THE O'FARRELL CHARTER SCHOOL

AN AVID NATIONAL DEMONSTRATION SCHOOL

Board of Directors
AGENDA
March 7, 2016

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, the Board will meet in closed session to consider: PERSONNEL MATTERS**
2. **In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS**
3. **In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: SALARY AND HEALTH AND WELFARE MATTERS [None]**

RECONVENE TO OPEN SESSION

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

IV. PLEDGE OF ALLEGIANCE

V. PRESENTATION

1. **Boys Basketball Division 5 CIF Champions**
2. **High School Video**
3. **Possible future school site**

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

Superintendent's Recommendation: Approve Agenda.

Moved by_____ Seconded by_____ Vote_____

VIII. DISCUSSION ITEMS

1. Superintendent Announcements ..... **Page 5**
2. Charter Vision Board Report ..... **Page 12**
3. The second LCAP discussion ..... **Page 19**
4. Parent board member ..... **Page 93**

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 February 9, 2015 Board of Directors meeting ..... **Page 94**
2. Approve/ratify recommended actions on the personnel activity list ..... **Page 97**
3. Approve/ratify check registers ..... **Page 98**

Superintendent's Recommendation: Approve Consent Calendar.

Moved by_____ Seconded by_____ Vote_____

X. ACTION ITEMS

1. Approve the Positive Certification and Budget Revisions for the Second Interim Financial Report through January 31, 2015..... **Page 103**

   Superintendent's Recommendation: Approve Action Item 1

   Moved by_____ Seconded by_____ Vote_____

2. Approve the contract with Young Life's Oakbridge for the senior high school graduating class celebration retreat on May 25 – 27, 2016 in the amount not to exceed $14,105.00..... **Page 111**

   Superintendent's Recommendation: Approve Action Item 2

   Moved by_____ Seconded by_____ Vote_____

3. Approve the School Accountability Report Card reported using data from the 2014-15 school year for The O'Farrell Charter Schools. ..... **Page 115**

   Superintendent's Recommendation: Approve Action Item 3

   Moved by_____ Seconded by_____ Vote_____

4. Approve the School Accountability Report Card reported using data from the 2014-15 school year for Ingenuity Charter School..... **Page 134**

   Superintendent's Recommendation: Approve Action Item 4

   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 April 13, 2015 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, 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 Superintendent at 6130 Skyline Drive, San Diego, CA 92114

Certification of Posting

I, Jonathan Dean, Superintendent, hereby certify that I posted this agenda on Thursday, March 5, 2015 at 3 p.m.

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

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BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Discussion Item 1
Superintendent Announcements

Student Demographics in PowerSchool as of March 1, 2016

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Native Hawaiian / Other Pac Islander	Black or African American	White	Hispanic / Latino	Two or More Race Categories	Unspecified
Elementary School Academy									
YOK									
K	72	0	11	2	14	4	38	3	0
1	47	1	6	1	6	4	28	2	0
2	50	0	5	0	13	1	27	4	0
3	49	0	5	0	13	1	33	1	0
4	63	0	8	0	11	1	37	4	1
5	59	0	12	1	15	2	27	3	0
Total	**340**	1	45	3	70	13	190	17	1
Middle School Academy									
6	228	0	39	3	60	3	109	12	2
7	277	0	55	2	51	2	155	13	1
8	246	0	52	3	49	6	117	17	1
Total	**751**	0	146	8	159	11	381	42	4
High School Academy									
9	148	0	30	0	16	1	96	5	0
10	134	0	27	0	20	3	79	5	1
11	86	0	28	0	15	0	40	2	0
12	90	0	22	2	20	1	41	4	0
Total	**458**	0	107	2	71	6	256	16	1
Grand Total	**1549**								

Ingenuity Charter									
Grade Level	**Total in Grade**	**American Indian or Alaska Native**	**Asian**	**Native Hawaiian / Other Pac Islander**	**Black or African American**	**White**	**Hispanic / Latino**	**Two or More Race Categories**	**Unspecified**
6	4	0	0	0	3	0	1	0	0
7	6	0	0	0	3	2	1	0	0
8	4	0	0	0	1	0	3	0	0
9	18	0	0	0	9	3	6	0	0
10	17	0	0	0	5	1	11	0	0
11	20	0	0	1	6	2	10	1	0
12	9	0	1	0	1	0	7	0	0
Total	**78**	0	1	1	28	8	39	1	0

Spring Intersession

This year, O'Farrell will be offering a Spring Intersession. Letters were sent home to target specific students based on the focus of the intersession.

The high school is offering practice AP exams during the Spring Intersession. These exams include World History, US History, Government, Biology, Physics, Calculus, English Language and English Literature. Students who complete these rigorous exams will have the opportunity to attend an enrichment field trip.

The middle school is offering classes that focus on reading comprehension, writing and RACE strategies, and typing skills.

The elementary school is offering math remediation for students with specific gaps in their mathematics skills. Teachers conducted a screening for eligible students using Accelerated Math and have targeted students who would benefit the most based on the screening results.

Spring Intersession classes will take place from 8:00 to 11:00 Monday through Thursday during Spring Break. Teacher work hours will be from 7:45-11:15. Teachers will be paid $25 an hour for 4.5 hours of work.

Homebase Lessons for Black History Month

Hello Dr. Dean,

One of my good friends works at the Jacobs Center and is running an exciting new social media campaign called #ImNotAStereotype in anticipation for their concert with Black Violin. She would

like to encourage any O'Farrell students, teachers, or staff to participate and help continue this important conversation.

I showed a clip of Black Violin (https://www.youtube.com/watch?v=WYerKidQGcc) to my students today and we had a discussion about stereotypes (in my senior level class we had a socratic seminar). Then I explained the campaign so that they can participate if they would like.

Below is the official information from the Jacob's Center.

Through their latest album Stereotypes, Black Violin is challenging the preconceived notions of what classical music can be and the musicians who play it, evident in the way they often cover hip-hop in a classical setting. We want to further the discussion of the stereotypes people and organizations face in their life and work, and give them the opportunity to declare #ImNotAStereotype through a special online campaign.

We're asking individuals and our partner organizations to join in on the conversation surrounding stereotypes that they have experienced and share on social media using #ImNotAStereotype. It's easy to participate:

Snap a photo of yourself or something that represents your organization using a smartphone.
Create a post on social media using the photo and explaining what stereotypes you have encountered and how you don't fit the mold or have overcome them.
Make sure to include the hashtag #ImNotAStereotype and tag the Jacobs Center (instagram/Twitter: @jacobscenter Facebook: Jacobs Center for Neighborhood Innovation).

Attached you'll find examples from the San Diego Symphony and a community member named Laura who participated in the campaign. Feel free to use it as a guide for your own post

A major part of our mission here at the Jacobs Center to dispel the negative perceptions that are perpetuated about the Diamond Neighborhoods of Southeastern San Diego. We also work to bring continuous affordable arts and culture programming to the area for the benefit of our community and introduce people to the area. Proceeds from every ticket sold to Black Violin will go towards supporting performing arts and cultural events in Southeastern San Diego's Diamond Neighborhoods. Through our #ImNotAStereotype campaign, we want to help drive the message further. Learn more atwww.jacobspresents.com

Thank you,

Sarah Norton
Biology/AP Biology/Anatomy and Physiology Teacher

Dr. Dean,

In my college prep Contemporary Topics in Social Studies class I timed my "Equality and Discrimination" unit to begin the first week of February. We are not focusing solely on the African American experience, but it is giving us many opportunities to address racism, civil rights movement history, opportunity and privilege, stereotypes, and current protests such as #blacklivesmatter movement. The unit will last about six weeks and culminate in a writing assignment where students write letters to lawmakers highlighting the problems in society and advocating for policy to address them. We will actually send the letters, so there is a high stakes

element to the quality of the writing. Students are also reading articles, viewing diverse sources of video (from feature films to documentaries to social experiments), discussing frequently, and doing their own research to learn more.

Thank you,
Leslie Warren
History

Varsity Teams

A big congratulations to our Boys Basketball Team as they are 2016 Frontier South League Champions! This is their second league championship in a row. They will now be waiting for their automatic bid in the CIF Tournament this Saturday. I will update you all on where we will seed and when the first playoff game will be. As of now, CIF Power Rankings has O'Farrell #1.

Also, our Boys Soccer Team will be competing for their First League Title as they are traveling to San Marcos to play against High Tech High North County at 3:30pm. The winner will take the Title and the automatic bid to the Playoffs. As of now, CIF Power Rankings has O'Farrell at #3.

A big congrats to the High School Boys Soccer as they beat High Tech High North County 4-0 and take their first ever League Championship.

They are Apollo League Champions and got the automatic bid into CIF.

GO FALCONS!

Christiaan Baker
Physical Education Teacher
Athletic Director

Duel High School and College Credit Courses

Discussions have begun with Cuyamaca College to offer CSU and UC accepted courses on O'Farrell's campus. These courses would be taught by a Cuyamaca College employee and upon completion would give them credit at both O'Farrell and Cuyamaca. Cuyamaca is excited to begin this relationship with O'Farrell. Principal Rainey, Academic Coach Lauren Ramers, and the counselors are working on these courses for the 2016-17 school year.

Elementary School		
Date	**Activity**	**Description**
February 29-March 4	Literacy Week	A weeklong celebration of reading with dress up days, big buddy/little buddy reading, stop drop and read, and other fun reading activities. All students receive a bookmark and pencil in honor of literacy week and our elementary school cheer team will perform at recess while Mrs. Mathews reads on the roof.
March 3	Spring Concert	Our annual spring concert is an outdoor event this time. Every grade level will

		perform as students sing, dance, and play instruments.
March 9	Family Fun Day	Our annual Family Fun day is an event families look forward to. We'll have a free BBQ lunch for all who attend as well as games designed by middle school homebase classes, a raffle, and dunk tank.
March 15	Kinder/5th grade promotion picture day	Students in kinder and 5th grade will take promotion pictures for their graduation ceremony coming up in June.
March 23	Career Fair	Our career fair gives students the opportunity to meet and speak with professionals in various fields. Each class will attend the career fair and students will get to walk from station to station asking questions and meeting various professionals.
March 24-25	Student of the Month	Our monthly awards ceremony honors students from each class who exemplify the FALCON way and work to improve their academics. Parents attend this event as well.
March 25	College Shirt Day	Staff and students wear their college gear to school to show their college spirit.

