

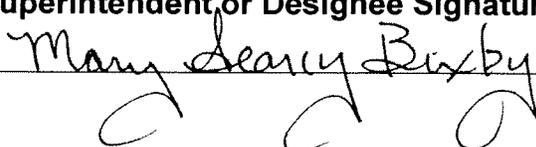
SIG Form 1 – Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

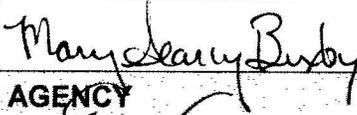
**APPLICATION RECEIPT DEADLINE
June 1, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

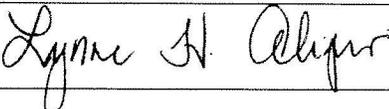
NOTE: Please print or type all information.

County Name: San Diego		County/District Code: 37-68338-3730959	
Local Educational Agency (LEA) Name The Charter School of San Diego		LEA NCES Number: 063432003939	
LEA Address 10170 Huennekens Street			
City San Diego		Zip Code 92121	
Name of Primary Grant Coordinator Ginese Quann		Grant Coordinator Title Program Administrator	
Telephone Number 858-678-2031	Fax Number 858-552-6660	E-mail Address gquann@charterschool-sandiego.net	
<p>CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>			
Printed Name of Superintendent or Designee Mary Searcy Bixby		Telephone Number 858-678-2020	
Superintendent or Designee Signature 		Date June 2, 2010	

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
37-68338-3730959	The Charter School of San Diego	Mary Searcy Bixby	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	The Charter School of San Diego
Authorized Executive:	Lynne Alipio, Chief Financial Officer
Signature of Authorized Executive	

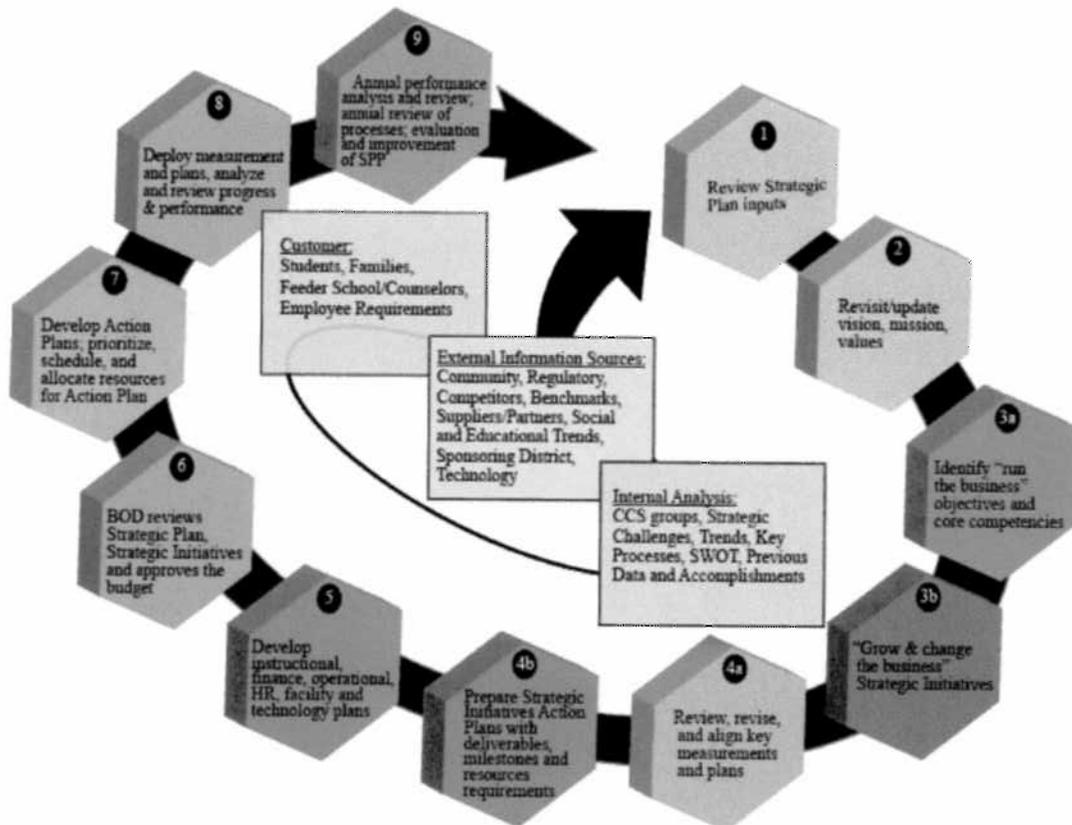
SIG Form 3 – Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response:

The Charter School of San Diego (CSSD) needs analysis combines the systematic structure of a nine-step Strategic Planning Process (SPP) illustrated below with the agility to move quickly to revise the Strategic Plan as the educational environment, stakeholder requirements and other influences indicate the need for change. The nine-step SPP is a continuous closed-loop system that includes both short-term (one year or less) horizons as well as longer-term horizons (more than one year). The SPP is fully deployed, has gone through several cycles of refinement and continues to be improved as it is measured, analyzed and evaluated on an on-going and annual basis. CSSD uses its SPP to achieve its Vision and Mission, meet stakeholder requirements and drive data informed change in operations and instruction. (IP)



