by the teacher and/or program coordinator. Student assigned one week of lunch detention
- **Sixth uniform violation** – Uniform violation notice brought home and signed by the parent or guardian and returned to the teacher. Parent Guardian telephone by the teacher and/or program coordinator. Student assigned one day suspension
- **Continued Violations** - Each further violation will result in a one day suspension.

The uniform must fit properly, not exceeding one size beyond the correct size and **may not be modified, altered or changed in any way**. This includes bagging or sagging pants, oversized shirts, skinny pants, safety pins, rubber bands, buttons etc. Clothes may not have a ripped or torn appearance. Rain gear, hats or other extreme weather and other non-uniform items must be removed and put away upon campus entry.

**NO ITEMS OF CLOTHING WITH LOGOS, WRITING OR BRAND NAMES THAT ARE VISIBLE WILL BE ALLOWED.** The only exceptions are O'Farrell uniforms with O'Farrell logos or lettering.

## THE O'FARRELL K-5 UNIFORM POLICY

The uniform **must be purchased at Mario's**. Uniform means "one form". As such, **items from the approved Mario's list cannot be modified or changed in any way**. This includes using rubber bands, safety pins, or tapering pants to make them "skinny". Clothing may not be ripped or torn in any way. Rain gear, hats, or other non-uniform items must be removed and put away upon campus entry.

**Girls:**

Flat Front Flare Khaki Pant  
Welt Pocket Khaki Pant  
Bermuda Shorts Khaki  
French Toast Skort Khaki



**Boys:**

Original Fit Slim Straight Khaki Pant  
Flex Waist Khaki Pant  
Boy's Dickies Shorts



*Approved pants from Mario's do not have an outside back pocket*




- **Long Pants:** Must fit properly, be worn at the waist and not be altered or modified in any way. **Pants which are too large (saggy, baggy) or too tight (skinny) are not allowed.**
- **Shorts/Skirts:** The shorts/skirts **must be no more than 2" above the knee (shorts must also not be more than 2" below the knee) and may not be form-fitting.** They must fit properly.

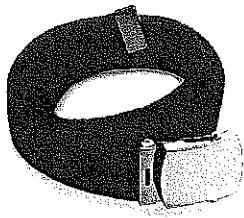
Light blue O'Farrell embroidered polo shirts (Purchased at Mario's)



- Light blue polo shirt (long or short sleeved) from Mario's containing the O'Farrell embroidered logo.
- All students in grades 4-5 are required to tuck in their shirts. Students in grades K-3 are not required to tuck in their shirts.
- Undergarments may not be visible, including appearance through thin or transparent clothing. Undershirts or long sleeved shirts worn under the O'Farrell uniform shirt may not have hoods.

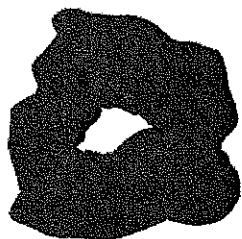
**Undershirts or turtlenecks must be plain white, black, light blue (baby blue), or grey. (no graphics).**

<p>Navy O'Farrell embroidered jackets, sweatshirts and sweaters (Purchased at Mario's)</p> 	<ul style="list-style-type: none"> <li>• Students may only wear sweatshirts, jackets, and sweaters from Mario's that are navy with the O'Farrell embroidered logo.</li> <li>• <b><u>Winter garments with hoods are not allowed.</u></b></li> <li>• A uniform shirt must be worn underneath any outer garments at all times.</li> </ul>
<p>Shoes: plain black or white, or any combination of black and white leather or canvas shoes with black or white laces.</p> 	<ul style="list-style-type: none"> <li>• Shoes must have closed toes and heels.</li> <li>• <b><u>No boots, house shoes, or slippers.</u></b></li> <li>• Any name brand/logo must be black or white.</li> </ul>
<p>Socks: solid white or black</p> 	<ul style="list-style-type: none"> <li>• Must be <u>solid white or solid black</u>. Socks must be at least 4 inches below the knee.</li> <li>• <b><u>Tights or leggings must be plain solid black and may only be worn with a skirt.</u></b></li> </ul>
<p>Belts with plain hinge buckles (Purchased at Mario's or at O'Farrell)</p>	<ul style="list-style-type: none"> <li>• Students in grades K - 3 do not need to wear a belt, <b>though if they choose to wear a belt, it must be the approved O'Farrell uniform belt.</b></li> </ul>



- **All students in grades 4 - 5 must wear the O'Farrell belt.**
- **Solid black** web belt with a plain silver hinged buckle - no initials or designs. (available at Mario's or O'Farrell) The belt must match the waist size. Extra length must be tucked in the belt loops.

## Accessories



- **Jewelry:** All jewelry must be plain with no lettering, logos or symbols and black, white, gold, or silver in appearance. Accessories or body modifications that prove to be a distraction will be handled on an individual basis.
- **Hair Accessories:** Hair accessories must be black, white, gold, or silver. Bandanas, scarves, or rags are not allowed. If headwear for religious or medical reasons is required, the head covering must be solid black, white, gold, or silver with no logos or writing.
- **Hair:** (including dyes, streaks, and hair extensions) must be of a natural hair color. For example, magenta and burgundy are not natural hair colors and are therefore not allowed.
- **Beanies/Hats:** An O'Farrell approved beanie will be available for purchase ONLY at O'Farrell in late fall. Students will be allowed to wear the beanie from December to March only when outside. Beanies must be worn above the eyebrows. No other hats are allowed.
- **Mittens/Gloves:** may only be worn in cold weather from December to March and may only be worn outside. Mittens/gloves must be plain solid black or plain solid white only. Students may not wear scarves.
- **Glasses:** Non-prescription glasses or non-prescription sunglasses are not allowed.
- **Backpacks:** Any color/brand is ok. May not be modified or written on except for student's name.

## THE O'FARRELL MIDDLE/HIGH SCHOOL UNIFORM POLICY

O'Farrell requires that all students wear uniforms. Approved O'Farrell uniforms must be purchased at Mario's Family Clothing, 28 N. Euclid Ave, or 7761 Broadway, Lemon Grove, 619-264-6081. Please DO NOT purchase anything that is not on the approved O'Farrell Uniform list (found below.)

- **Purpose: Safety and Unity**

Research has shown that students who dress alike also enjoy an increased sense of unity. The same evidence shows that uniforms will increase student safety, reduce violence and make it much easier to identify persons who do not belong on campus. Student uniforms ensure that we avoid styles of clothing that could be misinterpreted as gang-related, distracting, or immodest.

- **Scholarships/Assistance-**

Assistance may be available for students and families in need through Family Support Services. Contact them directly for more information.

- **Enforcement**

Infractions will be routed to the Homebase teacher, who will then follow through with appropriate discipline actions. If a student is not in uniform, the student will remain in their homebase classroom for the remainder of the day or until the parent or guardian is able to bring them appropriate clothing. These additional consequences will be added with each infraction.

- **First uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the Homebase teacher. Parent/Guardian telephoned by Homebase teacher.
- **Second uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the Homebase teacher. Parent/Guardian telephoned by Homebase teacher and student assigned detention.
- **Third uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the Homebase teacher. Parent/Guardian telephoned by Homebase teacher. Student assigned to Friday Night School or Saturday School
- **Fourth uniform violation** - Uniform violation notice brought home and signed by the parent or guardian and returned to the Homebase teacher. In-School Suspension and conference with the parent/guardian
- **Fifth uniform violation** – Uniform violation notice brought home and signed by the parent or guardian and returned to the Homebase teacher. Parent Guardian telephone by the Homebase teacher and/or family leader. Saturday Suspension

- **Sixth uniform violation** – Uniform violation notice brought home and signed by the parent or guardian and returned to the Homebase teacher. Parent Guardian telephone by the Homebase teacher and/or family leader. One day suspension
- **Continued Violations** - Each further violation will result in a one day suspension.

*The uniform must fit properly, not exceeding one size beyond the correct size and **may not be modified, altered or changed in any way.** This includes bagging or sagging pants, oversized shirts, skinny pants, safety pins, rubber bands, buttons etc. Clothes may not have a ripped or torn appearance. Rain gear, hats or other extreme weather, non uniform items must be removed and put away upon campus entry*

**THE O'FARRELL 6-8 UNIFORM POLICY**

**The following O'Farrell Uniform items MUST be purchased at Mario's:**

<p><b>PANTS, SHORTS,SKIRTS</b></p> <p>Girls: Flat Front Flare Khaki Pant Welt Pocket Khaki Pant Bermuda Shorts Khaki French Toast Skort Khaki</p> <p>Boys: Original Fit, Slim Straight Khaki Pant Flex Waist Khaki Pant Boy's Dickies Shorts</p>	<ul style="list-style-type: none"> <li>• <b>Long Pants:</b> Must fit properly, worn at the waist and not be altered or modified. Pants which are too large (saggy, baggy) or too tight (skinny) are not allowed. No rips or tears. No Capri pants.</li> <li>• <b>Shorts/Skirts:</b> The shorts/skirts must be no more than 2" above or below the knee and not be form fitting. They must fit properly.</li> </ul>
<p><b>SHIRTS</b></p> <p>White or Navy polo shirt (long or short sleeved) with the O'Farrell embroidered logo.</p>	<ul style="list-style-type: none"> <li>• Mario's has only one style of polo allowed.</li> <li>• Shirts must be properly tucked in at all times so they O'Farrell belt is visible.</li> </ul>
<p><b>JACKETS, SWEATSHIRTS, SWEATERS</b></p> <p>Crewneck sweatshirt Windbreaker Heavy Fleece Jacket Cardigan Sweater</p>	<ul style="list-style-type: none"> <li>• Approved items are <b>navy</b> with the O'Farrell embroidered logo.</li> <li>• Winter garments do not have hoods.</li> <li>• A uniform shirt must be worn underneath any outer garments.</li> </ul>
<p><b>BELTS</b></p> <p>Black web belt with plain silver hinge buckle</p>	<ul style="list-style-type: none"> <li>• The belt must match the waist size with extra length tucked in the belt loops.</li> <li>• Belt is available for purchase at Mario's AND O'Farrell</li> </ul>

**The following items do not have to be purchased at Mario's, but must meet these guidelines:**

<p><b>UNDERSHIRTS OR TURTLENECKS</b></p> <p>Solid black, solid navy or solid grey</p>	<ul style="list-style-type: none"> <li>• No designs or logos.</li> <li>• Undergarments (bras) may not be visible.</li> </ul>
<p><b>SHOES</b></p>	<ul style="list-style-type: none"> <li>• Leather or canvas shoes with closed toes and heels. No boots, house shoes/slippers</li> </ul>