Middle School Update		
Date	**Activity**	**Description**
3/9/16	Family Fun Day	This is a fun event for students and their families. We provide a BBQ and games/activities sponsored by each homebase.
3/10/16	Dr. Seuss Day	A day to celebrate Dr. Seuss. Students will be dressed as their favorite Dr. Seuss character.
3/11/16	Pink Shirt Day	Students will wear pink to representing the fact that we do not tolerate bullying.
3/11/16	End of Grading Period	The first six-week grading period of the new semester ends.
3/11/16	Attendance Race Ends	The Great Attendance race ends. Any students who have had no more than one absences since November 30 will be eligible for a field trip!
3/14-3/18	6th Grade Camp	6th Grade camp will take place at Camp Cuyamaca. Students not going to camp will also participate in enrichment activities at Birch Aquarium and Mission Trails Park.
3/17/16	8th Grade Promotion Pictures	8th graders will take pictures in caps and gowns for their promotion certificate.
3/18/16	Attendance Rewards	Students who earned perfect at the six-week grading period will be awarded with a donut party.
3/23-25	Awards Ceremony	Students who have earned Honor Roll and Dean's list will receive awards during homebase.

3/24/16	Recruitment Event	We will be hosting a recruitment event for all of our local 5th graders and their families. We will have tables set up to sell the O'Farrell academic program, clubs and sports. A pasta dinner will be provided along with multiple bounce house/inflatable activities for students to enjoy. Invitations are being sent out to students from six elementary schools in the area.

High School Update		
Date	**Activity**	**Description**
3/1	Club Rush	Clubs man booths during homebase inviting students to join their clubs. Tables are spread throughout the center of the high school campus.
3/3	Boys Basketball Championship	CIF DIV V Boys Basketball Section Championship. The boys basketball team will play at San Marcos High School at 5pm for the sectional championship title. They will then move onto the Southern California Regional Tournament. The winner of that tournament moves to the CIF State Tournament.
3/5	SAT	Juniors take the SAT.
3/8	Zero Tolerance	Schoolwide zero tolerance policies will be reviewed through homebase.
3/8	Job Shadowing	30 students will be spending time at The Control Group, a creative tech firm in downtown San Diego. They will be exposed to a variety of careers from coding to human resources, to graphic design and web design.
3/9	Family Fun Day	Our annual Family Fun day is an event families look forward to. We'll have a free BBQ lunch for all who attend as well as games designed my middle school homebase classes, a raffle, and dunk tank.
3/11	End of the Grading Period	End of the 6-week grading period.
3/23	Career Fair	Our career fair gives students the opportunity to meet and speak with professionals in various fields. All high school students will attend the career fair and get a chance to interact with professionals from a variety of careers.

Ingenuity Update		
Date	**Activity**	**Description**
3/01	SBAC	Continue Interim assessments
3/03	Military liaison visit	Retired Captain Marsha Schjolberg will present military pathways for interested students.
3/04	Resource Center	Continued research for additional Resource Center. Possibilities to include: Westfield Mission Valley, Barrio Logan, Del Cerro, Paradise Valley, College area, Normal Heights
3/07	Training	New IS teacher begins

3/14-3/17	CCSA	Charity and Steve attend CCSA professional development
3/25	PTO/SSC	Our Monthly PTO/SSC meeting is the last Thursday of each month. Parents come together to talk about school events.
3/21-4/1	Spring Break	Resource Centers closed. Students continue work at home.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Discussion Item 2
Charter Vision Board Report

For the period beginning in July 1, 2015 through January 31, 2016

CharterVision

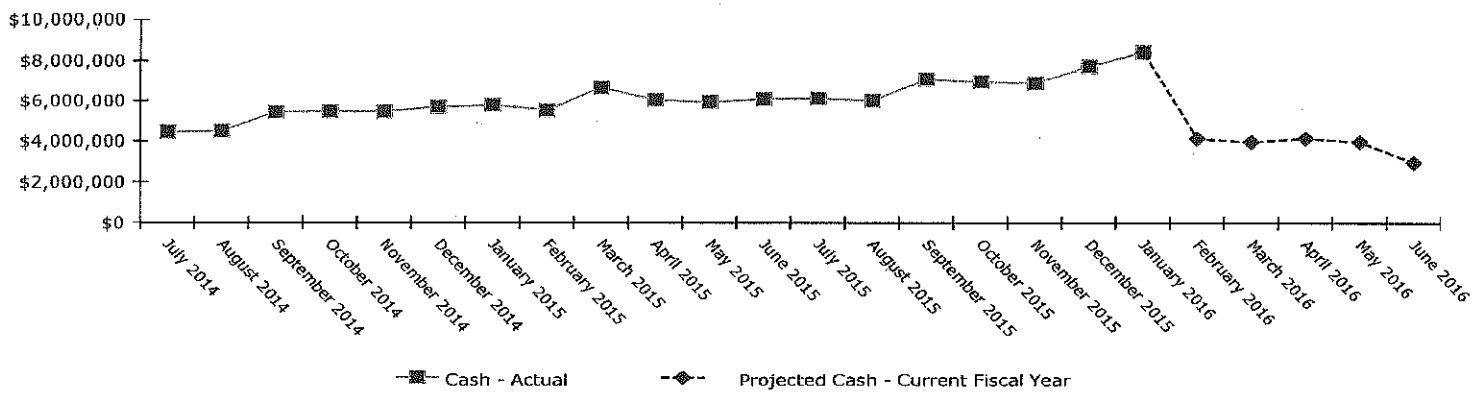
Balance Sheet Summary

Liquidity Ratio	15.7
Assets	
Current Assets	
Cash	$8,413,883
Accounts Receivables	$91,976
Prepaid Expenses	$137,180
Other Current Assets	$1,200
Total Current Assets	*$8,644,238*
Fixed Assets	
Land	$89,935
Buildings and Improvements	$59,011
Computer Equipment	$137,002
Furniture and Fixtures	$51,230
Construction in Progress	$2,747,292
Transportation Equipment	$63,050
Accumulated Depreciation	($134,522)
Total Fixed Assets	*$3,012,998*
Other Assets	
Security Deposits	$1,367
Total Other Assets	*$1,367*
Total Assets	*$11,658,604*

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	$204,442
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$65,848
Deposits held on behalf of other employees	$279,023
Total Current Liabilities	*$549,313*
Long Term Liabilities	
Total Long Term Liabilities	*$0*
Total Liabilities	*$549,313*
Net Assets	
Restricted Net Assets	$169,273
Unrestricted Net Assets	$9,196,104
Profit/Loss YTD	$1,743,913
Total Net Assets	*$11,109,291*
Total Liabilities and Net Assets	*$11,658,604*

CharterVision

Monthly Book Balance Over Time



	Cash Amount	Actual or Projected		Cash Amount	Actual or Projected
July 2014	$4,434,927.59	Actual	July 2015	$6,092,789.99	Actual
August 2014	$4,479,387.83	Actual	August 2015	$5,979,125.70	Actual
September 2014	$5,404,768.75	Actual	September 2015	$7,057,885.60	Actual
October 2014	$5,437,952.47	Actual	October 2015	$6,931,802.50	Actual
November 2014	$5,429,737.96	Actual	November 2015	$6,863,470.62	Actual
December 2014	$5,665,195.13	Actual	December 2015	$7,718,206.80	Actual
January 2015	$5,761,392.18	Actual	January 2016	$8,413,882.70	Actual
February 2015	$5,502,621.43	Actual	February 2016	$4,110,000.00	Projected
March 2015	$6,640,734.48	Actual	March 2016	$3,950,000.00	Projected
April 2015	$6,020,561.31	Actual	April 2016	$4,125,000.00	Projected
May 2015	$5,914,404.73	Actual	May 2016	$3,950,150.00	Projected
June 2015	$6,067,524.96	Actual	June 2016	$2,950,150.00	Projected