In **Step 1** of the SPP, the Leadership Team and key stakeholder representatives which consists of the President/CEO, Director of Organizational Effectiveness, Chief Financial Officer, Program Administrator, School Site Coordinators, Operations/HR Coordinator, Instructional Leads, and Teacher Leads reviews, analyzes and evaluates the inputs gathered from all stakeholders. It also reviews the school performance over the past year including status of projects, goals, accomplishments and areas of improvement. **(IP) (SD)** Performance measures reviewed are:

- AYP Criteria
- API Criteria
- Standardized test results-CST, CAHSEE, CELDT
- Local benchmark results in Reading, Language Usage, and Mathematics
- Dropout rate
- Graduation rate
- Retention rate-student and teacher
- Enrollment
- Learning Performance Index (LPI)-attendance
- Interventions
- Post-graduate outcomes
- Professional Development
- Curriculum development and deployment
- Use of state-adopted standards aligned materials and resources
- Teacher NCLB qualifications and Individual Development Plans (IDPs) that focus on content-specific knowledge and instructional practices
- Budget and resource allocations

With this information, the Team conducts a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. Strategic challenges and strategic advantages are also determined and documented.

Based on data, in **Step 2**, the team reviews the Vision, Mission and Values to determine if circumstances warrant any revisions. With this accomplished, in **Steps 3a** and **3b**, the Team develops strategic objectives for both short-term (“Run the Business”) and longer-term (“Grow & Change the Business”) horizons.

Based on both short- and longer-term strategic objectives, the Team develops, reviews and revises the Strategic Plan in **Steps 4a** and **4b**. The Team develops, aligns and integrates instructional, finance, operational, human resource, facility and technology plans in **Step 5**.

Steps 1 through 5 are accomplished at the July retreat. Following that, the CSSD Board of Directors (BOD) reviews the objectives, the Plan and the budget, providing feedback as necessary, and ultimately gives approval (**Step 6**).

With the Plan approved, in **Step 7** the Team begins collaborating with key faculty and staff teams to develop departmental and individual Action Plans, including measures, priorities, schedules and required resources. **(IP) (SD)** These Action Plans are linked to the strategic objectives in the Strategic Plan, so the entire workforce can see the role they play in accomplishing the objectives and goals of the organization. Specific owners are assigned to ensure optimum implementation.

Select stakeholders participate in the SPP, both in the development and implementation phases. The Team also uses the “triangulation” strategy to “check” data and information from various perspectives and sources before decisions or changes are made.

Through the SPP, the following organizational and instructional strategies and resources aligned to the **Transformation Model** have been implemented based on the outcome of school and student performance data :

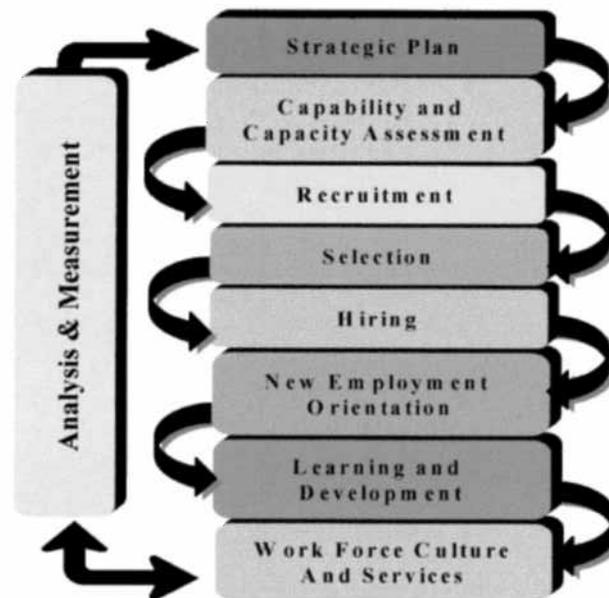
- Instructional Leads **(RP)** that oversee and supervise a region of learning centers that have similar student demographics, academic needs, and community needs. They guide, facilitate, and monitor focused instruction and professional growth through individual teacher and learning center action plans. **(IP)** Individual and small group professional growth **(PD)** includes: subject-specific pedagogy, differentiated instruction, community outreach and resources, development of skills to utilize instructional resources and teacher collaboration for instructional purposes. Individual action plans and expected outcomes on performance measures are linked to the Instructional Leads actions plans and evaluations. **(ES) (IP) (SD)**
- Individual and department action plans linked to annual evaluations with performance measures that are linked to student achievement and organizational outcomes. **(ES) (IP) (SD)**
- Performance indicators embedded in teacher evaluations that are linked to student achievement that include: student growth indicators, attendance, dropout rate, graduation rate, CAHSEE proficiency rate, CST proficiency rate, student retention, interventions, credits earned, and teacher professional growth aligned to student achievement. **(ES) (PD) (IP) (SD)**
- CSSD utilizes a formative assessment tool, **Measures of Academic Progress (“MAP”)**. This state-aligned assessment system can track student achievement status and growth in Mathematics, Language Usage and, Reading. The School’s instructional approach and philosophy incorporates meeting each student at their current level of knowledge and skills in these curricular areas, and moving them forward. The MAPs assessment is administered two times a year (Fall and Spring) in order to monitor student growth in knowledge and skills over time. Data reports indicate each student’s progress by content goal structures, and shows growth and an ongoing picture of each student’s strengths and areas of concern. This assessment data, together with teacher-designed shorter cycle of formative assessments, provides the data necessary to inform the teacher’s instructional decisions for each student, as well as groups of students within the school. **(ES) (PD) (IP) (SD)**