<p>Solid black or white, or black/white combo</p>	<ul style="list-style-type: none"> <li>• Soles, logos, and laces must also be black or white only.</li> </ul>
<p><b>SOCKS</b> Solid black OR solid white (NO black/white combo)</p>	<ul style="list-style-type: none"> <li>• Must be solid white or solid black</li> <li>• Socks must be 4 inches below the knee</li> <li>• No leggings or stockings</li> </ul>
<p><b>ACCESSORIES</b></p> <p><b>Jewelry/Hair Accessories /Watches/Other:</b> Black, white, gold or silver (This includes head coverings for religious or medical reasons.)</p> <p><b>Beanies/Hats</b></p> <p><b>Gloves</b></p> <p><b>Glasses</b></p> <p><b>Backpacks/Book bags</b></p>	<ul style="list-style-type: none"> <li>• All jewelry must be plain-no lettering, logos, symbols</li> <li>• Accessories or body modifications that prove to be a distraction will be handled on an individual basis.</li> <li>• Hair (including dyes, streaks or extensions) must be of a natural hair color-(magenta and burgundy are NOT natural hair colors and not allowed)</li> <li>• Bandanas, scarves or rags are not allowed.</li> <li>• No buttons or pins on clothing.</li> <li>• Beanies may be purchased at O'Farrell only and only be worn between December and March, outside.</li> <li>• Must be worn above the eyebrows. No other hats.</li> <li>• Gloves-Solid black or white cotton only. Worn between Dec and March (no leather baseball gloves)</li> <li>• Non-prescription glasses or sunglasses are not allowed.</li> <li>• Backpacks may be any color/brand. May not be modified or written on except for student's name.</li> </ul>

**THE O'FARRELL 9-12<sup>TH</sup> GRADE UNIFORM POLICY**

**The following O'Farrell Uniform items MUST be purchased at Mario's:**

<p><b>SHIRTS</b></p> <p>Black or Maroon polo shirt (long or short sleeved) with the O'Farrell embroidered logo.</p>	<ul style="list-style-type: none"> <li>• Mario's has only one style of polo allowed.</li> <li>• Shirts must be properly tucked in at all times so they O'Farrell belt is visible.</li> </ul>
<p><b>JACKETS, SWEATSHIRTS, SWEATERS</b></p> <p>Crewneck sweatshirt Windbreaker Heavy Fleece Jacket Cardigan Sweater</p>	<ul style="list-style-type: none"> <li>• Approved items are <b>black</b> with the O'Farrell embroidered logo.</li> <li>• Winter garments do not have hoods.</li> <li>• A uniform shirt must be worn underneath any outer garments.</li> </ul>
<p><b>BELTS</b></p> <p>Black web belt with plain silver hinge buckle</p>	<ul style="list-style-type: none"> <li>• The belt must match the waist size with extra length tucked in the belt loops.</li> <li>• Belt is available for purchase at Mario's AND O'Farrell</li> </ul>

**The following items do not have to be purchased at Mario's, but must meet these guidelines:**

<p><b>JEANS</b></p> <p>Long jeans, jean shorts or jean skirt</p>	<ul style="list-style-type: none"> <li>• Jeans material may be blue, black or grey</li> <li>• Must fit properly, worn at the waist and not be altered or modified. Jeans which are too large (saggy, baggy) or too tight (skinny) are not allowed. No rips or tears. No Capri pants.</li> <li>• Shorts/Skirts: The shorts/skirts must be no more than 2" above or below the knee and not be form fitting. They must fit properly.</li> </ul>
<p><b>UNDERSHIRTS OR TURTLENECKS</b></p> <p>Solid black, solid white or solid grey</p>	<ul style="list-style-type: none"> <li>• No designs or logos.</li> <li>• Undergarments (bras) may not be visible.</li> </ul>
<p><b>SHOES</b></p> <p>Solid black or white, or black/white combo</p>	<ul style="list-style-type: none"> <li>• Leather or canvas shoes with closed toes and heels. No boots, house shoes/slippers</li> <li>• Soles, logos, and laces must also be black or white only.</li> </ul>

<p><b>SOCKS</b></p> <p>Solid black OR solid white (NO black/white combo)</p>	<ul style="list-style-type: none"> <li>• Must be solid white or solid black</li> <li>• Socks must be 4 inches below the knee</li> <li>• No leggings or stockings</li> </ul>
<p><b>ACCESSORIES</b></p> <p><b>Jewelry/Hair Accessories /Watches/Other:</b> Black, white, gold or silver (This includes head coverings for religious or medical reasons.)</p> <p><b>Beanies/Hats</b></p> <p><b>Gloves</b></p> <p><b>Glasses</b></p> <p><b>Backpacks/Book bags</b></p>	<ul style="list-style-type: none"> <li>• All jewelry must be plain-no lettering, logos, symbols</li> <li>• Accessories or body modifications that prove to be a distraction will be handled on an individual basis.</li> <li>• Hair (including dyes, streaks or extensions) must be of a natural hair color-For example, magenta and burgundy are NOT natural hair colors and not allowed.</li> <li>• Bandanas, scarves or rags are not allowed.</li> <li>• No buttons or pins on clothing.</li> <li>• Beanies can be purchased at O’Farrell only and only be worn between December and March, outside.</li> <li>• Must be worn above the eyebrows. No other hats.</li> <li>• Gloves-Solid black or white cotton only. Worn between Dec and March (no leather baseball gloves)</li> <li>• Non-prescription glasses or sunglasses are not allowed.</li> <li>• Backpacks may be any color/brand. May not be modified or written on except for student’s name.</li> </ul>

*\*Ingenuity will provide uniform policy at a later date.*

## CRITERION 8

### **PROCEDURES TO ENSURE SAFETY OF STUDENTS, STAFF, AND PARENTS/GUARDIANS WHILE GOING TO AND FROM SCHOOL**

1. In the O'Farrell binder, students are reminded that school behavioral standards are in effect in route to and from school as well as during extra curricular activities both on and off campus. Students are also reminded of this during discipline assemblies.
2. Parents and students are reminded about traffic safety and crosswalk use in the student planner and school newsletter.
3. Site staff are posted at all entrance/exits before and after school.
4. Entry or exit to the campus is only allowed through supervised gates.
5. Student campus access is restricted in the mornings only into supervised areas and students are escorted off campus each day after school.
6. As required by state law, each principal/site administrator shall conduct safety drills periodically (including fire, earthquake/disaster preparedness and lock down drill) to maintain awareness of procedures.
7. Site emergency plan will be reviewed twice annually by staff.

## **CRITERION 9**

### **SAFE AND ORDERLY SCHOOL ENVIRONMENT**

We believe in timely, consistent, and appropriate intervention that puts the child back on track as quickly as possible when a student fails to learn and act in the FALCON Way. We also believe that consequences must be designed to meet the individual needs of students. Therefore, the homebase teacher will refer to the school-wide discipline plan guide and may consult with students, parents, teachers, family leaders or administration in order to select appropriate consequences and intervention to meet the individual needs of the child. The severity of the inappropriate behavior will determine the level of consequence.

Annually, we will provide copies of our comprehensive Safety School Plan to staff, local fire departments, law enforcement agencies, Primetime program director and the Board of Directors.

Per Procedure 6270, students are under the direct supervision of staff members at all times while in school, or while attending a school-directed activity. The discipline policies and homebase program of O'Farrell are designed to establish and maintain an environment in which students and staff members can perform effectively in the school setting, so that each student can exercise his or her right to obtain the best education possible.

All staff is regularly provided training on roles and responsibilities related to school safety and discipline policies. Homebase teachers meet with parents and are the primary liaison for all concerns related to students in their homebase.

### **STAFF RESPONSIBILITIES**

Teachers should sign in each morning to indicate their presence. Staff should not be on campus alone after hours. (6:30 a.m. – 6:00 p.m.) Doors should be locked when rooms are not in use or when working before or after school. All suspicious persons on campus should be reported to the office or supervision aides. In case of a threatening situation, seek immediate help from nearby staff and contact the site supervision aides who can radio for help.

### **CAMPUS SUPERVISION**

Campus Security Assistants patrol the campus daily. They report to the Principal/Superintendent. Teachers should be standing at the door of their classrooms at 7:25 a.m. and standing at their door during passing periods unless assigned other duties. The Principal/Superintendent should be available to staff until 4:00 p.m. daily. When exceptions

arise backup can be provided by the administrator-in-charge, designated by the Principal/Superintendent, and can be called by the administrative assistant or other office staff.

### **CAMPUS SUPERVISION RESPONSIBILITIES**

Classroom teachers who leave their rooms during prep periods are expected to be back in time to supervise during passing periods. Please make a point of returning early to locked classrooms so that students will not congregate outside the doorway. Early dismissals are not authorized. Students must be supervised at all times.

### **LUNCH SUPERVISION**

Lunchtime supervision is conducted to maintain acceptable standards of student behavior, promote the cleanliness of the campus, prevent the entry of unauthorized visitors, and enforce the policy of a closed campus.

Students are required to follow the "FALCON Way" at all times, stay in the designated lunch area and dispose of their trash in trash receptacles. They are not permitted to leave campus during lunchtime, nor have visitors. Students are required to remain seated the last ten minutes of each lunch.

### **PASSES FROM CLASS**

No lavatory passes should be issued during the first five minutes and the last five minutes of any class. Students should not be permitted to leave class at any time without a properly completed pass containing the student's name, the date, destination, time and the teacher's signature. Ink should be used to fill out these passes.

Students receive four bathroom passes every six weeks. Students should be encouraged to use the lavatory on their own time. If physiological or health problems are used as a reason for frequent lavatory passes, the student's name should be submitted to the health technician for further checking and recommendation.

Requests to see the health technician should be given careful consideration. Teachers must use careful judgment in granting or refusing requests to see the health. Students may not "drop in" to see the nurse between classes without a pass.

Students going to the Library should use a regular pass complete with name, date, time, destination, and teacher's signature. Note the time to return, if student is to return to class before the end of the period.

## SCHOOLWIDE DISCIPLINE GUIDE

### Rationale

- All staff members at O'Farrell are responsible for school-wide discipline
- Promote consistency school-wide
- Provide a process for intervention prior to suspension
- Provide follow-up after suspension, including a contract, and FSS intervention
- Maintain a high standard of behavior school-wide

### Successful Strategies for Classroom Management

Students are given three warnings per class period daily.

- Enforce the FALCON Way.
- Use positive classroom management.
- Be consistent.
- Use mediation.
- Teach positive problem solving strategies to your students.
- Put the student on a daily contract/progress report
- Utilize FSS. Ask FSS staff to present lessons on various topics to the whole class. Involve FSS staff in the curriculum when appropriate.
- Give out yellow slips for exemplary behavior.
- Use awards and rewards: specific and genuine verbal compliments, raffles, etc.
- Listen compassionately and reflectively to your students.
- Encourage student involvement in extracurricular school activities.