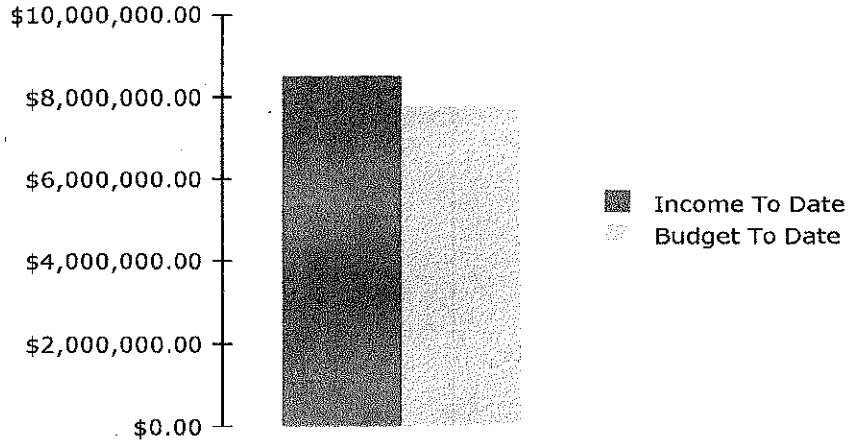
CharterVision

Financial Snapshot

Total Cash on Hand

Book Balance: $8,413,883

Revenue To Date

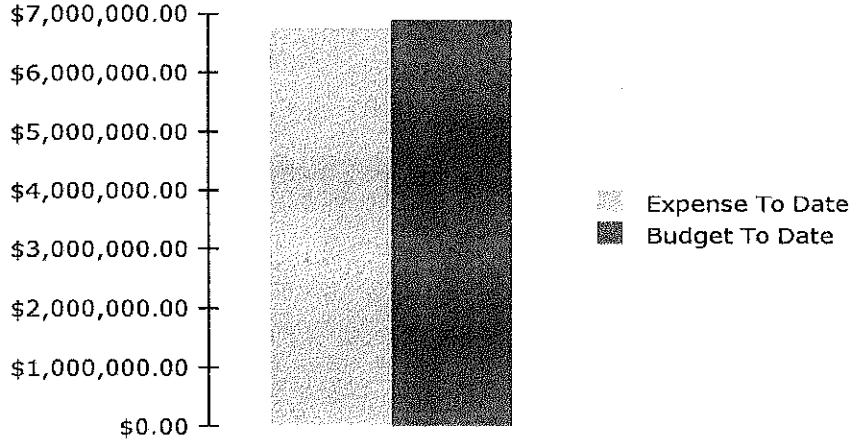


Revenue $8,514,135

Budget $7,813,428

Revenue To Budget 109 %

Expense To Date



Expense $6,770,222

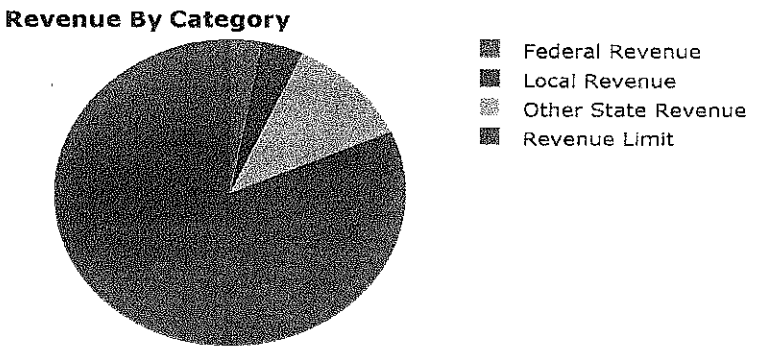
Budget $6,885,787

Expense To Budget 98 %

CharterVision

Revenue By Category

Account Group	Description	Total	Percent
800	Revenue Limit	$6,951,685.00	81.65%
820	Federal Revenue	$247,135.00	2.90%
840	Other State Revenue	$991,768.41	11.65%
870	Local Revenue	$323,546.16	3.80%
	Total:	**$8,514,134.57**	

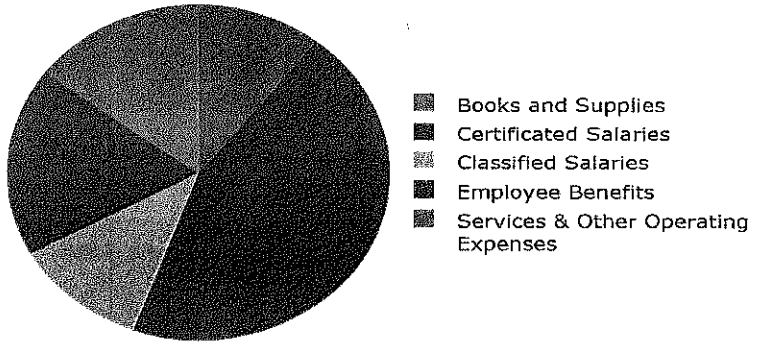


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Expenses By Category

Account Group	Description		Total	Percent
100	Certificated Salaries		$3,048,802.93	45.03%
200	Classified Salaries		$776,444.31	11.47%
300	Employee Benefits		$1,237,334.98	18.28%
400	Books and Supplies		$712,552.93	10.52%
500	Services & Other Operating Expenses		$995,086.40	14.70%
		Total:	**$6,770,221.55**	

Expenses By Category



CharterVision

YTD Actual to Budget Summary

	July - January				2015 - 2016	
Account Description	**Actual**	**Budget**	**Variance $**	**Variance %**	**Total Budget**	**Remaining Budget**
Revenue Limit	$6,951,685	$6,769,011	$182,674	2.7%	$12,535,546	$4,579,480
Federal Revenue	$247,135	$235,934	$11,201	4.7%	$650,054	$402,919
Other State Revenue	$991,768	$396,301	$595,467	150.3%	$977,103	($27,165)
Local Revenue	$323,546	$412,182	($88,636)	-21.5%	$979,970	$656,424
Total Revenue	$8,514,135	$7,813,428	$700,707	9.0%	$15,142,673	$5,611,658
Certificated Salaries	$3,048,803	$3,047,667	($1,136)	0.0%	$5,882,617	$2,294,639
Classified Salaries	$776,444	$704,957	($71,488)	-10.1%	$1,244,332	$369,214
Employee Benefits	$1,237,335	$1,288,783	$51,448	4.0%	$2,197,300	$797,425
Total Personnel Expenses	$5,062,582	$5,041,407	($21,175)	-0.4%	$9,324,249	$3,461,278
Books and Supplies	$712,553	$630,896	($81,657)	-12.9%	$1,466,372	$746,522
Services & Other Operating Expenses	$995,086	$1,213,485	$218,398	18.0%	$3,566,024	$2,455,062
Capital Outlay	-	-	-	0.0%	-	-
Other Outgo	-	-	-	0.0%	-	-
Total Operational Expenses	$1,707,639	$1,844,381	$136,741	7.4%	$5,032,396	$3,201,583
Total Expenses	$6,770,222	$6,885,787	$115,566	1.7%	$14,356,645	$6,662,862
Net Income	$1,743,913	$927,640	$816,273	88.0%	$786,029	($1,051,204)

CharterVision®

Financial Health Report

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	15.74	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	1,531.71%	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	8.50	> 3 months
Debt Ratio	(Total Liabilties) / (Total Assets)	4.71%	< 33.00%
Asset Ratio	(Current Assets) / (Total Assets)	74.14%	> 50.00%
Cash on Hand	(Cash)	$8,413,882.70	>= $5,000,000.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	255.63	> 90
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	58.61%	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	0.53	> 0.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	0.26	> 0.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 1/31/2016

Cash	$8,413,882.70
Securities	-
AR	$91,975.60
Current Assets	$8,644,238.30
Total Assets	$11,658,603.73
Current Liabilities	$549,312.86
Total Liabilities	$549,312.86
Last Closed Revenue	$1,568,045.05
Last Closed Expenses	$1,023,005.87
Budgeted Annual Expenses	$14,356,644.78
Average Expenses past 12 months	$1,000,579.36
Average monthly payroll expenses	$723,226.03
YTD Closed Revenue	$8,514,134.57
YTD Closed Expenses	$6,770,221.55

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Discussion Item 3

RECOMMENDATION: LCAP Discussion

BACKGROUND INFORMATION:

On June 9, 2014, the Board of Directors approved and adopted our three-year Local Control and Accountability Plan beginning July 1, 2014 for The O'Farrell Charter Schools.

On January 11, 2016, the Board of Directors reviewed the LCAP document.

Meetings to discuss the draft with staff and PTO/SSC started in January. Though, we have been discussing during academy meetings throughout the year, the timeline showing when stakeholders will have input is on page seven.

CURRENT INFORMATION:

LCAP draft as of February 26. Here are the recent changes from the last update:

-10 goals consolidated into 4
-Slight modification in actions/services to reflect current implementation of plan
-Received updated supplemental and concentration grant fund amounts

Please note that the actions and services in the plan are accurate, the budget is NOT. This will be updated by the next board meeting in April.

Timeline for upcoming board LCAP updates:

March - draft 1 with actions/services
April - draft 2 with actions/services and budget
May - draft 3 with actions/services, budget, and annual update submitted for board approval
June - submit to CDE

LEA: The O'Farrell Charter School
Contact: Jonathan Dean, The O'Farrell Charter Schools Superintendent, Jonathan.dean@ofarrellschool.org, (619) 263-3009
LCAP Year: 2015-2018

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Include all dept. chair meetings, leadership meetings, board mtgs. and other things that we did to improve our program Also parent nights and info session (PTO)	
Annual Update:	**Annual Update:**

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes 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?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

GOAL 1	Fully implement common core standards with adopted common-core aligned instructional materials in all subjects and grade levels applicable and support teacher preparedness and learning in these content areas such that student achievement on state assessments improves each year and the number of students eligible to apply to four-year colleges/universities increases.	**Related State and/or Local Priorities:** Category A, Priorities 1, 2, 7: Conditions of Learning Category B, Priority 4, 8: Pupil Achievement & Other Pupil Outcomes **Basic**: Degree to which teachers are appropriately assigned. Pupils have access to standards-aligned instructional materials. **Implementation of State Standards**: implementation of academic content & performance standards **Course Access**: Pupil enrollment in a broad course of study **Pupil Achievement**: Performance on standardized tests **Other Pupil Outcomes**: Pupil outcomes in the subject areas

Identified Need :	Common core-aligned curriculum and instructional materials, professional development, and learning supports; student proficiency on state assessments, readiness to successfully complete coursework, and A-G course completion.	
Goal Applies to:	Schools:	The O'Farrell Charter School
	Applicable Pupil Subgroups:	Low income pupils, English language learners and RFEP, foster youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	The O'Farrell Charter School will facilitate staff understanding and implementation of common core state standards and in creating detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math increases by at least 1% from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increases by at least 1% from a baseline established in 2014-2015 • The number of students completing A-G requirements increases by at least 25% until the goal of 100% is attained • The number of students successfully completing Advanced Placement courses increases by 25% until the goal of 97% is attained • Staff have completed a comprehensive academic assessment with at least 85% of all students, including foster youth, and have taken actions to create an individualized plan for success with the intent to increase achievement and support levels, and find supports to remediate areas of need

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to employ an academic coach to assist in professional development, standards implementation, planning lessons and pacing guides, and analyzing assessment data to increase teacher effectiveness and student proficiency in all content area courses. Continue to create professional development opportunities for department chairs in each academy through the San Diego County Office of Education and other educational and professional development agencies. Continue to provide one release day per academic year for specific staff to observe best practices and to attend professional learning opportunities created through partnerships with neighboring high-achieving schools. Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes. Continue to employ an additional student advocate to provide additional student counseling, FSS and SAY San Diego case management, and to support foster youth through transitions. Hire and continue to employ additional part time classroom support staff (classroom paraprofessionals) to provide small group and one-on-one intervention push-in services in all academies. Continue to employ and support school counselors to ensure every transferring student is enrolled in appropriate courses, students are awarded credit for all work completed, and appropriate course remediation is offered when appropriate.	LEA-Wide	_X_ ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$301,000