These results are used to:

- Identify the skills and concepts individual students have learned
 - Diagnose instructional needs
 - Monitor academic growth over time
 - Make data-driven decisions at the classroom and school level
 - Assign students appropriate courses and remedial instruction
- Researched based remedial Math and English curriculum and instruction aligned to state-standards. **(ES) (PD) (IP) (SD) (ILT)**
 - Expansion of state-approved CAHSEE Prep curriculum (supplemental) and instruction. **(ILT) (PD)**
 - Grade specific learning centers that increase the ability to focus instruction and group students for instructional support. **(ILT) (PD) (IP) (SD)**
 - Differentiated instruction provided to students based on proficiency level. **(ILT)**
 - ELD instructional practices that include: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection. **(IP) (SD) (ILT) (PD)**
 - Increased instructional time in the traditional school year by 15 minutes/day and an increase in supplemental instructional time in the summer for remediation. **(ILT)**
 - Focused regionalized job-embedded Professional Development linked to student results and teacher performance indicators in Math specifically in the area of CAHSEE remediation, Algebra, Geometry, and basic skill development. English with an emphasis on language development and reading comprehension. ELL strategies focusing on systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection. Best Practices based on teacher performance results linked to student achievement. **(PD) (ES) (IP) (SD)**
 - School to Career Pathways utilizing a web-based program (Naviance) that tracks student achievement, interests, and learning styles. **(SD) (FCE)**
 - Early interventions with counselors that focus on positive instructional outcomes and resources for students and families. **(FCE)(SD)**
 - Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP). **(FCE) (SD)**
 - Monthly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data. **(PD) (SD) (FCE)**
 - Increased opportunities for career growth through training, leadership roles, as well as flexible work conditions to meet the needs of students and the community. The School has a 7 to 7 model where learning centers are open from 7am to 7pm with flexible teacher and student schedules. This enables students and teachers to maximize instructional time and resources to improve student achievement and outcomes. The School also offers opportunities to develop leadership skills and to serve in supervisory positions such as

department chairs, Curriculum Council, teacher leaders, counseling opportunities and others. The School supports all faculty and staff in reaching their goals and ambitions through Individual Development Plans (IDP) that is linked to their action plans and evaluations. The School provides a high level of training throughout the year and opportunities for faculty and staff to have input on organizational matters. **(IRR) (ILT)**

- The School's Workforce System (shown below), encompasses the recruiting, hiring, placing and retaining of new employees. The School identifies characteristics and skills needed for the workforce base on school and student outcomes on the organizational scorecard. Job descriptions are created with input from the respective managers/supervisors and the Human Resources department. **(RPR)**



Strategies to retain highly qualified employees begin at the recruiting stage. The School models a level of professionalism, and like-minded candidates understand that this is an organization they would want to join. Information about the organization is shared during orientation for prospective employees, on the web site and throughout the process. To assure a smooth transition to the organization, new employees meet with the Operations Coordinator to review policies and administrative details. Training for positions includes: formal orientations, thirteen-week new teacher training, job-shadowing, and on-the-job training. **(PD)**

ii. Selection of Intervention Models

Response:

Through the annual nine-step strategic planning process (SPP), organizational and student learning needs have been revised and established through the analysis of student and school performance data, current practices, and staff effectiveness. **(SD) (IP)** This analysis has resulted in the recent significant restructuring (2009-2010) of professional development **(PD)**, action plans **(IP)(SD)**, certificated evaluations **(ES)**, learning communities **(IP)**, and support for focused instruction.**(ILT)** Formative and

summative assessments have been revised and/or developed to ensure alignment to the state standards. Instructional Leads (**RP**) have been selected and implemented to assist in the deployment and integration of data to focus teaching and learning. (**IP**) (**SD**) Individual and departmental action plans linked to formal evaluations with performance measures have been formalized and implemented throughout the school.

The LEA has identified the **Transformation Model** as the most appropriate and effective intervention model to implement based on the recent (2009-2010) organizational restructuring through the Strategic Planning Process (SPP). (**OF**) Through Regional meetings with faculty and staff, a public hearing, and board approval the LEA ensured that all stakeholders were included on the process of identifying the intervention model that best meets the needs of the students and school.