### All parties, starting with homebase teachers, must be involved in resolving conflicts.

- When incidents involve students from different homebases or student/adult conflicts, all adults must be in agreement concerning disciplinary action of the student(s). If agreement is not reached, family leaders should be involved in a resolution.
- Family leaders need to be notified of any serious infractions concerning their family members.

**THE O'FARRELL CHARTER SCHOOLS  
STUDENT PROGRESSIVE DISCIPLINE PLAN**

**Purpose of Progressive Student Discipline Plan:** To provide a fair and consistent way to establish a safe, orderly, positive environment in which teachers can teach and students can learn.

**Concepts:**

1. Classroom teachers are responsible to maintain safe, orderly, and respectful classroom, including the enforcement of consequences for inappropriate behavior. Consequences are expected to be enforced in a way that respects the child but rejects the behavior.
2. Parents value hearing directly, and promptly, from the teacher in the classroom where the child is not behaving appropriately.
3. Homebase teachers are responsible for receiving information about their students from multiple sources. They engage teachers and other staff members to seek out underlying causes for repeated, serious inappropriate behavior in an effort to provide students with tools to change those behaviors.

**Classroom Discipline Steps**

**Concept:** Each day, a child starts over on the Classroom Discipline Steps

1. **Verbal Warning**
2. **Consequences in Classroom** - (i.e., move seat, Warning Card, personal reflection on FALCON Way, private conference with student). Students may not be left outside the classroom unsupervised by an adult.
3. **Referral** – Referral to homebase teacher to assign the next level of consequence on the Progressive Discipline. Classroom teachers may need to call

**Progressive Discipline Steps for Homebase**

1. **Detention and phone call home**
2. **Friday Night and phone call home**
3. **Parent Conference and In School Suspension**
4. **Parent Shadow or Saturday Suspension**
5. **Formal Suspension** determined by the Family Leader.

Note: If a student's behavior warrants a greater consequence, the homebase teacher may skip steps. For example, if a student fights, the student will automatically be suspended. When the student returns from the suspension, they will return to their step on the progressive discipline.

Progressive Discipline will "reset" when a student can go for 10 school days without a referral.

**Roles and Responsibilities**

**Classroom Teacher's Role**

Referrals must be provided to the Homebase teacher within one work day. Teachers are responsible for notifying parents about the behaviors that occurred in their classroom unless the homebase teacher indicates that he or she will take care of it. Teachers should keep track of a student's behavior in some way as this is the basis for their citizenship grade. The classroom teacher may conduct a parent conference at any point. The Homebase teacher must be notified so they have the option to participate if they choose.

**Homebase Teacher's Role:**

Homebase teachers will track and ensure that consequences are cleared. They may choose to elevate a student's consequence if multiple infractions are accrued. Homebase teachers will inform classroom teachers if elevated consequences are put in place. In the absence of the Homebase teacher, the Family Leader may determine consequences for the student.

**Family Leader's Role**

The following serious violations will result in immediate disciplinary action through the Homebase teacher, including suspension, expulsion, or disenrollment

1. Repeated major defiance.
2. Destruction of school property or theft.
3. Habitual profanity.
4. Possession of dangerous objects, drugs.
5. Fighting/Play-fighting.
6. Sexual harassment.
7. Other (refer to formal suspension document as outlined by the district).

## CHARTER EXPULSION POLICY

The O'Farrell Charter School Contract has specific requirements for students to be enrolled. Students can be expelled for receiving ten or more cumulative days of suspension during the school year.

## BEHAVIORAL EXPECTATIONS

### Conduct

Students are expected to model the FALCON Way at all times. They are to wear the O'Farrell uniform and be in class on time. Students will walk, engage in appropriate behaviors on the school grounds and avoid behaviors that are disruptive, irresponsible and unsafe. Gang signing is considered an inappropriate behavior.

### Prohibited Items

Items that can disrupt the learning process or create issues of theft are prohibited.

- Inappropriate items include skateboards, scooters, electronic devices, sports equipment, balls, etc., finger boards, dice playing cards, all toys, firecrackers, weapons, propellant sprays, excess cash, items of value, etc. CDs and DVDs are also inappropriate unless permission is received from the homebase teacher. Confiscated items may be picked up by the parent from the homebase teacher.

## EXAMPLES OF UNACCEPTABLE BEHAVIOR

### Minor offenses may include:

- Not bringing required supplies to class.
- Off-task behavior: talking, distracting others, etc.
- Food/gum in class (if not allowed)
- Running in the hallway
- Not keeping hands to self (not including punching, stabbing, etc.)
- Littering and disorderly environment (inside and outside the classroom)
- Misusing school supplies, and PE/science/computer/art equipment
- Threatening to cause physical injury (stops or will mediate when warned), first offense

### Severe offenses may include:

- Disrupting class: defiant behavior toward any adult
- Using inappropriate language toward other student or adult
- Using inappropriate physical contact, obscene acts
- Stealing and/or receiving stolen property
- Misusing or severely damaging school equipment
- Instigating fights, fighting (first offense with no serious physical injury)
- Possessing drug paraphernalia

- Threatening to cause physical injury (threat continues despite warning, refusal to mediate)

Suspendible offenses include:

- Causing cuts and bruises or injuries requiring medical attention
- Possessing/using a controlled substance on campus
- Providing illegal substances (controlled substances or alcohol)
- Damaging school/private property
- Stealing school/private property
- Knowingly receiving stolen school/private property
- Possessing or using tobacco on school premises
- Committing an obscene act or engaging in habitual profanity or vulgarity directed toward staff, supervisor(s) or other students
- Committing sexual harassment, verbal, visual or physical
- Possessing drug paraphernalia as in the Health and Safety Code
- Disrupting/defiance minor, major, or involving threatening incident
- Attempting or threatening to cause physical injury
- Engaging in hate violence
- Engaging in intimidation
- Step 5 of progressive discipline

Zero Tolerance/Expulsion offenses include:

- Causing serious injuries requiring medical attention to student or staff
- Possessing, selling, or otherwise furnishing or brandishing any firearm, knife, explosive, or other dangerous object
- Two incidence of fighting in one school year
- Selling or furnishing illegal substance or alcohol on campus
- Committing robbery or extortion on campus
- Possessing an imitation firearm (including starter pistols)
- Sexual assault or battery
- Drug related offenses
- Fourth tobacco related offense

**STUDENT POSSESSION OF CELLULAR PHONES, PAGERS AND OTHER ELECTRONIC SIGNALING DEVICES**

Student possession of and use of cellular phones, pagers, and any other electronic signaling devices on school campus, or at school sponsored activities, and while under the supervision and control of O'Farrell staff is permitted under the circumstances described herein.

Elementary and middle school students may use these devices on campus prior to the first instructional period and after the last instructional period under the supervision of staff (includes time sent to office, Family Support Services, or any other location on school property)

prior to last instructional period scheduled). At all other times between first and last instructional periods these devices shall be turned off and out of sight.

High school students may use cell phones before school, during nutrition break, at lunch, and after school. High school students may only use their phones in the lunch court and high school area during these times. At all other times and locations phones must be put away and turned off.

Unauthorized use of these devices is cause for confiscation, and parent/guardian to be call to pick up the item. Repeated unauthorized use can/will lead to disciplinary action. The school is not responsible for the loss, theft, or damage of such devices when in the student's possession.

Parents/guardians must be aware that in the event an emergency should occur at the school, or school sponsored activity, they are not to call, signal, or page and give instructions to their student that contradicts the supervision of staff.

Ninth graders are permitted use of their cell phones in their designated area and during their designated time.

**CRITERION 10**

**SAFE SCHOOL PLANNING COMMITTEE FORMATION**

The Board of Directors of The O'Farrell Charter School has delegated the responsibility of development of the School Safety Plan to the School Safety Planning Committee. The Board will review and approve the final plan before it is submitted.

The O'Farrell Charter School Safety School Planning Committee consists of the following:

**Chair:**

Jonathan Dean, Principal/Superintendent

**Members:**

Sheryl Yeager, Emergency Disaster Preparation Coordinator  
Christian Baker, Emergency Disaster Preparation Assistant  
Jill Andersen, Assistant Principal  
Anne Mathews, Assistant Principal  
Pam Barry, 6<sup>th</sup> Grade Family Leader  
Brian Schmidt, 7<sup>th</sup> Grade Family Leader  
Liz Wong, 8<sup>th</sup> Grade Family Leader  
Brian Rainey, 9<sup>th</sup> Grade Family Leader  
Lakisha Lester, Campus Security Assistant  
David Sanders, Campus Security Assistant  
Candace Austin, Executive Assistant to the Principal/Superintendent

**Law Enforcement Consultants:**

San Diego Police Dept.

**Public Meetings:**

Board of Directors meetings

## CRITERION 11

### **BOARD POLICY #5006**

#### **ANTI-BULLYING**

##### 1. General Statement of Policy

The O'Farrell Charter School recognizes the negative impact that bullying can have on the health and safety of students and the learning environment. Bullying can create distress, anxiety, lower levels of self-esteem and increase feelings of isolation. Bullying materially and substantially disrupts the rights of others to an education and is unacceptable in the educational environment.

The O'Farrell Charter School endeavors to maintain a learning and working environment that is free of bullying. Toward that end, bullying is prohibited on school grounds, and at any school-sponsored events and activities. O'Farrell acknowledges that for this policy to be effective, school personnel must fulfill their responsibilities as assigned.

##### 2. Definition of Bullying

"Bullying" means repeated behavior by an individual student, an individual student within a group of students, or a group of students that is intended to cause the victim(s) to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending him or herself. Bullying can take many forms, including physical, verbal, social/relational and/or cyberbullying. Bullying may occur on or off campus. Bullying may occur in several forms, including but not limited to, the following:

- Written, verbal or nonverbal threats
- Intimidating or threatening gestures
- Unwanted physical contact, violence, or assault
- An intentional display of force that would give the victim reason to expect or fear physical contact or injury
- Jeering, taunting or mocking
- Teasing
- Degrading, insulting, or derogatory comments
- Extortion
- Theft of money or possessions
- Vandalism of a student's personal property
- Unauthorized exercise of control over a student's personal property
- Harrassment or threats via online social networking sites

### 3. Preventative Measures

This anti-bullying policy will be reviewed each year with all staff and students. Staff members will discuss bullying with students through homebase lessons and will provide age appropriate examples to assist students in identifying bullying and understanding why it is inappropriate. All students shall be informed that bullying will not be tolerated in any form. Students will be encouraged to report incidents of bullying whether they are the victim or an observer.

Preventative measures may include referring the student to Family Support Services, or to the school counselor, and encouraging the student to become involved in new activities such as clubs or sports teams. The homebase teacher is responsible for the ongoing “checking-in” with students to see how things are going.

### 4. Reporting Procedures

#### Victims/Targets

All students who believe they have been the victim/target of bullying shall promptly report the bullying to their homebase teacher, campus supervision, or to any O’Farrell staff member.