Continue to extend the school year by two additional instructional days and three additional staff days with the intent to provide in-depth coaching and professional development to teaching staff and support student achievement by: 1. using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff 2. implementing co-teaching structures when applicable to meet the needs of diverse students 3. provide professional development in identified areas of need throughout the school year 4. develop capacity to collect and analyze data to improve teaching and learning 5. develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations and continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation. Continue to offer before and after school tutoring courses in all grade levels to support student learning including: • Zero period math and ELA courses and the purchase of materials necessary to facilitate courses • Additional afterschool tutoring courses to support student learning and remediate basic grade level skills • Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses • Provide a one week Advanced Placement	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$322,000

Camp over the summer. Provide enrichment activities and field trips for foster youth and students receiving services through FSS after school and on weekends to promote social-emotional well-being and foster academic achievement.			
Purchase materials for and continue to implement a comprehensive English language arts (including a comprehensive writing program) curriculum including materials designated specifically to support students in need of an extensive intervention program and for English language learners. This includes the purchase of yearly consumables necessary to continue teaching Collage Board Springboard pre-AP curriculum aligned to common core state standards. Purchase materials for and continue to implement a comprehensive common-core mathematics curriculum in each grade level including materials designated specifically to support students in need of extensive intervention, for English language learners, and students who require at least come level of differentiation to meet grade-level standards. Continue to purchase the following programs to provide students with practice opportunities and remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$602,000

development, and 21st century technology skills: • Rosetta Stone • Accelerated Reading • Accelerated Math • Typing Agent • Spatial Temporal Math • Reading A-Z & Raz Kids • Reading Eggs • IXL Purchase ten additional sets of chromebooks and ten carts for use in K-8 classrooms for state testing and curriculum delivery. Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum. Pay for high school preliminary SAT exams for all students in applicable groups to increase college readiness. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment. Offer $28 SAT exam scholarships to subsidize testing costs.			

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will facilitate staff understanding and implementation of common core state standards and in creating detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math increases by at least 2% from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increases by at least 2% from a baseline established in 2014-2015 • The number of students completing A-G requirements increases by at least 25% until the goal of 100% is attained • The number of students successfully completing Advanced Placement courses increases by 25% until the goal of 97% is attained Staff have completed a comprehensive academic assessment with at least 85% of all students, including foster youth, and have taken actions to create an individualized plan for success with the intent to increase achievement and support levels, and find supports to remediate areas of need

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to employ an academic coach to assist in professional development, standards implementation, planning lessons and pacing guides, and analyzing assessment data to increase teacher effectiveness and student proficiency in all content area courses. Continue to create professional development opportunities for department chairs in each academy through the San Diego County Office of Education and other educational and professional development agencies. Continue to provide one release day per academic year for specific staff to observe best practices and to attend professional learning opportunities created through partnerships with neighboring high-achieving schools. Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes. Continue to employ an additional student advocate to provide additional student counseling, FSS and SAY	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$301,000

San Diego case management, and to support foster youth through transitions. Hire and continue to employ additional part time classroom support staff (classroom paraprofessionals) to provide small group and one-on-one intervention push-in services in all academies. Continue to employ and support school counselors to ensure every transferring student is enrolled in appropriate courses, students are awarded credit for all work completed, and appropriate course remediation is offered when appropriate.			

Continue to extend the school year by two additional instructional days and three additional staff days with the intent to provide in-depth coaching and professional development to teaching staff and support student achievement by: 6. using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff 7. implementing co-teaching structures when applicable to meet the needs of diverse students 8. provide professional development in identified areas of need throughout the school year 9. develop capacity to collect and analyze data to improve teaching and learning 10. develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations. Continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation. Continue to offer before and after school tutoring courses in all grade levels to support student learning including: • Zero period math and ELA courses and the purchase of materials necessary to facilitate courses • Additional afterschool tutoring courses to support student learning and remediate basic grade level skills • Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$322,000

Provide a one week Advanced Placement Camp over the summer. Provide enrichment activities and field trips for foster youth and students receiving services through FSS after school and on weekends to promote social-emotional well-being and foster academic achievement.			

Continue to purchase consumable materials for and continue to implement a comprehensive English language arts (including a comprehensive writing program) curriculum including materials designated specifically to support students in need of an extensive intervention program and for English language learners. This includes the purchase of yearly consumables necessary to continue teaching Collage Board Springboard pre-AP curriculum aligned to common core state standards. Purchase curriculum materials to implement a comprehensive math program including intervention and differentiation materials and yearly consumables necessary to teach common core aligned, adopted math curriculum. Purchase materials for and continue to implement a comprehensive common-core mathematics curriculum in each grade level including materials designated specifically to support students in need of extensive intervention, for English language learners, and students who require at least come level of differentiation to meet grade-level standards. Continue to purchase the following programs to provide students with practice opportunities and remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill development, and 21st century technology skills: • Rosetta Stone • Accelerated Reading • Accelerated Math • Typing Agent • Spatial Temporal Math • Reading A-Z & Raz Kids • Reading Eggs • IXL Replace and repair technology (iPads and	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$602,000

Chromebooks and technology accessories) as necessary to maintain function for use in classrooms and for state testing. Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum. Pay for high school preliminary SAT exams for all students in applicable groups to increase college readiness. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment. Offer $28 SAT exam scholarships to subsidize testing costs.			

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will facilitate staff understanding and implementation of common core state standards and in creating detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math increases by at least 3% from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increases by at least 3% from a baseline established in 2014-2015 • The number of students completing A-G requirements increases by at least 25% until the goal of 100% is attained • The number of students successfully completing Advanced Placement courses increases by 25% until the goal of 97% is attained Staff have completed a comprehensive academic assessment with at least 85% of all students, including foster youth, and have taken actions to create an individualized plan for success with the intent to increase achievement and support levels, and find supports to remediate areas of need		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to employ an academic coach to assist in professional development, standards implementation, planning lessons and pacing guides, and analyzing assessment data to increase teacher effectiveness and student proficiency in all content area courses. Continue to create professional development opportunities for department chairs in each academy through the San Diego County Office of Education and other educational and professional development agencies. Continue to provide one release day per academic year for specific staff to observe best practices and to attend professional learning opportunities created through partnerships with neighboring high-achieving schools. Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes. Continue to employ an additional student advocate to provide additional student counseling, FSS and SAY San Diego case management, and to support foster		LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$301,000

youth through transitions. Hire and continue to employ additional part time classroom support staff (classroom paraprofessionals) to provide small group and one-on-one intervention push-in services in all academies. Continue to employ and support school counselors to ensure every transferring student is enrolled in appropriate courses, students are awarded credit for all work completed, and appropriate course remediation is offered when appropriate.			

Continue to extend the school year by two additional instructional days and three additional staff days with the intent to provide in-depth coaching and professional development to teaching staff and support student achievement by: 11. using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff 12. implementing co-teaching structures when applicable to meet the needs of diverse students 13. provide professional development in identified areas of need throughout the school year 14. develop capacity to collect and analyze data to improve teaching and learning 15. develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations. Continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation. Continue to offer before and after school tutoring courses in all grade levels to support student learning including: • Zero period math and ELA courses and the purchase of materials necessary to facilitate courses • Additional afterschool tutoring courses to support student learning and remediate basic grade level skills • Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$322,000

Provide a one week Advanced Placement Camp over the summer. Provide enrichment activities and field trips for foster youth and students receiving services through FSS after school and on weekends to promote social-emotional well-being and foster academic achievement.			

Purchase materials for and continue to implement a comprehensive English language arts (including a comprehensive writing program) curriculum including materials designated specifically to support students in need of an extensive intervention program and for English language learners. This includes the purchase of yearly consumables necessary to continue teaching Collage Board Springboard pre-AP curriculum aligned to common core state standards. Continue to purchase additional curriculum materials to implement a comprehensive math program including intervention and differentiation materials and yearly consumables necessary to teach common core aligned, adopted math curriculum. Purchase materials for and continue to implement a comprehensive common-core mathematics curriculum in each grade level including materials designated specifically to support students in need of extensive intervention, for English language learners, and students who require at least come level of differentiation to meet grade-level standards. Continue to purchase the following programs to provide students with practice opportunities and remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill development, and 21st century technology skills: • Rosetta Stone • Accelerated Reading • Accelerated Math • Typing Agent • Spatial Temporal Math • Reading A-Z & Raz Kids • Reading Eggs • IXL Replace and repair technology (iPads and	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$602,000

Chromebooks and technology accessories) as necessary to maintain function for use in classrooms and for state testing. Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum. Pay for high school preliminary SAT exams for all students in applicable groups to increase college readiness. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment. Offer $28 SAT exam scholarships to subsidize testing costs.			

GOAL 2	Increase the percentage of parents involved in school events.	**Related State and/or Local Priorities:** Category C, Priority 3: Engagement **Parental Involvement**: Efforts to seek parent input in decision making and to promote parent participation in programs

Identified Need :	Increased parental involvement to promote student engagement and create an inclusive and positive school culture	
Goal Applies to:	Schools:	The O'Farrell Charter School
	Applicable Pupil Subgroups:	Low income pupils, English language learners and RFEP, foster youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	The O'Farrell Charter School will maintain an increase of 40% parent/family participation rate in school events, meetings, and activities from a baseline established in 2013-2014.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a minimum of four parent workshops (including common core curriculum nights, college application nights, etc.) and one open house each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising. Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English. Provide a minimum of two family/parent days during which families are invited to school for free lunch or dinner, games, and activities to increase school spirit and promote a positive school climate.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$13,000

Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements. Use electronic communication and/or mailing systems and procedures necessary to communicate results of pertinent state, federal, and local assessments/initiatives such as the California Healthy Kids Survey, California Assessment of Student Performance and Progress, National Assessment of Educational Progress, and Local Control Accountability Plan. Purchase bumper stickers, postcards, postage, and other materials required to mail home notifications, letters, and maintain positive communication with families with the intent to increase school spirit, parental involvement, and positive school climate.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$17,000
Promote parent participation in school-wide advocacy groups such as Parent-Teacher-Organization, School-Site-Committee, English Learner Advisory Committee, and other LEA-specific parent groups, through advertisement, incentives, offering childcare and translation services, and meals/refreshments.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$2,000