Background: As an intervention, the school is intended to serve students for a short time period. During this time, the focus is devoted to reengaging and motivating students to continue towards the achievement of their personalized educational plan which focuses on positive student outcomes.

Since the implementation of the Measures of Academic Progress (MAP) assessments through the Northwest Evaluation Association (NWEA) in the Fall of 2007 **a two year trend has shown that students enter The Charter School of San Diego two to three grade levels behind in reading and language usage and three to four grade levels behind in mathematics.** The majority of students (70% based on the most recent student survey) choose to enroll in the School because they have failed core courses at the traditional setting and/or have low GPA's, and are unable to successfully "catch up" on coursework and credits that would enable them to graduate. Students are also referred to the School due to discipline issues that have prohibited them from being academically successful.

Based on the analysis of data the following results that link to the identification of the transformation model are:

- The percent of students scoring proficient or advanced from 2007 to 2009 has increased by 5.3% in **ELA**, although there has been an increase, students are performing **15.7% below** the AYP target (44.5% in 08-09)
- The percent of students scoring proficient or advanced from 2007 to 2009 has increased by 1% in **Math**, although there has been an increase, students are performing **39% below** the AYP target (43.5% in 08-09)
- For the past two years the English Learner (EL) student group has not met the proficiency targets in ELA. For the past three years the EL student group has not met the proficiency rates in Math. In the past year the proficiency rate has decreased in math by 6.4%.

(Background Continue)

- From Fall 2008 to Spring 2009, the percentage of students (listed below) of long-term (enrolled from CBEDS date) students met their growth targets on benchmark assessments (MAPs):
 - 52% in Language Usage
 - 50% in Reading
 - 56% in Math
- On the California High School Exit Exam (CAHSEE) in ELA, students are performing **3.5% below** the AYP target (44.5% in 08-09)
- On the California High School Exit Exam (CAHSEE) in Math, students are performing **13.5% below** the AYP target (43.5% in 08-09)
- The current dropout rate is 6.2% this is a **4.4% decrease** from the prior year
- The current graduation rate is 71.7% this is an **increase of 4.2%** from the prior year
- Of the 2009 graduates 73% went on to a four-year college/university or community college
- The retention rate of students for 08-09 was 58%, this is due to the intervention model of the school program that focuses on credit recovery
- The retention rate of teachers for 08-09 was 84%
- In 08-09 teachers attended an average of 80 hours each of Professional Development that linked to student results
- In 08-09 the school had 1,031 formal interventions with a teacher and/or counselor and other school personnel

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:

The transformation model has been implemented this school year (09-10) and will continue for the 10-11 school year and beyond. Adjustments to the program will be made based on the annual SPP and school outcomes. The following support staff has been identified and deployed to implement the reform model.

Instructional Leads:

Instructional Leads (RP) oversee a region of learning centers that have similar student demographics, academic needs, and community needs. They guide, facilitate, monitor and evaluate focused instruction and professional growth through individual teacher and learning center action plans. Individual and small group professional growth includes: subject-specific pedagogy, differentiated instruction, community outreach and resources, development of skills to utilize instructional resources and teacher collaboration for instructional purposes.

Counselors:

The counselors' core responsibility is to support teachers and students in personalized education planning to increase student achievement. Support services include interventions, dropout prevention and recovery, course planning, community resources to support academic achievement and post-secondary college/career research and planning.

Teachers:

The teacher's core responsibility is to engage and motivate students toward success through the development and implementation of a personalized education plan (PEP) and instruction. Through the PEP, focused instruction is guided by data that is accessed through the student dashboard. The focused instructional activities offer opportunities to develop basic skills, increase student understanding and achievement, learn higher-level thinking skills, explore careers, expand interpersonal relationship skills, and enrich the core curriculum. CSSD teachers are committed to the delivery of excellence in teaching. They are actively involved in the development of a curriculum that is rigorous, aligned to California Standards, and meets the individual needs of the students. They are also actively involved with students and their families. Teachers are engaged with parents on a weekly basis, meeting formally with parents several times a year for review of the PEP, making home visits, making phone calls/emails to discuss progress, and considering students' families as a part of the learning process. The teachers' annual evaluation/action plan is linked to student results and outcomes that are aligned to the organizational scorecard.

Data & Support Analyst:

The Data and Support Analyst provides direct support in the acquisition, maintaining, analysis, and deployment of school and student data to focus instruction and professional development aligned to student achievement. Activities include:

- Maintaining a wide range of data related to student achievement, school attendance, and other records.
- Disaggregating student, teacher, school, and demographic or achievement information.
- Disseminating student achievement reports to school staff.
- Providing data analysis of student assessments (STAR, CAHSEE, NWEA, other).
- Providing consultation and training to staff on all elements of data inquiry.