#### Student Witness

All students who witness or become aware of bullying shall report the bullying to their Homebase teacher, campus supervision, or to any O’Farrell staff member.

#### Parents/Guardians

All parents/guardians who become aware of any bullying are encouraged to report the bullying to their child’s homebase teacher, family leader or assistant principal for their child’s academy.

#### School Personnel

Any staff member who witnesses bullying shall immediately intervene and take appropriate action to stop the bullying. In addition, the staff member shall detain the students involved and immediately report the incident to campus supervision, or the appropriate homebase teacher(s) and/or family leader and assistant principal. The homebase teacher and/or family leader and assistant principal will gather student statements, investigate and assign necessary consequences. The incident will then be reported to Family Support Services or the school counselor for follow-up.

### 5. Disciplinary and Other Action

Consistent and appropriate disciplinary action will be taken for bullying behavior. The primary purpose of such action is to protect the victim and to deter bullying behavior in the future. The discipline imposed shall match the offense, as determined by the appropriate family leader and/or assistant principal. Bullying that occurs off campus may result in consequences at school if the behavior is such that it disrupts the school environment.

In regard to investigating reports of bullying, administrators or their designees shall discuss bullying with the victim in a place where the victim feels secure. The initial discussion with the victim shall not take place in the presence of the offending students.

If more than one student is involved, the staff member shall talk to each student separately.

If an investigation substantiates that bullying has occurred, the administrator or designee shall take appropriate action consistent with this and the school's Progressive Discipline Policy.

O'Farrell recognizes that parents/guardians play an important role in educating their children and preventing bullying. Accordingly, the parent/guardians of each offending student shall be informed of any bullying incidents involving their child. Parents of offending students may be encouraged to attend one or more conferences with the administrator, homebase teacher, family support services and/or school counselor to review the bullying behavior and discuss strategies for correcting the behavior.

The administrator/designee or counselor shall also inform the victim's parent/guardian as soon as reasonably possible. Parents/Guardians of students who have been bullied may also be provided with resources to support their child and receive ongoing communication from the school regarding the bullying situation.

Disciplinary action for bullying may include, but is not limited to, loss of privileges, detention, Friday night school, in-school suspension, Saturday suspension, formal suspension and possible recommendation for expulsion. If the administrator determines the conduct raises to the level of a crime, disciplinary action may also include notification of the police department.

#### 6. Dissemination of Policy and Training

A copy of this policy will be provided to staff, students and parents on an annual basis via the staff handbook, student and parent handbook and the school website. O'Farrell will develop and implement a method of discussing this policy each school year with students and employees. This policy shall be reviewed at least annually for compliance with state and federal laws.

# EMERGENCY ORGANIZATION PLAN

## EMERGENCY OPERATIONS CENTER

1. Sheryl Yeager
2. Jonathan Dean
3. Jill Andersen
4. Anne Matthews

## Student/Staff accounting

5. Tien Bui
6. Corinda Mytinger
7. Ligaya Harris

## SWEEP AND RESCUE

**Coordinator: Christiaan Baker**

### Team 1

**Lakisha Lester**  
Janet Gilbert  
John Van Houten  
Claudia Pineda

### Team 2

**Eli Sanders**  
Ray Garcia  
Belvien Sumabat  
LaToya Cunningham

### Team 3

**Christiaan Baker**  
Kathy Davis  
Carlos Elizondo  
Norma Perez-Bernal

## REUNION GATE TEAM

Mary Jo Lafin  
Christina Puentes  
Blanca Kelly  
Liz Wong

## REQUEST GATE TEAM

Brian Schmidt  
Coxarely Carrasco  
Pam Barry  
Brian Rainey

## FIRST AID TEAM

Sergio Padilla  
Mary Skrabucha  
Samantha Pohaku

## FRONT OF SCHOOL

Candy Austin  
Karen Bishop

## SANITATION TEAM/MORGUE

Enrique Garcia  
Manuel Samaniego

## EMERGENCY SUPPLY STORAGE AREA

Trauma barrels located in women's P.E. showers.

**Comprehensive School Safety Plan &  
Crisis Response Box Review**

School Name: The O'Farrell Charter Schools: O'Farrell & Ingenuity

Name of Inspection Officer: \_\_\_\_\_

Please strictly adhere to criteria and CHECK ALL BOXES THAT APPLY

- Current copy of the Comprehensive School Safety Plan for 2014-2015.
- Current copy of the site evacuation procedures, including staging locations and routes. Must include all new classroom buildings and classroom numbers. Copy of blueprint (architectural drawings) identifying mail locations of electric, gas, water, cable, telephone and alarm box.
- Current map and school layout. Map must show all buildings, classroom numbers and evacuation routes.
- Current roster of all students and district employees assigned to the site, as well as issues pertaining to special needs students. These rosters must be in alphabetical order for staff and students. The student roster must be in alphabetical order, divided by grade level and include emergency contact/release information.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The signatures below of officer and administrator/designee verify the contents of the Crisis Response Box as being complete and meeting all above listed criteria.

\_\_\_\_\_  
Administrator/Designee's Signature

\_\_\_\_\_  
Date of Inspection

\_\_\_\_\_  
Inspection Officer's Signature

\_\_\_\_\_  
Date of Inspection



## **APPENDIX J: FOUNDING TEAM INFORMATION**

### **FOUNDING TEAM INFORMATION**

<b>Board of Directors:</b>	<b>Christian Scott, Chair</b>
	<b>Timothy Katzman, Vice Chair</b>
	<b>Delano Jones, Secretary</b>
	<b>Salvador Rivera, Financial Liaison</b>
	<b>Linda Logan, Board Member</b>
	<b>Agné Barrelet, Board Member</b>
	<b>Sharlette Dela Cruz, Parent Member</b>
<b>Principal/Superintendent:</b>	<b>Jonathan Dean, Ed.D</b>
<b>Assistant Principal/Elementary:</b>	<b>Anne Mathews</b>
<b>Assistant Principal/Middle:</b>	<b>Jill Andersen</b>
<b>Assistant Principal/High:</b>	<b>Brian Rainey</b>
<b>Academic Programs Coordinator:</b>	<b>Elizabeth Wong</b>
<b>High School Counselor:</b>	<b>Moises Buhain</b>
<b>School Site Council Representatives:</b>	<b>Vanessa Duron, Chairperson</b>
	<b>Amity Cox, Vice Chair</b>
	<b>Sergio Padilla, Recorder</b>

## § 15497. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: The O'Farrell Charter Schools Contact: Dr. Jonathan Dean, Superintendent, Jonathan.dean@ofarrellschool.org, 619-307-3009 LCAP Year: 2014/15

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

### **State Priorities**

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

#### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

#### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>1. Parents, community partners, pupils, and school staff have actively engaged in the development of Ingenuity Charter School (ICS) LCAP through the following methods:</p> <ul style="list-style-type: none"> <li>• January-April, 2014, ICS administered LCAP survey to school staff, parents, and students.</li> <li>• February 10, ICS School Board conducted public meeting to discuss LCAP and 8 priority areas</li> <li>• April 2014, ICS presented draft of LCAP to advisory committee (ELAC). Public was provided additional venue to offer input and feedback</li> <li>• March 14, ICS School Board conducted public meeting to discuss LCAP and 8 priority areas.</li> <li>• March, ICS facilitated Southeastern Collaborative with community partners discussing further foster youth learner needs associated with the LCAP. County child welfare agency, Foster youth organization, and foster youth parent and kinship care organizations were present at the meeting.</li> <li>• May 2014, ICS held public hearing to discuss LCAP.</li> <li>• June 2014, ICS presented draft of LCAP to advisory committees (SSC &amp; PTO). Public was provided additional venue to offer input and feedback</li> </ul> <p>2. ICS has provided monthly opportunities to engage all stakeholders in the development of the LCAP. Transcripts from monthly meetings have been made available for public viewing in a timely manner.</p>	<p>After several months of community meetings, organized internally or through community partners, ICS has identified common recurring themes, which are identified below. These themes are reflected in the goals, action/services and investments of ICS. Common themes included:</p> <ul style="list-style-type: none"> <li>• Differentiated support for the Common Core State Standards (CCSS) initiative,</li> <li>• Increase the reclassification rate of English Learners,</li> <li>• Effective teacher support and evaluation,</li> <li>• Availability of instructional materials and adequate facilities,</li> <li>• Increasing academic and social-emotional counselors and other support personnel</li> <li>• Expansion of targeted support services for foster youth,</li> <li>• Increased communication with and training for parents, and</li> <li>• College and career readiness for all students.</li> </ul> <p>Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.</p> <ul style="list-style-type: none"> <li>• Foster youth</li> <li>• English Learners</li> <li>• School climate and student engagement</li> <li>• Students with disabilities</li> <li>• Parent engagement</li> </ul>

Involvement Process	Impact on LCAP
<p>4. ICS has considered all feedback during the development of the LCAP. As a result of such processes, ICS has identified the need to enhance school parent nights, increase parent school communication, and increase parent correspondence on the adoption of Common Core State Standards.</p> <p>5. ICS has actively engaged parents and guardians of foster youth, English learners, reclassified English proficiency students, and low income.</p> <p>6. In the annual update, ICS will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities</p>	<ul style="list-style-type: none"> <li>• Focus on Teacher support</li> <li>• Focus on Middle School English Language Arts &amp; Math</li> <li>• Focus on College and Career Readiness in high school</li> </ul>

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from,

school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To monitor and support Foster Youth middle and high school attainment.</p> <p><b>Metrics:</b> Exhibition Academic assessments Individual graduation plan</p>	<p><b>Foster Youth Goals</b> All Foster Youth will have a comprehensive academic assessment completed by the home base teacher, Family Support Services and school counselor.</p> <p>All foster youth will participate in end of year exhibitions in the 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade.</p>	Foster Youth	Ingenuity Charter School	65%	85%	100%	Student Achievement Student Engagement	
<p><b>Need:</b> To increase the number of English Learners who achieve full English language proficiency</p> <p><b>Metrics:</b> English Learners making yearly progress (AMAO 1)</p>	<p>increase the number of English Learners who reclassify as Fully English Proficient</p>	English Learners	Ingenuity Charter School	16%	18%	20%	Student Achievement Share of EL's become English Proficient	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
English Learners achieving proficiency in English (AMAO 2) Reclassification Rate								
<p><b>Need:</b> To increase the number of English learners, demonstrating readiness to participate in a core English language arts curriculum.</p> <p><b>Metrics:</b> assessments that define basic readiness skills have yet to be determined</p>	<p><i>Increase performance in basic skills assessment demonstrating proficient English to participate in curriculum designed for native English Speakers</i></p>	English Learners	Ingenuity Charter School		B+1%	B+2%		Student Achievement Performance on Standardized Test EL Reclassification Rate
<p><b>Need:</b> To decrease the number of long term English Learners</p> <p><b>Metrics:</b> Overall percent of Long Term</p>	<p><i>Decrease the amount of long term English Learners (LTEL)</i></p>	Long Term English Learners	Ingenuity Charter School		15%	14%	13%	Student Achievement Share of EL's that become English Proficient