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will maintain an increase of 40% parent/family participation rate in school events, meetings, and activities from a baseline established in 2013-2014.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a minimum of four parent workshops (including common core curriculum nights, college application nights, etc.) and one open house each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising. Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English. Provide a minimum of two family/parent days during which families are invited to school for free lunch or dinner, games, and activities to increase school spirit and promote a positive school climate.	LEA-wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignadte fluent English proficient	$13,000
Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements. Use electronic communication and/or mailing systems and procedures necessary to communicate results of pertinent state, federal, and local assessments/initiatives such as the California Healthy Kids Survey, California Assessment of Student Performance and Progress, National Assessment of Educational Progress, and Local Control Accountability Plan. Purchase bumper stickers, postcards, postage, and other materials required to mail home notifications, letters, and maintain positive communication with families with the intent to increase school spirit, parental involvement, and positive school climate.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$17,000

Promote parent participation in school-wide advocacy groups such as Parent-Teacher-Organization, School-Site-Committee, English Learner Advisory Committee, and other LEA-specific parent groups, through advertisement, incentives, offering childcare and translation services, and meals/refreshments.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$2,000

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will maintain an increase of 40% parent/family participation rate in school events, meetings, and activities from a baseline established in 2013-2014.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a minimum of four parent workshops (including common core curriculum nights, college application nights, etc.) and one open house each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising. Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English. Provide a minimum of two family/parent days during which families are invited to school for free lunch or dinner, games, and activities to increase school spirit and promote a positive school climate.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$13,000

Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements. Use electronic communication and/or mailing systems and procedures necessary to communicate results of pertinent state, federal, and local assessments/initiatives such as the California Healthy Kids Survey, California Assessment of Student Performance and Progress, National Assessment of Educational Progress, and Local Control Accountability Plan. Purchase bumper stickers, postcards, postage, and other materials required to mail home notifications, letters, and maintain positive communication with families with the intent to increase school spirit, parental involvement, and positive school climate.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$17,000
Promote parent participation in school-wide advocacy groups such as Parent-Teacher-Organization, School-Site-Committee, English Learner Advisory Committee, and other LEA-specific parent groups, through advertisement, incentives, offering childcare and translation services, and meals/refreshments.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$2,000

GOAL 3	Decrease the number of long-term English language learners, increase the number of students who reclassify as fluent English proficient, and increase English language learner readiness to participate in curriculum designed for native English speakers in core classes.	**Related State and/or Local Priorities:** Category B, Priority 4: Pupil Outcomes **Pupil Achievement**: Performance on standardized tests, English Language Learners that become English Proficient, and reclassification rates.

Identified Need :	English Language Learner achievement and support	
Goal Applies to:	Schools:	The O'Farrell Charter School
	Applicable Pupil Subgroups:	English language learners and RFEP

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	The O'Farrell Charter School will: • Decrease the number of long-term ELL students by 9% from the previous year (long-term students being those who have been classified as ELL for 5 or more years and have not made growth on CELDT, CAASPP, and/or local measures of success) • Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population • Increase ELL student performance on the CAASPP by at least 1% from a baseline established in 2014-2015

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase AVID Excel for English Language Learner support in AVID courses. Add AVID Elementary to the LEA's program. Adopt an LEA-specific ELL reclassification system that mirrors that of San Diego Unified School District, but with LEA-specific goals and accountability systems that outline reclassification guidelines. Update library resources in the areas of research, non-fiction, and fiction for students in k-12, with an emphasis on leveled books that address the language development needs of ELL students.	LEA-Wide	X English Learners X Redesignated fluent English proficient	$110,000

Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors. Continue to employ three additional ELL aides (implemented during the 2014-2015 school year) to meet the needs of ELLs in need of support in grades k-12, with specific attention paid to students attaining reclassification through skills development and push-in/pull out support when appropriate. Continue to employ four department chairs in each academy (12 LEA-wide) and four lead-department chairs to lead instructional improvement efforts. The leadership team, including principals, school counselors, the academic coach, and instructional leaders will work as a team to conduct classroom observations and meet with teachers within PLCs with the intent to look for and implement school-wide strategies to improve student learning, specifically in strategic and intervention level classes. Continue to monitor evidence of LEA-adopted teaching strategy implementation in classrooms, benchmark assessment administration and analysis, and allocation of collaboration time throughout the school year for vertical alignment of skills and grade level outcomes with the goal of increasing pupil enrollment in rigorous, high level courses.	LEA-Wide	X_English Learners X_Redesignated fluent English proficient	$122,500
Provide professional development for ELL paraprofessionals in-house through courses designed by the Academic Coach and through partnerships and workshops offered through SDCOE and other regional agencies. Provide additional professional learning through LEA-specific workshops and trainings offered in collaboration with SDCOE and other regional	LEA-Wide	X_English Learners X_Redesignated fluent English proficient	$71,700

organizations to select staff members with the intent to target specific instruction techniques to support ELL and RFEP students. Continue to allow for increased time for instructional leaders and academic coaches to work with teachers and ELL staff and look at data/design programs to meet the educational needs of ELLs at the LEA. Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students. Continue year-long professional learning for designated staff in common core writing and vocabulary development with an emphasis on text-dependent writing, citing evidence, and complex text analysis to increase rigor in ELA and ELD classes. Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support. Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops.			

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will: • Decrease the number of long-term ELL students by 8% from the previous year (long-term students being those who have been classified as ELL for 5 or more years and have not made growth on CELDT, CAASPP, and/or local measures of success) • Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population • Increase ELL student performance on the CAASPP by at least 2% from a baseline established in 2014-2015		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase AVID Excel for English Language Learner support in AVID courses. Add AVID Elementary to the LEA's program. Adopt an LEA-specific ELL reclassification system that mirrors that of San Diego Unified School District, but with LEA-specific goals and accountability systems that outline reclassification guidelines. Update library resources in the areas of research, non-fiction, and fiction for students in k-12, with an emphasis on leveled books that address the language development needs of ELL students.		LEA-Wide	X English Learners X Redesignated fluent English proficient	$110,000

Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors. Continue to employ three additional ELL aides (implemented during the 2014-2015 school year) to meet the needs of ELLs in need of support in grades k-12, with specific attention paid to students attaining reclassification through skills development and push-in/pull out support when appropriate. Continue to employ four department chairs in each academy (12 LEA-wide) and four lead-department chairs to lead instructional improvement efforts. The leadership team, including principals, school counselors, the academic coach, and instructional leaders will work as a team to conduct classroom observations and meet with teachers within PLCs with the intent to look for and implement school-wide strategies to improve student learning, specifically in strategic and intervention level classes. Continue to monitor evidence of LEA-adopted teaching strategy implementation in classrooms, benchmark assessment administration and analysis, and allocation of collaboration time throughout the school year for vertical alignment of skills and grade level outcomes with the goal of increasing pupil enrollment in rigorous, high level courses.	LEA-Wide	X_English Learners X_Redesignated fluent English proficient	$122,500

Provide professional development for ELL paraprofessionals in-house through courses designed by the Academic Coach and through partnerships and workshops offered through SDCOE and other regional agencies. Provide additional professional learning through LEA-specific workshops and trainings offered in collaboration with SDCOE and other regional organizations to select staff members with the intent to target specific instruction techniques to support ELL and RFEP students. Continue to allow for increased time for instructional leaders and academic coaches to work with teachers and ELL staff and look at data/design programs to meet the educational needs of ELLs at the LEA. Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students. Continue year-long professional learning for designated staff in common core writing and vocabulary development with an emphasis on text-dependent writing, citing evidence, and complex text analysis to increase rigor in ELA and ELD classes. Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support. Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops.	LEA-Wide	X English Learners X Redesignated fluent English proficient	$71,700

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will: • Decrease the number of long-term ELL students by 7% from the previous year (long-term students being those who have been classified as ELL for 5 or more years and have not made growth on CELDT, CAASPP, and/or local measures of success) • Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population • Increase ELL student performance on the CAASPP by at least 3% from a baseline established in 2014-2015		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase AVID Excel for English Language Learner support in AVID courses. Add AVID Elementary to the LEA's program. Adopt an LEA-specific ELL reclassification system that mirrors that of San Diego Unified School District, but with LEA-specific goals and accountability systems that outline reclassification guidelines. Update library resources in the areas of research, non-fiction, and fiction for students in k-12, with an emphasis on leveled books that address the language development needs of ELL students.		LEA-Wide	X English Learners X Redesignated fluent English proficient	$110,000

Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors. Continue to employ three additional ELL aides (implemented during the 2014-2015 school year) to meet the needs of ELLs in need of support in grades k-12, with specific attention paid to students attaining reclassification through skills development and push-in/pull out support when appropriate. Continue to employ four department chairs in each academy (12 LEA-wide) and four lead-department chairs to lead instructional improvement efforts. The leadership team, including principals, school counselors, the academic coach, and instructional leaders will work as a team to conduct classroom observations and meet with teachers within PLCs with the intent to look for and implement school-wide strategies to improve student learning, specifically in strategic and intervention level classes. Continue to monitor evidence of LEA-adopted teaching strategy implementation in classrooms, benchmark assessment administration and analysis, and allocation of collaboration time throughout the school year for vertical alignment of skills and grade level outcomes with the goal of increasing pupil enrollment in rigorous, high level courses.	LEA-Wide	X English Learners X Redesignated fluent English proficient	$122,500

Provide professional development for ELL paraprofessionals in-house through courses designed by the Academic Coach and through partnerships and workshops offered through SDCOE and other regional agencies. Provide additional professional learning through LEA-specific workshops and trainings offered in collaboration with SDCOE and other regional organizations to select staff members with the intent to target specific instruction techniques to support ELL and RFEP students. Continue to allow for increased time for instructional leaders and academic coaches to work with teachers and ELL staff and look at data/design programs to meet the educational needs of ELLs at the LEA. Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students. Continue year-long professional learning for designated staff in common core writing and vocabulary development with an emphasis on text-dependent writing, citing evidence, and complex text analysis to increase rigor in ELA and ELD classes. Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support. Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops.	LEA-Wide	X_English Learners X_Redesignated fluent English proficient	$71,700