Classroom Assistants:

The class assistant's core responsibility is to support teachers and students in personalized education planning to increase student achievement. Support services include tutoring, grading rigor, and classroom management and organization.

iv. Recruitment, Screening, and Selection of External Providers

	<p>Response: The Charter School of San Diego does not intend to use external entities for the current reform model. The model has been implemented this past year with no additional providers acquired. All strategies have been deployed utilizing existing faculty and staff.</p>
v.	Alignment of Other Resources with the Selected Intervention Models
	<p>Response: The School will not align other resources with the selected intervention model.</p>
vi.	Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
	<p>This is not applicable; CSSD does not have a DAIT process.</p>
vii.	Modification of LEA Practices or Policies
	<p>Response: The Charter School of San Diego does not anticipate the need to revise any of its current practices or policies based on the identified model.</p>
viii.	Sustainment of the Reforms after the Funding Period Ends
	<p>Response: The Charter School of San Diego does intend to request a waiver to extend the funding period to September 30, 2013. The implemented reform model will be sustained through the General Fund and other State and Federal Funds.</p>
ix.	Establishment of Challenging LEA Annual School Goals for Student Achievement This is where you would address program evaluation.
	<p>As an intervention, the school is intended to serve students for a short time period. During this time, the focus is devoted to reengaging and motivating students to continue towards the achievement of their personalized educational plan which focuses on positive student outcomes. The annual school goals that are aligned to action plans and evaluations monitored by the instructional leads for student achievement are:</p> <ul style="list-style-type: none"> • Increasing the number of students who are proficient on the English CST's by 5% or more. • Increasing the number of students who are proficient on the Math CST's by 5% or more. • Increase the number of students scoring proficient on the English CAHSEE by 10% or more. • Increase the number of students scoring proficient on the Mathematics CAHSEE by 10% or more. • Increasing the number of students who meet their growth targets on local benchmark assessments (MAPs) for ELA and Math aligned to state-standards by 5% or more. <p>These goals will be monitored throughout the school year and reflected in the instructional leads action plans and evaluation which are linked to individual teacher evaluations. Results will be shared with the leadership team, board, and community.</p>
x.	Inclusion of Tier III Schools (if applicable)
	<p>Response: This is not applicable; CSSD has been identified as a Tier II school.</p>

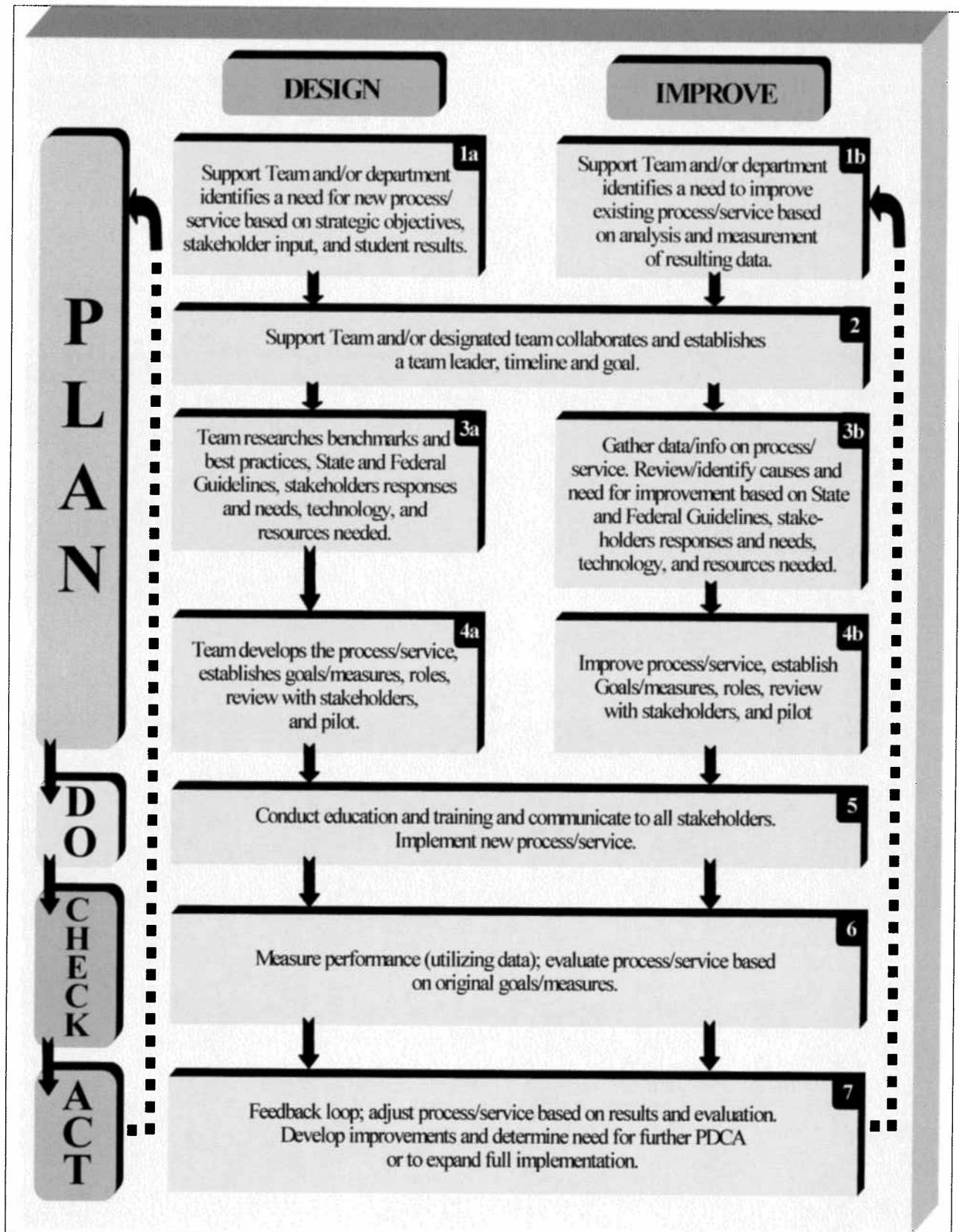
xi. Consultation with Relevant Stakeholders