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
English Learners Reclassification Rate								
Need: Decrease absenteeism Metrics: Attendance Rate	Decrease students missing 16 days or more each school year	All Students Low income students English Learners Foster Youth	Ingenuity Charter School		10%	9%	8%	Student Engagement -Chronic Absenteeism
Need: reduce the number of student suspensions Metrics: students suspension data	Decrease the number of suspensions for all students	All Students Low income students English Learners Foster Youth	Ingenuity Charter School		5%	5%	5%	School Climate -Suspension Rate
Need: To provide and maintain Basic Services for students and school Metrics: standards aligned instructional materials	Maintain school facilities in good repair	All Students Low income students English Learners Foster Youth	Ingenuity Charter School					Student Achievement
Need: to increase the number of	Increase the percentage of parents trained	All parents	Ingenuity Charter School		30%	35%	40%	Parent Involvement Increasing parent

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
parents providing input on school conditions  Metrics: School Experience Survey	on academic initiatives by providing a minimum of four workshops annually						involvement	

**Section 3: Actions, Services, and Expenditures**

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals? Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase graduation rates Increase the	Basic Services Williams Student Achievement	For low income pupils: increase student enrollment retention and learning	LEA/school-wide				

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
rate of students eligible to apply to four year college /university.	High School Graduation rate Course Access (A-G graduation requirements) Implementation of the Common Core State Standards Student Achievement Student Engagement Parent Engagement	outcomes of unduplicated students through improved student/parent communication, counselor support and intervention strategies. ICS will provide online courses and diagnostic assessments that improve computer literacy and basic skills. ICS will provide a dedicated online instruction teacher to promote/monitor student participation in online courses ICS will implement additional school tutoring in core content areas. ICS will provide funds for students interested in completing the Preliminary SAT (PSAT) exam to increase college readiness and performance. ICS will provide increased access to online AP courses			Online courses and diagnostic assessments \$1270.00  Online instruction teacher will monitor as part of assigned duties \$1200  PSAT \$355.00  Online AP Courses \$1875	\$7840.00  \$3500.00  Additional Tutoring \$2400.00  \$610.00  \$3750.00	

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		through UC Doorways approved vendor.					
Increase graduation rates	Basic services Common Core State Standards	<b>For English learners:</b> Increase high school credit completion rate through regular review of academic plan and increase parent teacher conferences.	LEA/school-wide		Professional Development for student and parents \$1349.00	\$1608.00	
Increase the rate of students eligible to apply to four year college /university.	Course Access (A-G graduation requirements) Student Achievement Parent Engagement	ICS will establish additional professional development on English learner strategies to increase learning outcomes.			Professional development for staff on best practices for online course delivery \$2500.00	\$3320.00	
Increase graduation rates	Student Achievement- Performance on Standardized	<b>For foster youth:</b> OCS will utilize policy and data infrastructure necessary to support and monitor the educational success of foster youth.	LEA/school-wide				
Increase the rate of students eligible to apply to four year college /university.	Course Access (A-G graduation requirements) Student Achievement- High School Graduation Rate Course Access (A-G graduation requirements) Increase Advanced Placement readiness and	OCS school counselor will ensure every transferring foster youth will be enrolled in the appropriate classes and transferring foster youth will be awarded credit for all work completed partial credits.					

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	course enrollment in grades 9-12 Common Core State Standards	OCS will allocate additional funds to ensure academic supports, remediation; maintain attendance monitoring; transportation; and costs and fees for sports and extracurricular programs.			Additional funds \$1000.00	\$1000.00	
See English Learner	See English Learner	For designated fluent English proficient pupils:  Action and Services are located in the English Learner section above and services provide a multi-tiered system of supports for English Learners and struggling readers, inclusive of designated fluent English proficient students (RFEPS).	LEA/school-wide		See English Learner	See English Learner	See English Learner
increase graduation rates	Student Achievement High School graduation rate School climate	Services serving ALL unduplicated populations above Education services serving all students, inclusive of unduplicated students ICS will increase the strength and reach of its current parent	LEA/school-wide				

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		groups such as PTO, SSC, and ELAC.					

A. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

ICS has identified GAP funding increase in FY 14-15 is \$9549.00. Expenditures which support and serve our populations of unduplicated students, ICS's additional supplemental and concentration spending requirement is 10.08%. A detail of FY14-15 expenditures for unduplicated students, and new investments, are provided as appendices to this document.

B. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR

15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

This section will be populated once prior sections are finalized, base and supplemental/concentration expenditures are fully identified and coded in the current year budget, and investments for FY 14-15 are confirmed.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

APPENDIX L: PRELIMINARY BUDGET

P208



INGENUITY CHARTER SCHOOL

Budget Summary

THREE Year Budget, 2015-16 to 2017-18

SACS Code Description	2015-16	2016-17	2017-18
<b>Revenue</b>			
State	206,124	450,960	901,920
Federal			
Local			
<b>Total Revenue</b>	<b>\$ 206,124</b>	<b>\$ 450,960</b>	<b>\$ 901,920</b>
<b>Expenses</b>			
1000 Certificated Salaries	73,800	156,825	313,650
2000 Classified Salaries		22,500	23,175
3000 Benefits	21,370	54,069	78,724
4000 Books and Supplies	8,750	78,081	158,500
5000 Services and Other Operating Expenses	17,710	111,425	146,974
6000 Capital Outlay			
7000 Other Outgoing	2,012	4,412	8,823
<b>Total Expenses</b>	<b>\$ 123,642</b>	<b>\$ 427,311</b>	<b>\$ 729,846</b>

**Surplus / (Deficit)** \$ 82,482 \$ 23,649 \$ 172,074  
 As a % of LCFF revenue 41% 5% 20%

**Beginning Balance** 106,131  
 Cash + Net AR/AP 82,482

**Loan / Charter School Revolving Loan Repayment (Principal)**

**Ending Balance** \$ 82,482 \$ 106,131 \$ 278,205  
 As a % of general purpose plus cat. block grants 41% 24% 32%

INGENUITY CHARTER SCHOOL  
Revenue  
THREE Year Budget, 2015-16 to 2017-18



Revenue rate increase over previous year:  
2.3% 2.5%

Revenue Input

2015-16 2016-17 2017-18

2015-16 2016-17 2017-18

SACS

	2015-16	2016-17	2017-18	
4,692	5,303	5,436	Calculated per latest FCMAT template	
21.97%	21.97%	21.97%	Calculated per latest FCMAT template	
3,888	3,888	3,888	Calculated per latest FCMAT template	
162.00	162.00	162.00	per current year ADA	
			Generally, if >70% free/reduced priced lunch students	
			\$14 per ADA for K-8, \$42 per ADA for 9-12	

	2015-16	2016-17	2017-18	
8011	LCIF for all grades, state aid portion	84,207	198,622	397,242
8012	LCIF for all grades, EPA portion	23,709	55,922	111,846
8096	In-lieu of Property Taxes, all grades	93,312	186,624	373,248
8019	Prior Year Income / Adjustments			
8520	State Child Nutrition program	3,888	7,776	15,552
8560	Lottery	1,008	2,016	4,032
8590	Mandate Block Grant			
8591	SB 740 Rent re-imbursment program			
8592	Other State funding program			
8593	Other State funding program			
8599	Prior Year State Income			
<b>State Revenue</b>	<b>\$ 206,124</b>	<b>\$ 450,960</b>	<b>\$ 901,920</b>	

state food formula, just copy to cell D  
federal food formula, just copy to cell E

	2015-16	2016-17	2017-18	
449	460	471	possible formula, uses 12-13 rates, 185 days, all eligible kids take food based on nonprofit status, high free/reduced counts	
			per prior year Free/Reduced price lunch enrollment	
			if applicable	
			if applicable	
			if applicable, this year's amount	

	2015-16	2016-17	2017-18	
8181	Special Education, federal			
8220	Federal Child Nutrition Programs			
8290	All Other Federal Revenue, inc Facilities Incentive Grants program			
8291	Title I			
8292	Title II			
8293	Title III			
8295	Title V			
8299	Prior Year Federal Revenue			
<b>Federal Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

if applicable  
if applicable  
if applicable  
if applicable  
if applicable  
if applicable  
if applicable  
if applicable

	2015-16	2016-17	2017-18	
8660	Interest			
8782	All Other Transfers from County Offices			
8784	All Other Transfers from Other Locations			
8785	CMO Management fee			
8792	Transfers of Appointments from County Offices			
8980	Student Lunch Revenue			
8982	Foundation Grants			
8983	All Other Local Revenue			
8984	Student Body (ASB) Fundraising Revenue			
8985	School Site Fundraising			
8986	Rental Income			
8989	CSC Sale of Future Revenue			
8999	Revenue Suspense			
<b>Local Revenue</b>	<b>\$ 206,124</b>	<b>\$ 450,960</b>	<b>\$ 901,920</b>	

	2015-16	2016-17	2017-18	
8660	Interest			
8782	All Other Transfers from County Offices			
8784	All Other Transfers from Other Locations			
8785	CMO Management fee			
8792	Transfers of Appointments from County Offices			
8980	Student Lunch Revenue			
8982	Foundation Grants			
8983	All Other Local Revenue			
8984	Student Body (ASB) Fundraising Revenue			
8985	School Site Fundraising			
8986	Rental Income			
8989	CSC Sale of Future Revenue			
8999	Revenue Suspense			
<b>Local Revenue</b>	<b>\$ 206,124</b>	<b>\$ 450,960</b>	<b>\$ 901,920</b>	

**Total Revenue**

Title 5 CCR § 15496

**Minimum Proportionality Percentage (MPP):  
Summary Supplemental & Concentration Grant**

	2013-14	2014-15	2015-16**	2016-17**
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		-	46,175	94,300
15496(a)(1)				
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils				
15496(a)(2)				
Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp				
15496(a)(3)				
3. Difference [1] less [2]		-	46,175	94,300
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		-	9,549	24,028
15496(a)(4)				
GAP funding rate		29.56%	20.68%	25.48%
15496(a)(5)				
15496(a)(8)				
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C		-	9,549	24,028
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		-	204,958	435,533
15496(a)(6)				
LCFF Phase-In Entitlement		-	214,507	459,561
7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part D		0.00%	4.66%	5.52%
15496(a)(7)				
15496(a)(8)				

\*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.  
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.  
\*\*Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.

**SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP**

	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ -	\$ 9,549	\$ 24,028
Current year Minimum Proportionality Percentage (MPP)	0.00%	4.66%	5.52%

INGENUITY CHARTER SCHOOL  
 Expenses Summary  
 THREE Year Budget, 2015-16 to 2017-18

Expenses Summary



SAC Code Description	2014-15	2015-16	2016-17	2017-18
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	72,000	73,800	156,825	313,650
1105 Teachers' Bonuses	-	-	-	-
1120 Substitute Expense	-	-	-	-
1200 Certificated Pupil Support Salaries	-	-	-	-
1300 Certificated Supervisor and Administrator Salaries	-	-	-	-
1305 Certificated Supervisor and Administrator Bonus	-	-	-	-
1900 Other Certificated Salaries	-	-	-	-
1910 Other Certificated Overtime	-	-	-	-
<b>1000 Subtotal</b>	<b>\$ 72,000</b>	<b>\$ 73,800</b>	<b>\$ 156,825</b>	<b>\$ 313,650</b>

<b>Classified Salaries</b>				
2100 Instructional Aide Salaries	-	-	-	-
2110 Instructional Aide Overtime	-	-	-	-
2200 Classified Support Salaries	-	-	-	-
2210 Classified Support Overtime	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	-	-	-	-
2400 Clerical, Technical, and Office Staff Salaries	-	-	22,500	23,175
2410 Clerical, Technical, and Office Staff Overtime	-	-	-	-
2900 Other Classified Salaries	-	-	-	-
2905 Other Stipends	-	-	-	-
2910 Other Classified Overtime	-	-	-	-
<b>2000 Subtotal</b>	<b>\$ -</b>	<b>\$ 73,800</b>	<b>\$ 22,500</b>	<b>\$ 23,175</b>

<b>Employee Benefits</b>				
3101 State Teachers' Retirement System, certificated p	6,394	7,919	19,729	39,457
3202 Public Employees' Retirement System, classified	-	-	2,700	2,781
3313 OASDI	-	-	1,395	1,437
3323 Medicare	1,044	1,070	2,600	4,884
3403 Health & Welfare Benefits	4,800	10,800	23,976	23,976
3503 State Unemployment Insurance	400	400	800	800
3603 Worker Compensation Insurance	1,152	1,181	2,869	5,389

Expenses Summary

P212	3703	Other Post Employment Benefits	-	-	-	-	-
	3903	Other Benefits	-	-	-	-	-
	<b>3000</b>	<b>Subtotal</b>	\$	13,790 \$	21,370 \$	54,069 \$	78,724

		<b>Total Personnel Expenses</b>	\$	85,790 \$	95,170 \$	233,394 \$	415,549
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**Books and Supplies**

4100	Approved Textbooks and Core Curricula Materia	-	2,500	65,000	130,000
4200	Books and Other Reference Materials	-	3,000	3,081	8,500
4300	Materials and Supplies	-	2,000	5,000	10,000
4315	Classroom Materials and Supplies	-			
4400	Noncapitalized Equipment	-	1,250	5,000	10,000
4430	General Student Equipment	-			
4700	Food and Food Supplies	-			
<b>4000</b>	<b>Subtotal</b>	\$	8,750 \$	78,081 \$	158,500

**Services and Other Operating Expenses**

5200	Travel and Conferences	-	1,000	5,000	5,135
5210	Training and Development Expense	-			
5300	Dues and Memberships	-	500	750	1,000
5400	Insurance	-	1,200	1,750	2,000
5500	Operation and Housekeeping Services/Supplies	-			
5501	Utilities	-	7,300	7,800	8,250
5505	Student Transportation / Field Trips	-			
5600	Space Rental/Leases Expense	-	1,960	2,450	19,375
5601	Building Maintenance	-			
5602	Other Space Rental	-			
5605	Equipment Rental/Lease Expense	-			
5610	Equipment Repair	-			
5800	Professional/Consulting Services and Operating F	-	3,950	91,826	109,315
5803	Banking and Payroll Service Fees	-			
5805	Legal Services and Audit	-			
5810	Educational Consultants	-			
5815	Advertising / Recruiting	-			
5820	Fundraising Expense	-			
5890	Interest Expense / Misc. Fees	-			
5891	Charter School Capital Fees	-			
5899	CMO Management Fee	-			
5900	Communications	-	1,800	1,849	1,899
5999	Expense Suspense	-			

Expenses Summary

5000 Subtotal \$ 17,710 \$ 111,425 \$ 146,974

Capital Outlay

6900 Depreciation Expense	-		
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6000 Subtotal

Other Outgoing

7000 Miscellaneous Expense	-		
7010 Special Education Encroachment	-		
7438 Debt Service - Interest	-		
7500 District Oversight Fee	-	2,012	4,412
7000 Subtotal	\$	2,012 \$	4,412 \$

Total Non-Personnel Expenses

\$ 28,472 \$ 193,917 \$ 314,297

Total Expenses

\$ 85,790 \$ 123,642 \$ 427,311 \$ 729,846

**UNIVERSITY CHARTER SCHOOL**  
**Student Input**  
**THREE Year Budget, 2015-16 to 2017-18**



	2015-16	2016-17	2017-18
<b>Enrollment By Grade</b>			
Kindergarten			-
Grade 1			-
Grade 2			-
Grade 3			-
Grade 4			-
Grade 5			-
Grade 6			-
Grade 7			-
Grade 8			-
Grade 9	10	20	30
Grade 10	5	10	25
Grade 11	5	10	25
Grade 12	5	10	20
Other Enrollment (Grade 12+, etc.)	-	-	-
<b>Total Enrollment</b>	<b>25</b>	<b>50</b>	<b>100</b>

190

	2015-16	2016-17	2017-18
<b>Daily Attendance Rate</b>			
Kindergarten	96.0%	96.0%	96.0%
Grade 1	96.0%	96.0%	96.0%
Grade 2	96.0%	96.0%	96.0%
Grade 3	96.0%	96.0%	96.0%
Grade 4	96.0%	96.0%	96.0%
Grade 5	96.0%	96.0%	96.0%
Grade 6	96.0%	96.0%	96.0%
Grade 7	96.0%	96.0%	96.0%
Grade 8	96.0%	96.0%	96.0%
Grade 9	96.0%	96.0%	96.0%
Grade 10	96.0%	96.0%	96.0%
Grade 11	96.0%	96.0%	96.0%
Grade 12	96.0%	96.0%	96.0%
Other Enrollment (Grade 12+, etc.)	96.0%	96.0%	96.0%
<b>Average Daily Attendance Rate</b>	<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>

**Average Daily Attendance by Grade**

Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	9.6	19.2	28.8
Grade 10	4.8	9.6	24.0
Grade 11	4.8	9.6	24.0
Grade 12	4.8	9.6	19.2
Other Enrollment (Grade 12+, etc.)			
<b>Average Overall Daily Attendance</b>	<b>24.0</b>	<b>48.0</b>	<b>96.0</b>

**Average Daily Attendance by Grade Range**

ADA Grades K-3			
ADA Grades 4-6			
ADA Grades 7-8			
ADA Grades 9-12	24.0	48.0	96.0
<b>Average Overall Daily Attendance</b>	<b>24.0</b>	<b>48.0</b>	<b>96.0</b>

**Poverty and Free/Reduced Price Lunch**

Poverty level, % of school's overall students	90.0%	90.0%	90.0%
Poverty level, number of students	23	45	90
Free lunch qualifying, % of school's overall students	80.0%	80.0%	80.0%
Reduced priced lunch qualifying, % of school's overall st	15.0%	15.0%	15.0%
Free/Reduced priced lunch, number of students	24	48	95

**English Language Learners**

Percentage of Students - ELL	35.0%	35.0%	35.0%
Number of Students	9	18	35

**TRINITY CHARTER SCHOOL**  
**Non-Personnel Expenses Input**  
**THREE Year Budget, 2015-16 to 2017-18**

Expenses Input

Assumed CPI over previous year, source: School Services

2.6%      2.7%      2.6%

SAC	SAC Code Description	2015-16	2016-17	2017-18	2018-19
<b>Books and Supplies</b>					
4100	Approved Textbooks and Core Curricula Material	2,500	65,000	130,000	133,380
4200	Books and Other Reference Materials	3,000	3,081	8,500	8,721
4300	Materials and Supplies	2,000	5,000	10,000	10,260
4315	Classroom Materials and Supplies				
4400	Noncapitalized Equipment	1,250	5,000	10,000	10,260
4430	General Student Equipment				
4700	Food and Food Supplies				
<b>4000</b>	<b>Subtotal</b>	<b>\$ 8,750</b>	<b>\$ 78,081</b>	<b>\$ 158,500</b>	<b>\$ 162,621</b>

**Services and Other Operating Expenses**

5200	Travel and Conferences	1,000	5,000	5,135	5,269
5210	Training and Development Expense				
5300	Dues and Memberships	500	750	1,000	1,026
5400	Insurance	1,200	1,750	2,000	2,052
5500	Operation and Housekeeping Services/Supplies				
5501	Utilities	7,300	7,800	8,250	8,465
5505	Student Transportation / Field Trips				
5600	Space Rental/Leases Expense	1,960	2,450	19,375	19,879
5601	Building Maintenance				
5602	Other Space Rental				
5605	Equipment Rental/Lease Expense				
5610	Equipment Repair				
5800	Professional/Consulting Services and Operating	3,950	91,826	109,315	112,157
5803	Banking and Payroll Service Fees				
5805	Legal Services and Audit				
5810	Educational Consultants				

Expenses Input

5815	Advertising / Recruiting				
5820	Fundraising Expense				
5890	Interest Expense / Misc. Fees				
5891	Charter School Capital Fees				
5899	CMO Management Fee		1,849	1,899	1,948
5900	Communications	1,800			
5999	Expense Suspense				
<b>5000</b>	<b>Subtotal</b>	<b>\$ 17,710</b>	<b>\$ 111,425</b>	<b>\$ 146,974</b>	<b>\$ 150,795</b>

Capital Outlay

6900	Depreciation Expense				
<b>6000</b>	<b>Subtotal</b>				

Other Outgoing

7000	Miscellaneous Expense				
7010	Special Education Encroachment				
7438	Debt Service - Interest				
7500	District Oversight Fee	2,012	4,412	8,823	2,278
<b>7000</b>	<b>Subtotal</b>	<b>\$ 2,012</b>	<b>\$ 4,412</b>	<b>\$ 8,823</b>	<b>\$ 2,278</b>

Total Non-Personnel Expenses

<b>\$ 28,472</b>	<b>\$ 193,917</b>	<b>\$ 314,297</b>	<b>\$ 315,694</b>
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INGENUITY CHARTER SCHOOL

Employee Inputs

2015-16

2.0% = Salary increase

10.73% 12.60% 6.20%

= STRS employer r = PERS empl = OASDI em

SACS	Full Name	Title	Department	FTE	Salary Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System for Employee	3101	3202	3313
	1100	ampl	Nan	tehr	Education	1.2	61,500	73,800.00	73,800.00	STRS	7,918.74		OASDI
Totals			#REF!	1.20		73,800.00	-	-	73,800.00		7,918.74	-	-
Teachers Only				1.20		73,800.00	-	-	73,800.00		7,918.74	-	-