GOAL 4	Increase student attendance rates school-wide and decrease the number of out-of-school suspensions.	**Related State and/or Local Priorities:** Category C, Priority 5 & 6: Pupil Engagement & School Climate **Pupil Engagement**: School attendance rates and graduation rates **School Climate**: Pupil suspension rates, expulsion rates, safety, and school connectedness

Identified Need :	Decrease student truancy and out-of-school suspension rates.	
Goal Applies to:	Schools:	The O'Farrell Charter School
	Applicable Pupil Subgroups:	Low income pupils, English language learners and RFEP, foster youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	The O'Farrell Charter School will decrease the number of out-of-school suspensions by 5% from the previous year and decrease the number of students missing 16 days or more each school year by 9%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a positive attendance reward system that includes the following: • Rewards each reporting period for students with good and perfect attendance • Reward field trips each semester for good and perfect attendance	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$23,000

Create a school-wide positive behavior support system that utilizes a tiered reward system appropriate for each academy such that students are recognized and rewarded for meeting and exceeding school-wide expectations. Continue to implement an LEA-specific restorative justice system, including a progressive discipline system with appropriate trainings given to staff, to increase student engagement, reduce disciplinary incidents, and reduce the number of out-of-school suspensions. Continue to appoint the necessary personnel and purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$7,000
Continue to implement parent education classes and family events throughout the school year centered on the following topics: attendance, gradebook parent portal, family literacy, ELD supports, and college preparatory opportunities. Negate opportunity gaps by sustaining enrichment camps and field trips in all grade levels, with primary focus on sixth grade camp, high school retreats, and educational field trips that foster student engagement and contribute to a positive school culture.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$80,000

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will decrease the number of out-of-school suspensions by 5% from the previous year and decrease the number of students missing 16 days or more each school year by 10%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a positive attendance reward system that includes the following: • Rewards each reporting period for students with good and perfect attendance • Reward field trips each semester for good and perfect attendance	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$23,000
Continue a school-wide positive behavior support system that utilizes a tiered reward system appropriate for each academy such that students are recognized and rewarded for meeting and exceeding school-wide expectations. Continue to implement an LEA-specific restorative justice system, including a progressive discipline system with appropriate trainings given to staff, to increase student engagement, reduce disciplinary incidents, and reduce the number of out-of-school suspensions. Continue to appoint the necessary personnel and purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$7,000

Continue to implement parent education classes and family events throughout the school year centered on the following topics: attendance, gradebook parent portal, family literacy, ELD supports, and college preparatory opportunities. Negate opportunity gaps by sustaining enrichment camps and field trips in all grade levels, with primary focus on sixth grade camp, high school retreats, and educational field trips that foster student engagement and contribute to a positive school culture.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$80,000

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will decrease the number of out-of-school suspensions by 5% from the previous year and decrease the number of students missing 16 days or more each school year by 10%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a positive attendance reward system that includes the following: • Rewards each reporting period for students with good and perfect attendance • Reward field trips each semester for good and perfect attendance	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$23,000
Continue a school-wide positive behavior support system that utilizes a tiered reward system appropriate for each academy such that students are recognized and rewarded for meeting and exceeding school-wide expectations. Continue to implement an LEA-specific restorative justice system, including a progressive discipline system with appropriate trainings given to staff, to increase student engagement, reduce disciplinary incidents, and reduce the number of out-of-school suspensions. Continue to appoint the necessary personnel and purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$7,000

Continue to implement parent education classes and family events throughout the school year centered on the following topics: attendance, gradebook parent portal, family literacy, ELD supports, and college preparatory opportunities. Negate opportunity gaps by sustaining enrichment camps and field trips in all grade levels, with primary focus on sixth grade camp, high school retreats, and educational field trips that foster student engagement and contribute to a positive school culture.	LEA-Wide	_X_ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	$80,000

Introduction:

LEA: Ingenuity Charter School **Contact: Jonathan Dean, Principal/Superintendent, jonathan.dean@ofarrellschool.org** **LCAP Year: 2015-2016**

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Staff, community members, and parents were involved in the formation of this local control accountability plan as outlined in the LEA's LCAP timeline.	As a result of parent and community input, several new action items were created and will be implemented in the LCAP. As a result of staff input, two goals were amended to reflect current plans and success indicators.

Annual Update:

Category A: Conditions of Learning	
PRIORITY 1: ***Basic***	**Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.** • Appropriate teacher assignment (e.g. HQT report) • Sufficient instructional materials • Facilities in good repair
PRIORITY 2: ***Implementation of State Standards***	**Implementation of academic content and performance standards adopted by the state board for all pupils.** • Staff common core state standards training • Adoption of Common Core aligned Edgenuity online curriculum • Ongoing Common Core curriculum development
PRIORITY 7: ***Course Access***	**Pupil enrollment in a broad course of study that includes all of the subject areas.** • All HS students have access to A-G curriculum
Category B: Pupil Outcomes	
PRIORITY 4: ***Pupil Achievement***	**Performance on standardized tests, score on Academic Performance Index, English learners that become English proficient, English learner reclassification rate, pupils that pass Advanced Placement exams with a 3 or higher, prepared for college by the Early Assessment Program (11th).** • NWEA maps assessment • Strategy of the month staff professional development • Hired a program administrator, instruction/curriculum coach (T. DeGraffenreid)
PRIORITY 8: ***Other Pupil Outcomes***	**Pupil outcomes in the subject areas.** **(e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)** • Addition of technology equipment • Expanded Professional development -Next Generation Science Standards/STEM summer institute/Charter School Conference, etc.)

Category C: Engagement	
PRIORITY 3: ***Parental Involvement***	**Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.** • Summer Welcome meeting/Fall Parent Night/Spring Open House • Newsletter/Blog Increased parent communication through use of Schoology LMS • PTO/SSC
PRIORITY 5: ***Pupil Engagement***	**School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.** • SAY San Diego • Experienced school administrator • Open Summer month enrollment • Flexible scheduling
PRIORITY 6: ***School Climate***	**Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Decrease in suspensions** • Online survey for parents, students and staff members concerning school safety

Timeline:

2015-16 Locally Controlled Accountability Plan (LCAP) timeline	
January-April, 2015	• OCS, including Ingenuity Charter, facilitates engagement of school staff, parents, and students through online survey.
February 2015	• LCAP leadership committee meets and confers with Charter School Management Corporation (CSMC) regarding 2015-16 LCFF budget. • OCS; including Ingenuity Charter School, Board conducts public meeting to discuss LCAP, annual update, and 8 priority areas. • OCS; including Ingenuity Charter, facilitates school staff input and provides professional development on the 8 LCAP priorities of LCAP. Staff reviews projected student achievement
March 2015	• OCS; including Ingenuity Charter, engages County child welfare agency, Foster youth and kinship organizations, and foster youth parents through Southeastern Collaborative meeting. • OCS leadership team meets to analyze findings from stakeholder meetings and online surveys. • OCS meets and confers with CSMC to share findings and initial draft of Ingenuity 2015-16 LCAP.
April 2015	• OCS; including Ingenuity Charter, presents 2015-16 LCAP initial findings to advisory SSO and PTO committees. Committees provide additional feedback on findings. • OCS; Including Ingenuity shares initial draft of 2014-15 LCAP with school staff
May 2015	• OCS; including Ingenuity Charter, holds public hearing to discuss 2015-16 LCAP draft. • OCS presents initial draft of Ingenuity LCAP to advisory committees (SSC & PTO). Public is provided additional venue to offer input and feedback. • OCS School Board Adopts Ingenuity 2015-16 LCAP. • OCS submits 2015-16 Ingenuity LCAP to San Diego Unified School District Board.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes 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?
9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

GOAL 1:	Seek parent involvement in school programs.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Encourage parental Involvement	
Goal Applies to:	Schools: The O'Farrell Charter Schools (Ingenuity Charter School)	
	Applicable Pupil Subgroups: English Language Learners, Low Income, and Foster Youth	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Encourage the number of parents involved in school initiatives and events by measuring event sign-in archives as a baseline number in 2015-2016 for coming years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$695
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1200

Purchase Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	Increase the number of parents involved in school initiatives and programs by 25%, as measured by event sign-in archives.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,400.00
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,713.00
Subscription to Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5,500.00

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	Increase the number of parents involved in school initiatives and programs by 30%, as measured by event sign-in archives.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5,000.00
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	6,200.00
Subscription to Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	8,092.00

GOAL 2:	Increase the number of students who score proficient or above in math and English language arts on the SBAC assessment each year from a baseline year score in 2015-2016.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase the number of students who score proficient or above in math and English language arts on the SBAC assessment.	
Goal Applies to:	Schools: The O'Farrell Charter Schools (Ingenuity Charter School)	
	Applicable Pupil Subgroups: English Language Learners, Low Income, and Foster Youth	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts, with a base score established in 2015-2016.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Purchase and adopt additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.	Middle Academy	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,625
Implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year. Add additional resources based on student results	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$700.00
Develop additional California Common Core curriculum	LEA-Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,600

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts (Baseline +1).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	32,600.00
Implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	7,500.00

Add additional resources based on student results			
Develop additional California Common Core curriculum		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,100.00

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts (Baseline +2).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	37,800.00
Implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year. Add additional resources based on student results		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	13,800.00
Develop additional California Common Core curriculum		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	22,200.00

GOAL 3:	All foster youth will have a comprehensive academic assessment completed by the supervising teacher of record, Family Support Services, and the Foster Liaison, and	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__

	actions will be taken to remediate academic deficiencies as needed.	COE only: 9__ 10__ Local : Specify _____

Identified Need :	Monitor and support foster youth.	
Goal Applies to:	Schools:	The O'Farrell Charter Schools (Ingenuity Charter School)
	Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Complete a comprehensive academic assessment with 65% of the LEAs foster youth and take actions to increase achievement, support levels, and graduation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide supplemental educational services to included college, career fair, future planning field trips.	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,344
Provide extended learning opportunities that target instructional support to students in need of assistance and/or academic remediation through Schoology/NWEA resources	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost
Foster youth will receive case management and counseling from Family Support Services and SAY San Diego	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Complete a comprehensive academic assessment with 85% of the LEAs foster youth and take actions to increase achievement, support levels, and graduation rates.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Provide supplemental educational services to included college, career fair, future planning field trips.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,200.00
Provide extended learning opportunities that target instructional support to students in need of assistance and/or academic remediation through Schoology/NWEA resources/field trips		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9,000.00
Foster youth will receive case management and counseling from Family Support Services and SAY San Diego		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,300.00