Response:

All relevant stakeholders which include students, parents, educators, and the community have been incorporated in the school improvement efforts that have led to the selection and implementation of the reform model. Input has been reviewed and refined through the following communication and collaboration system (see chart below).

Stakeholder	Listening and Learning through the Communication and Collaboration System (CCS)
Students	PEP, Master Agreements, daily/weekly consultation with teachers and support staff, classroom calendars, home visits, student surveys, assessments, senior interviews, email
Parents	PEP, Master Agreements, daily/weekly consultation with teachers and support staff, classroom calendars, home visits, progress reports, Open House, Parent University, parent surveys, email
SDUSD Board of Directors	Periodic meetings with school board members, annual financial and audit report presentations, community presentations, annual district site visit and report
CSSD Board of Directors	Formal board meetings, presentations on student and school programs and activities (this includes performance measures), community presentations
Business Community	Business Roundtable meetings; networking; advisory groups; Open House, CEO Council
Staff	Regional meetings, faculty/staff meetings, department meetings, curriculum council, site meetings, professional development, staff survey

At these meetings student and school performance measures, instructional strategies, and resources are reviewed and discussed. Feedback from these meetings is reviewed by the designated lead/s for that meeting. This feedback drives the determination of instructional and operational needs which leads to the refinement and/or development of work systems and key work processes (see chart below). In the School's commitment to continuous improvement, there is regular review of work processes for opportunities for design and improvement. To accomplish both design and improvement, the School utilizes the Process Design and Improvement System (PDIS), which is an integral part of the overall performance system. Work systems and key processes help the School to achieve its Vision, Mission, strategic objectives and Action Plans in efforts to provide personalized instructional programs that result in positive outcomes for each student while creating a financially solvent and sustainable



SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: The Charter School of San Diego	
County/District (CD) Code: 37-68338-3730959	
County: San Diego	
LEA Contact: Lynne Alipio	Telephone Number: 858-678-2048
E-mail: lalipio@altusinstitute.net	Fax Number: 858-552-6660
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries			
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits			
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs 7310- Indirect Cost 4.44%	\$84,540	\$65,413	
Total Amount Budgeted		\$84,540	\$65,413	

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: The Charter School of San Diego	
County/District/School (CDS) Code: 37-68338-3730959	
LEA: The Charter School of San Diego	
LEA Contact: Lynne Alipio	Telephone Number: 858-678-2048
E-mail: lalipio@altusinstitute.net	Fax Number : 858-552-6660
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries			
1100	Instructional Lead	\$274,780	\$285,771	\$297,202
1100	Summer School Teacher	797,397	829,293	862,464
1200	Summer school Counselor	29,760	30,950	32,188
2000–2999	Classified Personnel Salaries			
2100	Summer Classroom Asst.	117,775	123,664	129,847
2200	Summer Data Analyst	14,791	15,530	16,307
3000–3999	Employee Benefits			
3101	3101-STRS	92,130	95,828	99,673
3301	3301-Medicare	16,192	16,842	17,518
3501	3501-Unemployment Insurance	8,040	8,363	8,699
3601	3601-Workers Compensation	13,365	13,901	14,459
3401	3401-Health & Welfare Benefits	233,507	245,362	260,792
3212	3212-PERS for Classroom Asst.	12,610	13,241	13,903

	(employee benefits continue)			
3312	3312-Social Security for CA	7,302	7,667	8,051
3302	3302-Medicare for CA	1,708	1,793	1,883
3502	3502-Unemploy. Ins. for CA	848	890	935
3602	3602-Workers Comp. for CA	1,410	1,480	1,554
4000– 4999	Books and Supplies			
4300	4300- Instruct. Supplies at \$5 for 2,100 to 2,140 students	10,500	10,500	10,700
	4300-Hotmath.com	450	450	450
	4400- 40 Student Desktop @ \$1,417.50 per unit	56,700	-	-
5000– 5999	Services and Other Operating Expenditures			
	5600-2 Months Facilities Lease	128,323	134,739	141,476
	5800-Northwest Evaluation Association \$12.50 per Prior ADA	16,612	17,063	12,167
	5800-Southland User Support for Summer School \$100 per user	12,800	12,800	
	5800-School Pathways \$31.80 per enrollment annually	66,780	66,780	68,052
	5800-Naviance \$1,680 Annually	1,680	1,680	1,680
6000– 6999	Capital Outlay			
7370&	Transfers of Direct Support Costs			
7380	7310- Indirect Cost 4.44%			
Total Amount Budgeted		\$1,915,460	\$1,934,587	\$2,000,000