NGENUITY (Employee Inputs) = Medicare empl = Default monthly employer health e = State Unemploy = Workers' Comp employer rate = possible formula for STD, GTL, LTD, /CSMC

1.45% \$ 400.00 \$ 400.00 1.6%

Full Name	3323 Medicare	Health Rate	Monthly Health and Welfare	3403 Health and Welfare	3503 SUI	3603 Workers' Comp	3703 Other Post Employ	3903 Other Benefits	Total Benefits	Total Compensation
1100 ample Nan	1,070.10	900.00	10,800.00	400.00	1,180.80	-	-	21,369.64	95,169.64	

195

Totals	1,070.10	900.00	10,800.00	400.00	1,180.80	-	-	21,369.64	95,169.64
Teachers Only	1,070.10	900.00	10,800.00	400.00	1,180.80	-	-	21,369.64	95,169.64

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INGENUITY CHARTER SCHOOL

Employee Inputs

2016-17

2.0% = Salary increase

12.58% 15.00% 6.20%

= STRS employer r = PERS empl = OASDI empl

SACS	Full Name Title	Department	FTE	Salary Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System for Employee	3101 STRS, certificated	3202 PERS, classif	3313 OASDI
1100	ample Nan	tchr	2.5	62,730	156,825.00			156,825.00	STRS	19,728.59	2,700.00	1,395.00
	clerk	Education	0.75	30,000	22,500.00			22,500.00				
<b>Totals</b>			<b>3.25</b>		<b>179,325.00</b>	-	-	<b>179,325.00</b>		<b>19,728.59</b>	<b>2,700.00</b>	<b>1,395.00</b>
<b>Teachers Only</b>			<b>2.50</b>		<b>156,825.00</b>	-	-	<b>156,825.00</b>		<b>19,728.59</b>	-	-



Employee Inputs  
116-17

1.45% \$ 400.00 \$ 400.00 1.6%  
= Medicare ei = Default monthly employer hec = State Unemploy = Workers' Comp employer rate

= possible formula for STD, GTL, LTD, CSMC

SACS	Full Name	3323 Medicare	Monthly Health Rate	3403 Health and Welfa	3503 SUI	3603 Workers' Comp	3703 Other Post Employ	3903 Other Benefits	Total Benefits	Total Compensation
1100	ample Nan	2,273.96	999.00	11,988.00	400.00	2,509.20			36,899.75	193,724.75
		326.25	999.00	11,988.00	400.00	360.00			17,169.25	39,669.25

Totals	2,600.21	1,998.00	23,976.00	800.00	2,869.20	-	-	-	54,069.00	233,394.00
Teachers Only	2,273.96	999.00	11,988.00	400.00	2,509.20	-	-	-	36,899.75	193,724.75

INGENUITY CHARTER SCHOOL

Employee Inputs

2017-18  
22

2.0% = Salary increase

12.58% 15.00% 6.20%

= STRS employer r = PERS empl = OASDI emj

SACS	Full Name Title	Department	FTE	Salary Rate	Total Salary	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System for Employee	3101	3202	3313
									STRS	STRS, certificated	PERS, classif	OASDI
1100	ample Nan	tehr	5	62,730	313,650.00			313,650.00		39,457.17		
2400	clerk	Education	0.75	30,900	23,175.00			23,175.00			2,781.00	1,436.85
<b>Totals</b>										<b>39,457.17</b>	<b>2,781.00</b>	<b>1,436.85</b>
<b>Teachers Only</b>										<b>39,457.17</b>	<b>-</b>	<b>-</b>



Employee Inputs  
17-18

1.45% \$ 400.00  
= Medicare ei = Default monthly employer bet = State Unemploy = Workers' Comp employer rate

1.6%

\$ 400.00

= possible formula for STD, GTL, LTD, CSMC

SACS	Full Name	3323 Medicare	Monthly Health Rate	3403 Health and Welfa	3503 SUI	3603 Workers' Comp	3703 Other Post Employ	3903 Other Benefits	Total Benefits	Total Compensation
1100	ample Nan	4,547.93	999.00	11,988.00	400.00	5,018.40			61,411.50	375,061.50
2400		336.04	999.00	11,988.00	400.00	370.80			17,312.69	40,487.69

Totals	4,883.96	1,998.00	23,976.00	800.00	5,389.20	-	-	-	78,724.18	415,549.18
Teachers Only	4,547.93	999.00	11,988.00	400.00	5,018.40	-	-	-	61,411.50	375,061.50

SAC Code Description      July      Aug      Sept      Oct      Nov      Dec      Jan      Feb      Mar      Apr      May      June      July      Aug      Sept      Total

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
<b>Revenue</b>																
<b>State</b>																
8011 LCRP for all grades: state aid portion	-	4,210	4,210	7,579	7,579	7,579	7,579	7,579	7,579	7,579	7,579	7,579	7,579	-	-	100.00%
8012 LCRP for all grades: EPA portion	-	-	-	5,927	-	-	5,927	-	-	5,927	-	-	5,927	-	-	100.00%
8096 In-Lieu of Property Taxes, all grades	-	5,599	11,197	7,465	7,465	7,465	7,465	7,465	13,064	6,532	6,532	6,532	6,532	-	-	100.00%
8013 Prior Year Income / Adjustments	1,207	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
8520 State Child Nutrition program	-	-	972	-	-	-	972	-	-	-	-	-	972	-	-	100.00%
8560 Lottery	-	-	-	101	101	101	101	101	101	101	101	101	101	-	-	100.00%
8590 Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8591 SB 740 Rent re-imbursment program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8592 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8593 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8599 Prior Year State Income	1,207	9,809	16,380	21,072	15,144	15,144	22,044	15,144	20,743	21,111	14,211	14,211	21,111	-	-	\$
<b>Subtotal</b>	\$ 1,207	\$ 9,809	\$ 16,380	\$ 21,072	\$ 15,144	\$ 15,144	\$ 22,044	\$ 15,144	\$ 20,743	\$ 21,111	\$ 14,211	\$ 14,211	\$ 21,111	\$ -	\$ -	\$

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
<b>Federal</b>																
8181 Special Education, Federal																
8220 Federal Child Nutrition Programs																
8290 All Other Federal Revenue, Inc Facilities Incentif																
8291 Title I																
8292 Title II																
8293 Title III																
8294 Title V																
8299 Prior Year Federal Revenue																
<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
<b>Local</b>																
8660 Interest																
8782 All Other Transfers from County Offices																
8784 All Other Transfers from Other Locations																
8785 CMO Management fee																
8792 Transfers of Appointments from County Office																
8980 Student Lunch Revenue																
8982 Foundation Grants																
8983 All Other Local Revenue																
8984 Student Body (ASB) Fundraising Revenue																
8985 School Site Fundraising																
8986 Rental Income																
8989 CSC Sale of Future Revenue																
8999 Revenue Suspense																
<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ 1,207	\$ 9,809	\$ 16,380	\$ 21,072	\$ 15,144	\$ 15,144	\$ 22,044	\$ 15,144	\$ 20,743	\$ 21,111	\$ 14,211	\$ 14,211	\$ 21,111	\$ -	\$ -	\$

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	-	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	-	-	100.00%
1105 Teachers' Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1120 Substitute Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1300 Certificated Supervisor and Administrator Salari	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1305 Certificated Supervisor and Administrator Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1910 Other Certificated Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>1000 Subtotal</b>	-	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	7,380	-	-	7,380
<b>Classified Salaries</b>																
2100 Instructional Aide Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2110 Instructional Aide Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

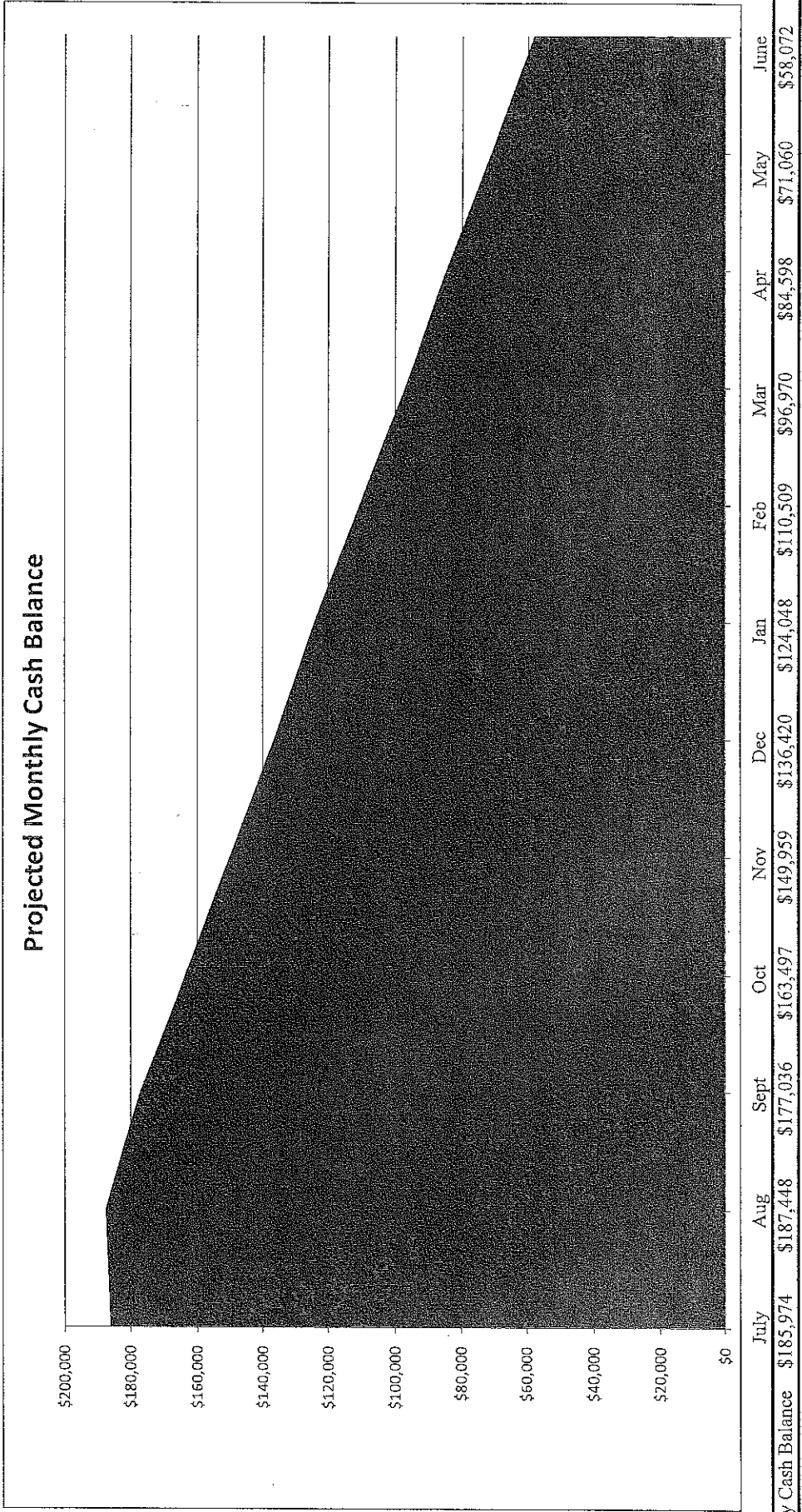




**INGENUITY CHARTER SCHOOL**  
Monthly Cash Flow Projection Graph  
THREE Year Budget, 2015-16 to 2017-18



2014-15



**BOARD OF DIRECTORS AGENDA ITEM**

**Agenda Date: September 8, 2014**

**Action Item 2**

**RECOMMENDATION:** Approved the Charter School Unaudited Actuals for the previous fiscal year - July 1, 2013 through June 30, 2014.