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Complete a comprehensive academic assessment with 100% of the LEAs foster youth and take actions to increase achievement, support levels, and graduation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide supplemental educational services to included college, career fair, future planning field trips.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	21,000.00
Provide extended learning opportunities that target instructional support to students in need of assistance and/or academic remediation through Schoology/NWEA resources		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	12,000.00

Foster youth will receive case management and counseling from Family Support Services and SAY San Diego		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	19,300.00

GOAL 4:	Decrease the number of student suspensions and expulsions, chronic absenteeism rates, middle school dropout rates, and high school dropout rates, with a baseline established in 2015-2016.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Decrease the number of suspensions and expulsions, chronic absenteeism rates, and drop outs for all students.
Goal Applies to:	Schools: The O'Farrell Charter Schools (Ingenuity Charter School)
	Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Decrease the number of student suspensions and expulsions, chronic absenteeism rates, and drop outs with a baseline established in 2015-2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to staff on positive student relationship building. Improve school climate by focusing on teacher-student relationships and helping students gain perspective on their actions.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
Institute Restorative Justice system to increase student engagement and achievement, and to reduce suspensions. Restorative Justice emphasizes a focus on problem solving by expressing feelings and needs, and on exploring how to address future problems. Through a dialogue involving all parties involved, restitution	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

as a means of restoring both parties is a way to achieve a mutually desired outcome.			
Provide opportunity for counseling from Family Support Services and SAY San Diego to support non-academic issues that are impacting behavior, absenteeism, and/or at –risk status.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,200.00

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Decrease the number of suspensions and expulsions, chronic absenteeism rates, and drop outs for all students by 5% from previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to staff on positive student relationship building. Improve school climate by focusing on teacher-student relationships and helping students gain perspective on their actions.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	13,200.00
Institute Restorative Justice system to increase student engagement and achievement, and to reduce suspensions. Restorative Justice emphasizes a focus on problem solving by expressing feelings and needs, and on exploring how to address future problems. Through a dialogue involving all parties involved, restitution as a means of restoring both parties is a way to achieve a mutually desired outcome.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Provide opportunity for counseling from Family Support Services and SAY San Diego to support non-academic issues that are impacting behavior, absenteeism, and/or at –risk status.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9,800.00

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Decrease the number of suspensions and expulsions, chronic absenteeism rates, and drop outs for all students by 5% form previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to staff on positive student relationship building. Improve school climate by focusing on teacher-student relationships and helping students gain perspective on their actions.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	12,700.00
Institute Restorative Justice system to increase student engagement and achievement, and to reduce suspensions. Restorative Justice emphasizes a focus on problem solving by expressing feelings and needs, and on exploring how to address future problems. Through a dialogue involving all parties involved, restitution as a means of restoring both parties is a way to achieve a mutually desired outcome.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No cost
Provide opportunity for counseling from Family Support Services and SAY San Diego to support non-academic issues that are impacting behavior, absenteeism, and/or at –risk status.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	27,000.00

GOAL 5:	Fully implement common core state standards in all grade levels and areas and support student learning and Highly Qualified teacher preparedness in content areas	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Common core aligned curriculum and supports with Highly Qualified teachers.	

Goal Applies to:	Schools:	The O'Farrell Charter Schools (Ingenuity Charter School)
	Applicable Pupil Subgroups:	Foster Youth, Low Income, and English Language Learners

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	LEA will facilitate Highly Qualified teachers' understanding and implementation of the common core state standards, with the intent to create detailed teaching and coaching plans focusing on measures of success to drive learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire an Administrator to serve as an instructional coach who assists teachers with standards implementation, planning lessons and personalizing curriculum, and analyzing assessments throughout the year.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$92,000
Purchase and adopt Edgenuity, Common Core aligned online curriculum, to promote the development of 21st century students and enhance student centered, blended learning instruction. Use tools available through Edgenuity to monitor student engagement, progress, and achievement.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See previous Edgenuity price
Implement an extended school track to support blending, student-centered learning.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

LCAP Year 2: 2016-2017

Expected Annual Measurable	LEA will facilitate Highly Qualified teachers' understanding and implementation of the common core state standards, with the intent to create detailed teaching and coaching plans focusing on measures of success to

Outcomes:	drive learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire educational consultants to serve as instructional coaches who assist teachers with standards implementation, planning lessons and personalizing curriculum, and analyzing assessments throughout the year.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	22,000.00
Train teachers through Leading Edge Certification in blended learning through the COE		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,200.00
Add teacher assistants to further support individualization and personalization of CCSS curriculum		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	42,000.00

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	LEA will facilitate Highly Qualified teachers' understanding and implementation of the common core state standards, with the intent to create detailed teaching and coaching plans focusing on measures of success to drive learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire educational leader to serve as instructional coaches who assist teachers with standards implementation, planning lessons and personalizing curriculum, and analyzing assessments throughout the year.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	39,000.00
Train teachers through Leading Edge Certification		__ALL	13,000.00

in blended learning through the COE		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Add teacher assistants to further support individualization and personalization of CCSS curriculum		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	42,000.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) 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?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 37,393

Concentration Funds are being expended on actions and service that are principally directed toward unduplicated student groups.

- In Goal 4 this includes additional counselor time to provide additional support to unduplicated students
- In Goal 3 the S/C funds are being used to improve access for foster youth to college and career planning programs.
- In Goal 2 an increase classroom resources will assist student achievement using results from NWEA baseline scores
- In Goal 2 the purchase of CCSS aligned curriculum has built-in supports for unduplicated students

B. In the box below, 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).

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). 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.

7.54	%

The services in the LCAP demonstrate a _7.54__% in increased or improved services for unduplicated students as compared to the services provided to all pupils in the 2015-16 school year. This increase in services is documented below.

- Quantitatively - The expenditure of LCFF S/C funds for additional personnel, materials or services targeted primarily to unduplicated students as detailed in 3A, provides services above and beyond those provided for all students.

- Qualitatively – The following additional services will be provided for unduplicated students, with no additional cost:

  Providing professional development to staff members that will improve school climate by using these meetings to hear from community leaders about the culture and customs of the students at the school. In addition adding an agenda item at PD meetings about differentiating instruction for unduplicated pupils to provide appropriate access to rigorous CCSS.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2)

01-13-15 [California Department of Education]

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Discussion Item 4

RECOMMENDATION: Discussion for a new parent board member.

BACKGROUND INFORMATION:

Due to the resignation of Salvador Rivera, the Board of Directors appointed Shar Dela Cruz as the community board member. Mrs.Dela Cruz was the parent representative.

The Board of Director is now looking to fill the parent representative position.

CURRENT INFORMATION:

Possible timeline and guideline for a parent board member appointee:

- January, February and March announce to the PTO and SSC that there is a parent board member seat open.

- Discuss the qualifications to apply for the position (do we want to allow for grandparents, aunts/uncles to apply do to the large number of children living with or cared for by someone other than the child's biological parent).

- Application process: complete the application form; submit applications to the O'Farrell Board of Directors in April, 2016; Interview perspective candidates at the April meeting (in open session).

- Board member take action for parent representative during the April board meeting.

- Notify board member of the selection to represent parents as an O'Farrell board member.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 8, 2016
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the February 8, 2016 Board of Directors meeting.

MINUTES
February 8, 2016

Members Present: **Christian Scott (via speaker phone), Linda Logan (left at 6:45 p.m.) , Tim Katzman, Shar Dela Cruz, Agnes Barrelet, Delano Jones**

Members Absent: **None**

Guests: **Jill Andersen, Brian Rainey, Candace Austin, Eileen Logue**

I. CALL TO ORDER
Tim Katzman called open session to order at 5:10 p.m.

II. CLOSED SESSION
Tim Katzman called closed session to order at 5:12 p.m. and adjourned closed session at 5:30 p.m.

1. **In accordance with Government Code Section 54957, the Board will meet in closed session to consider: PERSONNEL MATTERS [NONE]**
2. **In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS**
3. **In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: SALARY AND HEALTH AND WELFARE MATTERS [NONE]**

- **TOUR OF THE HIGH SCHOOL**
  Dr. Dean began the tour of the high school at 5:32 p.m.

- **RECONVENE TO OPEN SESSION**
  Tim Katzman reconvened to open session at 6:18 p.m.

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION
2. In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS
No action taken and nothing to report.

IV. PLEDGE OF ALLEGIANCE
Tim Katzman led the pledge of allegiance.

V. PRESENTATION
None

VI. PUBLIC COMMENT

Jill Andersen addressed the Board of Directors on the College and Career Exploration Fair.

VII. APPROVAL OF AGENDA

Approved. Linda Logan moved and Shar Dela Cruz seconded. Motion carried 6-0-0.