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p><u>Indirect Cost:</u> Elements of cost necessary in the operation of the LEA or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be determined readily and accurately or for which the cost of such determination exceeds the benefit of the determination. It consists of business and administrative costs that benefits the entire LEA.</p>	<p>\$149,953</p>	<p>7310</p>

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p><u>Teachers:</u></p> <p>The teacher's core responsibility is to engage and motivate students toward success through the development and implementation of a personalized education plan (PEP) and instruction. Through the PEP, focused instruction is guided by data that is accessed through the student dashboard. The focused instructional activities offer opportunities to develop basic skills, increase student understanding and achievement, learn higher-level thinking skills, explore careers, expand interpersonal relationship skills, and enrich the core curriculum. CSSD teachers are committed to the delivery of excellence in teaching. They are actively involved in the development of a curriculum that is rigorous, aligned to California Standards, and meets the individual needs of the students. They are also actively involved with students and their families. Teachers are engaged with parents on a weekly basis, meeting formally with parents several times a year for review of the PEP, making home visits, making phone calls/emails to discuss progress, and considering students' families as a part of the learning process. The teachers' annual evaluation/action plan is linked to student results and outcomes that are aligned to the organizational scorecard.</p>	\$2,489,154	1100
<p><u>Counselors:</u></p> <p>The counselors' core responsibility is to support teachers and students in personalized education planning to increase student achievement. Support services include interventions, dropout prevention and recovery, course planning, community resources to support academic achievement and post-secondary college/career research and planning.</p>	\$92,898	1200

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p><u>Classroom Assistants:</u></p> <p>The class assistant's core responsibility is to support teachers and students in personalized education planning to increase student achievement. Support services include tutoring, grading rigor, and classroom management and organization.</p>	\$371,286	2100
<p><u>Data & Support Analyst:</u></p> <p>The Data and Support Analyst provides direct support in the acquisition, maintaining, analysis, and deployment of school and student data to focus instruction and professional development aligned to student achievement. Activities include:</p> <ul style="list-style-type: none"> • Maintaining a wide range of data related to student achievement, school attendance, and other records. • Disaggregating student, teacher, school, and demographic or achievement information. • Disseminating student achievement reports to school staff. • Providing data analysis of student assessments (STAR, CAHSEE, NWEA, other). • Providing consultation and training to staff on all elements of data inquiry. 	\$46,628	2200
<p><u>Benefits:</u></p> <p>Benefits paid by employer on behalf of employees. This cost includes PERS and STRS retirement, State and Federal taxes, Unemployment Compensation, Worker Comp., and Health and Welfare Cost.</p>	\$1,219,946	3000-3999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Measures of Academic Progress (Map) \$12.50 per prior year ADA count (Northwest Evaluation Association)</p> <p>To assess school performance, the Charter School of San Diego (CSSD) implements a student performance evaluation system that permits evaluation of the educational progress of each student. CSSD utilizes a formative assessment tool called the MAP. This state-aligned assessment system can track student achievement status and growth in Mathematics, Language Usage and, Reading. MAP tests will additionally track achievement in Science. Our instructional approach and philosophy revolve around meeting each student at their current level of knowledge and skills in these curricular areas, and taking them forward. The MAP assessment is administered two times a year (Fall and Spring) in order to monitor student growth in knowledge and skills over time. Data reports will indicate each student's progress by content goal structures, and show growth and an ongoing picture of each student's strengths and areas of concern. MAP data reports are adapted to the information needs of students, parents/guardians, teachers and administrators. This assessment data, together with teacher-designed shorter cycle formative assessments, will provide the data necessary to inform each teacher's instructional decisions for each student, as well as groups of students within the school.</p> <ul style="list-style-type: none"> • NWEA-Measures of Academic Progress (MAPs). These local benchmark assessments are linked to standards that measure student academic progress in Reading, Language Usage, and Mathematics. These results are used to identify the skills and concepts individual students have learned, to diagnose instructional needs, to monitor academic growth over time, to make data-driven 	\$45,842	5800