**BACKGROUND INFORMATION:**

For the period July 1, 2013, to June 30, 2014, the submission of charter school financial data to the California Department of Education (CDE) is required by Education Code Section 1628 (Outside Source) and by Education Code Section 42100 (Outside Source) (as amended by Assembly Bill 1994). Charter schools that do not report in the Standardized Account Code Structure (SACS) format must use the Alternative Form. The Alternative Form contains the components necessary to prepare the 2011–12 unaudited actuals.

**CURRENT INFORMATION:**

Charter schools must submit the completed forms to their authorizing agencies by September 10, 2014. The authorizing agencies will submit the forms to their county offices of education, who will submit the forms to the CDE by September 15, 2014.

**ADDITIONAL INFORMATION:**

The report will show that we ended the 2013/2014 academic year with **\$1,585,955** net income. The beginning year's fund balance for July 2014 is **\$6,651,543**.

The amount of cash at end of June is approximately **\$ 4,262,967**.

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2013 to June 30, 2014

Charter School Name: The O'Farrell Charter School

CDS #: unaudited 37683386061964\_ofa 2014

Charter Approving Entity: San Diego Unified School District

County: San Diego

Charter #: 048

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	1,991,811.00		1,991,811.00
Education Protection Account State Aid - Current Year	8012	1,391,692.00		1,391,692.00
State Aid - Prior Years	8019	(9,109.00)		(9,109.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	4,917,287.00		4,917,287.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		8,291,681.00	0.00	8,291,681.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind	8290		457,626.00	457,626.00
Special Education - Federal	8181, 8182		128,431.00	128,431.00
Child Nutrition - Federal	8220			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	586,057.00	586,057.00
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		641,691.00	641,691.00
All Other State Revenues	StateRevAO	189,253.66	375,601.12	564,854.78
Total, Other State Revenues		189,253.66	1,017,292.12	1,206,545.78
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	183,379.35	2,300.00	185,679.35
Total, Local Revenues		183,379.35	2,300.00	185,679.35
<b>5. TOTAL REVENUES</b>				
		8,664,314.01	1,605,649.12	10,269,963.13
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	3,161,686.80	627,555.84	3,789,242.64
Certificated Pupil Support Salaries	1200	38,078.82	110,022.39	148,101.21
Certificated Supervisors' and Administrators' Salaries	1300	256,320.34		256,320.34
Other Certificated Salaries	1900	54,471.27		54,471.27
Total, Certificated Salaries		3,510,557.23	737,578.23	4,248,135.46
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	180,472.93	289,178.42	469,651.35
Noncertificated Support Salaries	2200	151,823.74	12,234.12	164,057.86
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical and Office Salaries	2400	329,003.89	21.83	329,025.72
Other Noncertificated Salaries	2900	11,601.62	34,108.77	45,710.39
Total, Noncertificated Salaries		672,902.18	335,543.14	1,008,445.32

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2013 to June 30, 2014**

Charter School Name: The O'Farrell Charter School

CDS #: unaudited 37683386061964\_ofa\_2014

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	283,421.42	61,153.93	344,575.35
PERS	3201-3202	71,500.68	36,413.01	107,913.69
OASDI / Medicare / Alternative	3301-3302	109,070.37	34,723.39	143,793.76
Health and Welfare Benefits	3401-3402	635,163.16	51,157.43	686,320.59
Unemployment Insurance	3501-3502	2,309.23	555.90	2,865.13
Workers' Compensation Insurance	3601-3602	82,148.00		82,148.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	9,321.24		9,321.24
Total, Employee Benefits		1,192,934.10	184,003.66	1,376,937.76
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	106,207.97	52,417.07	158,625.04
Books and Other Reference Materials	4200	19,488.17	1,558.65	21,046.82
Materials and Supplies	4300	225,502.58	26,344.52	251,847.10
Noncapitalized Equipment	4400	167,883.75	72,358.09	240,241.84
Food	4700			0.00
Total, Books and Supplies		519,082.47	152,678.33	671,760.80
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	19,185.67	8,858.35	28,044.02
Dues and Memberships	5300	12,555.40	1,679.66	14,235.06
Insurance	5400	51,449.48		51,449.48
Operations and Housekeeping Services	5500	404,367.83	17,943.54	422,311.37
Rentals, Leases, Repairs, and Noncap. Improvements	5600	58,447.98	2,600.00	61,047.98
Professional/Consulting Services and Operating Expend.	5800	558,671.79	172,875.38	731,547.17
Communications	5900	27,061.36	1,048.04	28,109.40
Total, Services and Other Operating Expenditures		1,131,739.51	205,004.97	1,336,744.48
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	41,983.55		41,983.55
Total, Capital Outlay		41,983.55	0.00	41,983.55
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		<b>7,069,199.04</b>	<b>1,614,808.33</b>	<b>8,684,007.37</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2013 to June 30, 2014**

Charter School Name: The O'Farrell Charter School

CDS #: unaudited 37683386061964 ofa 2014

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		1,595,114.97	(9,159.21)	1,585,955.76
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(9,159.21)	9,159.21	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		(9,159.21)	9,159.21	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		1,585,955.76	0.00	1,585,955.76
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	5,065,587.53		5,065,587.53
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		5,065,587.53	0.00	5,065,587.53
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		6,651,543.29	0.00	6,651,543.29
Components of Ending Fund Balance (Modified Accrual Basis) (Optional)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis)				
1. Net Investment in Capital Assets	9796			0.00
2. Restricted Net Position	9797			0.00
3. Unrestricted Net Position	9790A	6,651,543.29	0.00	6,651,543.29

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2013 to June 30, 2014

Charter School Name: The O'Farrell Charter School

CDS #: unaudited 37683386061964 ofa 2014

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
<b>1. Cash</b>				
In County Treasury	9110	3,910,197.76		3,910,197.76
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	352,769.63		352,769.63
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
<b>2. Investments</b>	9150			0.00
<b>3. Accounts Receivable</b>	9200	1,152,105.94		1,152,105.94
<b>4. Due from Grantor Governments</b>	9290			0.00
<b>5. Stores</b>	9320			0.00
<b>6. Prepaid Expenditures (Expenses)</b>	9330	163,444.25		163,444.25
<b>7. Other Current Assets</b>	9340	150,000.00		150,000.00
<b>8. Capital Assets (accrual basis only)</b>	9400-9489	1,924,927.59		1,924,927.59
<b>9. TOTAL ASSETS</b>		<b>7,653,445.17</b>	<b>0.00</b>	<b>7,653,445.17</b>
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
<b>1. Deferred Outflows of Resources</b>	9490			0.00
<b>2. TOTAL DEFERRED OUTFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>I. LIABILITIES</b>				
<b>1. Accounts Payable</b>	9500	417,946.05		417,946.05
<b>2. Due to Grantor Governments</b>	9590			0.00
<b>3. Current Loans</b>	9640			0.00
<b>4. Unearned Revenue</b>	9650	245,284.17		245,284.17
<b>5. Long-Term Liabilities (accrual basis only)</b>	9660-9669	338,671.66		338,671.66
<b>6. TOTAL LIABILITIES</b>		<b>1,001,901.88</b>	<b>0.00</b>	<b>1,001,901.88</b>
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
<b>1. Deferred Inflows of Resources</b>	9690			0.00
<b>2. TOTAL DEFERRED INFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		6,651,543.29	0.00	6,651,543.29

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2013 to June 30, 2014**

Charter School Name: The O'Farrell Charter School

CDS #: unaudited 37683386061964\_ofa\_2014

**.. FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. none	\$ 0.00		0.00
b. _____	0.00		0.00
c. _____	0.00		0.00
d. _____	0.00		0.00
e. _____	0.00		0.00
f. _____	0.00		0.00
g. _____	0.00		0.00
h. _____	0.00		0.00
i. _____	0.00		0.00
j. _____	0.00		0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2013 to June 30, 2014**

Charter School Name: The O'Farrell Charter School

CDS #: unaudited 37683386061964\_ofa 2014

**3. State and Local Expenditures to be Used for Annual NCLB Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2012-13 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2015-16.

a. Total Expenditures (B8)	<u>8,684,007.37</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>586,057.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>8,097,950.37</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>41,983.55</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	<u>\$ 8,055,966.82</u>

CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2013 to June 30, 2014

CHARTER SCHOOL CERTIFICATION

Charter School Name: The O'Farrell Charter School  
CDS #: unaudited 37683386061964\_ofa\_2014  
Charter Approving Entity: San Diego Unified School District  
County: San Diego  
Charter #: 048

**NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:**

For information regarding this report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
_____	Jonathan Dean
Name	Name
_____	Superintendent
Title	Title
_____	619-23-3009
Telephone	Telephone
_____	jonathan.dean@ofarrellschool.org
E-mail address	E-mail address

To the entity that approved the charter school:

( X ) 2013-14 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Printed Name: Jonathan Dean Title: Superintendent

To the County Superintendent of Schools:

( X ) 2013-14 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

( X ) 2013-14 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

**BOARD OF DIRECTORS AGENDA ITEM**

**Agenda Date: September 8, 2014**

**Action Item 3**

**RECOMMENDATION:** Approve designation of administrators-in-charge for the 2014-2015 school year.

**BACKGROUND INFORMATION:**

Individuals need to be identified as the administrator-in-charge of the school when the Principal/Superintendent is not on campus. This is especially important for the safety and security of the campus.

All individuals have obtained their administrative credential or are in the process of obtaining it.

**CURRENT INFORMATION:**

The designation of administrators-in-charge will follow the order listed below:

1. Jonathan Dean, Principal/Superintendent
2. Jill Andersen, Assistant Principal Middle Academy
3. Anne Mathews, Assistant Principal Elementary Academy
4. Brian Rainey, Assistant Principal High Academy
5. Moises Buhain, School Counselor (in-process)