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>(cont. of MAP's assessment)</p> <p>decisions at the classroom and school level, and assign students appropriate courses and remedial instruction.</p>		
<p>School Student Information and Reporting Systems \$31.80 per enrollment annually projected in enrollment will be 2,100, 2,100 & 2,140 for the next three years. (Report Writer & School Pathways)</p> <p>Report Writer (RW) allows teachers to create personalized courses depending on student level of academic achievement. RW also incorporates MAPs and current academic progress to create customized assignments for students. The flexibility of the RW helps to create a personalized plan to increase student achievement.</p> <p>School Pathways (SP) allows administrators, teachers, and counselors to monitor and track student progress. Students will also be given additional support and counseling to help achieve higher academic and increase graduation rates. SP interacts with RW to create a customized program for alternative education for students. SP allows teachers to personalized curriculum for their students. Teachers will have their own home page where they have access to master curricula, roster, grade books, progress reports, report cards, and reports.</p>	\$201,612	5800

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Career Pathways utilizing a web-based program</p> <p>Naviance is a web-based program that tracks student achievement, interest, and learning style. The program also tracks student progress and help student with post-graduation opportunities. The program gives students an academic planning solution that tracks future goals and chart a path that leads to their desired destination. Students can establish short- and long-term goals that move them towards postsecondary success. The program also allows the students the ability to build personalized success plans, discover more about individual learning styles and explore education and career interests. The program also has the ability to allow families access through a designated online portal, making it easy to stay connected to teachers and counselors who are helping keep students on track with recommendations and tasks.</p>	\$5,040.00	5800
<p>Technology User Support for supplemental (summer) school at \$100 per month for two (2) months for 58 teachers and 6 administrators.</p> <p>To provide technology support for teacher, administrator, and counselor for supplemental (summer) school which will allows the staff to access student files online and other important documents.</p>	\$25,600	5800

SIG Form 6—General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fg/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fg/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

California Department of Education (<http://www.cde.ca.gov/fg/fo/r5/ca09generalassur.asp>)

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General Assurances

Consolidated Application Part I and II general legal assurances for fiscal year 2009-10.

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the Education Code, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 CFR 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties. (CCR T5, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82. (34 CFR Part 82)
13. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4)).
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility

- for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
 21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
 22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
 23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
 24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
 25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
 26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

[Back to Legal Assurances](#)

Questions: [Anne Daniels](#) | adaniels@cde.ca.gov | 916-319-0295

Last Reviewed: Wednesday, December 23, 2009

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)
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Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

10170 Huennekens Street
San Diego, CA 92121

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and

implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: The Charter School of San Diego

Name of Program: The Charter School of San Diego

Printed Name and Title of Authorized Representative: Mary Searcy Bixby, President/CEO

Signature: Mary Searcy Bixby Date: June 2, 2010

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Wednesday, May 05, 2010

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/lobby.asp>)

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Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: The Charter School of San Diego

Name of Program: The Charter School of San Diego

Printed Name and Title of Authorized Representative: Mary Seancey Bixby, President/CEO

Signature: Mary Seancey Bixby Date: June 2, 2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/debar.asp>)

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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: The Charter School of San Diego

Name of Program: The Charter School of San Diego

Printed Name and Title of Authorized Representative: Mary Searcy Bixby, President/CEO

Signature: Mary Searcy Bixby Date: June 2, 2010

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

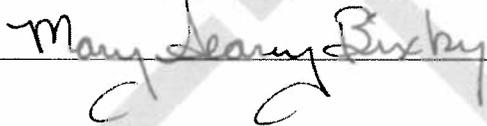
SIG Form 7--Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	The Charter School of San Diego
Authorized Executive:	Mary Searcy Bixby
Signature of Authorized Executive	

DRAFT

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Charter School of San Diego Tier: I or <input checked="" type="checkbox"/> II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <u>64</u> School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resource	Oversight
			School	LEA		
RP, PD, IP, ES, FCE	Instructional Leads (See Budget Narrative)	7/1/2010 to 6/30/2013	\$857,753			LEA- The Charter School of San Diego
ES, IRR, PD, RPR, IP, ILT, FCE	Teachers (See Budget Narrative)	7/1/2010 to 6/30/2013	\$2,489,154			LEA- The Charter School of San Diego
FCE, SD, IP, PD	Counselors (See Budget Narrative)	7/1/2010 to 6/30/2013	\$92,898			LEA- The Charter School of San Diego

ILT, OF	Summer Classroom Assistants (See Budget Narrative)	7/1/2010 to 6/30/2013	\$371,286			LEA- The Charter School of San Diego
SD, IP, PD	Data Analyst (See Budget Narrative)	7/1/2010 to 6/30/2013	\$46,628			LEA- The Charter School of San Diego
IRR	Employee Benefits (See Budget Narrative)	7/1/2010 to 6/30/2013	\$1,219,946			LEA- The Charter School of San Diego
ES, PD, IP, SD	Material & Supplies (See Budget Narrative)	7/1/2010 to 6/30/2013	\$89,750			LEA- The Charter School of San Diego
OF, ILT	Operating Expenditures (See Budget Narrative)	7/1/2010 to 6/30/2013	\$682,632			LEA- The Charter School of San Diego
RPR, SD,	Indirect Cost (See Budget Narrative)	7/1/2010 to 6/30/2013		\$149,953		LEA- The Charter School of San Diego