VIII. DISCUSSION ITEMS

1. **Superintendent Announcements**
2. **Charter Vision Board Reports**
3. **Appointment of a parent member of the Board of Directors. (no writeup).**
   Interviews will begin in March.
4. **Appointment of financial liaison member of the Board of Directors. (no writeup)**
   Will be discussed again at March's meeting.
5. **Purchase of relocatable buildings to be used during the expansion and modernization of the school at an approximate cost of $300,000 to $750,000.**

IX. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

1. **Approval of Minutes from the January 11, 2016 Board of Directors**
2. **Approve/ratify recommended actions on the personnel activity list**
3. **Approve/ratify check registers**
   Approved. Agnes Barrelet moved and Shar Dela Cruz seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Katzman, Barrelet, Jones, Dela Cruz
   Nayes: None
   Absent: None
   Abstain: None

X. ACTION ITEMS

1. **Approve the 2015-16 Consolidated Application Part Two.**
   Approved. Delano Jones moved and Agnes Barrelet seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Barrelet, Jones, Dela Cruz
   Nayes: None
   Absent: Logan
   Abstain: None

2. **Approve the 2016-2017 Comprehensive Safety Plan for both The O'Farrell Charter School and Ingenuity Charter School.**
   Approved. Delano Jones moved and Tim Katzman seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Barrelet, Jones, Dela Cruz
   Nayes: None
   Absent: Logan
   Abstain: None

3. **Approve the contract with Wilkinson Hadley King & Co., CPAs and Advisors, to audit the financial statements of the governmental activities and the business-type activities as of and for the year ending June 30, 2016 in the amount not to exceed $6,900 for the O'Farrell audit and $2,900 for the Ingenuity audit, $950 for the information returns for O'Farrell and Ingenuity, total of $10,750.**
   Approved with corrections. Delano Jones moved and Agnes Barrelet seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Barrelet, Jones, Dela Cruz
   Nayes: None
   Absent: Logan
   Abstain: None

4. **Approve The O'Farrell Charter School Expenditure Plan for the Educator Effectiveness Funds.**
   Approved. Delano Jones moved and Shar Dela Cruz seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Barrelet, Jones, Dela Cruz
   Nayes: None
   Absent: Logan
   Abstain: None

5. **Approve the purchase of 880 Google Chromebook Management licenses for a cost not to exceed $25,000.**
   Approved. Delano Jones moved and Agnes Barrelet seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Barrelet, Jones, Dela Cruz
   Nayes: None
   Absent: Logan
   Abstain: None

6. **Approve the renewal term for Agnés Barrelet to remain a member of the Board of Directors for another two years, January 2016-2018.**
   Approved. Tim Katzman moved and Linda Logan seconded. Motion carried 4-0-1.
   Ayes: Scott, Katzman, Jones, Dela Cruz
   Nayes: None
   Absent: Logan
   Abstain: Barrelet

7. **Approve the CIF Application for New Multi-School Membership Status.**
   Approved. Delano Jones moved and Shar Dela Cruz seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Barrelet, Jones, Dela Cruz
   Nayes: None
   Absent: Logan
   Abstain: None

XI. ROUNDTABLE

Christian Scott: Wants to know next step in the real estate exploration and clarity on where the school should be located. Does not want to rush this.
Delano Jones: Thanked Dr. Dean for the tour of the new high school. He is very impressed with what he saw and thanked Dr. Dean for all his hard work.

XII. ADJOURNMENT

Tim Katzman adjourned the meeting at 7:08 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Consent Calendar Item 2

RECOMMENDATION: Approve/Ratify Personnel Activity List

NEW HIRES

Name	Position	Date
Avalos, Haley	Office/Purchasing Clerk	3/07/16
Dinette, Sylvia	Special Education Aide	1/20/16
Gutierrez, Irvin	After School Aide (ASSETS)	2/08/16
Lee, John	Teacher – Ingenuity	2/29/16
Madriaga, Bianca	Site Technician	3/01/16
Torres, Christina	Girls Varsity Soccer Coach	2/03/16
Towne, Bryce	Boys Varsity Assistant Soccer Coach	2/23/16

RESIGNATION/NON-RENEWAL

Name	Position	Date
Andrews-Webster, Victoria	Special Education Aide	2/11/2016
Damon, Jazmyne	After School Aide (ASES)	2/05/16
Olea, Briana	After School Aide (ASES)	2/26/16
Rodgers, Yvonne	After School Aide (ASES)	2/05/16
Sanchez, Ramon	ELL Classroom Aide	2/26/16
Vanegelenhoven, Rebekah	Special Education Aide	3/04/2016

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Consent Calendar Item 3

RECOMMENDATION: Ratify Monthly Check Registers

General Account				
Check#	Date	Vendor Name	Transaction Description	Check Amount
1260	2/2/16	Christina Torres	Pmt for jan dive powerclub	825.00
1261	2/2/16	Color Key Autobody	Pmt for vehicle repair	1844.34
1262	2/2/16	MTS	Trolley passes- college fltrip	135.00
1263	2/5/16	State CIF	Application fee for CIF	337.96
1264	2/5/16	Clothing Internation	Chk for delivery- staff shirts	2169.47
1265	2/5/16	Rhonda stephens	Ext day glee club srvcs	525.00
1267*	2/5/16	Aztec Leasing	Address change- copier leases	3334.15
1268	2/5/16	Viet Mai	Poetry club for dive srvcs	300.00
1269	2/9/16	Sound Therapies	Address change- sped srvcs	8838.28
1270	2/19/16	Girl Force USA	Pmt for dive club srvcs	700.00

* indicates skipped- check 1266 ripped- not usable

CharterVision

Check Register Detail

O'Farrell Charter School Consolidated

Check Register 2/1/2016 through 2/29/2016

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
10003190	2/1/2016	Public Employee Retirement System	Outstanding	$22,553.34	9504-010	Accrued PERS	JANUARY 2016 PERS	**$22,553.34**
10003191	2/1/2016	State Teachers Retirement System	Outstanding	$106,246.47	9503-010	Accrued STRS	JANUARY 2016 STRS	**$106,246.47**
10003192	2/2/2016	CDW-Government	Outstanding	$1,616.37	4400-020-00-200	Noncapitalized Equipment	2 Laptops for Superintendent	**$1,616.37**
10003193	2/2/2016	Ed Cantor	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Referee 1/14/16	**$64.00**
10003194	2/2/2016	Tiffany DeGraffenreid	Outstanding	$232.75	4400-030-00-000	Noncapitalized Equipment	REIMB - IKEA Desk for Ingenuity	**$84.90**
					5200-020-14-000	Travel and Conferences	REIMB - Travel Meals, Parking & Airport for Sacramento Conf.	**$147.85**
10003195	2/2/2016	Paul Dawson	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Girls Varsity Basketball Referee 1/6/16	**$74.00**
10003196	2/2/2016	Saif Esho	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Basketball Referee 12/8/15	**$74.00**
10003197	2/2/2016	Lavil Franklin	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Referee 1/5/16	**$74.00**
10003198	2/2/2016	Fernando Fierro	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Soccer Referee 1/19/16	**$64.00**
10003199	2/2/2016	Guardian	Outstanding	$8,049.71	3403-020-00-000	Health & Welfare Benefits	Feb 2016 Dental & Life Ins.	**$8,049.71**
10003200	2/2/2016	Henry Guico	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Soccer Referee 1/12/16	**$64.00**
10003201	2/2/2016	Clarence Langston	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Girls Varsity Basketball Referee 12/15/15	**$74.00**
10003202	2/2/2016	Anne Mathews	Outstanding	$28.26	4300-020-14-000	Materials and Supplies	REIMB - Pizza for LCAP Attendance event	**$28.26**
10003203	2/2/2016	Desiree Marheine	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Referee 1/5/16	**$74.00**
10003204	2/2/2016	Patricia Medina	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Girls Varsity Basketball Referee 1/6/16	**$74.00**

10003205	2/2/2016	Office Depot	Outstanding	$4,126.19	4300-020-00-000	Materials and Supplies	storage boxes, folders & paper	**$1,336.08**
					4300-020-00-000	Materials and Supplies	USB for IT & MS	**$56.83**
					4300-020-00-000	Materials and Supplies	Misc. Construction paper, pens & Stapler	**$834.29**
					4300-030-00-000	Materials and Supplies	Legal Ruled pad for Ingentuity	**$23.91**
					4300-020-00-000	Materials and Supplies	badge holders for IDs	**$11.96**
					4300-020-00-000	Materials and Supplies	Misc. Cards Stock for supply room	**$341.19**
					4300-020-00-000	Materials and Supplies	Vinyl Coin Bags	**$51.73**
					4300-020-00-000	Materials and Supplies	lanyards for Whistles for Aids	**$52.66**
					4300-020-00-000	Materials and Supplies	comp books, folders, address labels & construction paper	**$924.39**
					4300-020-00-000	Materials and Supplies	3x5 index cards	**$5.15**
					4300-030-00-000	Materials and Supplies	Calculator, batteries, envs, pencils, tape, etc.	**$155.28**
					4300-020-00-000	Materials and Supplies	Chair for Exec Asst, folders, dry earse markers & Sht protec	**$228.87**
					4300-030-00-000	Materials and Supplies	White Board Eraser for Ingenuity	**$1.29**
					4300-020-00-000	Materials and Supplies	Glue, index cards, markers & shipping labels	**$102.56**
10003206	2/2/2016	Kermit Payne	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Soccer Referee 1/12/16	**$64.00**
10003207	2/2/2016	Ricoh USA, Inc.	Outstanding	$246.15	5605-020-00-000	Equipment Rental/Lease Expense	Front Office Copier Lease 12/5/15 - 1/1/16	**$246.15**
10003208	2/2/2016	Sound Therapies, Inc.	Outstanding	$6,072.88	5810-020-65-000	Educational Consultants	Speech & Language Svcs: Dec 2015 - R.M.	**$6,072.88**
10003209	2/2/2016	Mary Skrabucha	Outstanding	$156.56	4300-020-00-208	Materials and Supplies	REIMB- Supplies for FSS Activities & Southeast Collaborative	**$156.56**
10003210	2/2/2016	Select Mailing	Outstanding	$1,052.15	5815-020-00-000	Advertising/Recruiting	Letter of Intent Printing & Mailing (Bulk Mailing)	**$1,052.15**
10003211	2/2/2016	Charles Scott	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Girls Varsity Basketball Referee 12/15/15	**$74.00**
10003212	2/2/2016	Danny C. Truong	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Soccer Referee 1/19/16	**$64.00**
10003213	2/2/2016	Willian O. Vivar	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Soccer Referee 1/19/16	**$64.00**

10003214	2/2/2016	Rachel Wells	Outstanding	$5.75	5200-020-00-000	Travel and Conferences	REIMB - Home Hospital Tutroing (Mileage) - Jan 2016	**$5.75**
10003215	2/11/2016	Tiffany DeGraffenreid	Outstanding	$28.47	4300-030-05-000	Materials and Supplies	REIMB for Materials for Parent Night	**$28.47**
10003216	2/11/2016	EBA&M Corporation	Outstanding	$12,590.00	3403-020-00-000	Health & Welfare Benefits	Case # 42900 - Benefits - Admin Fees	**$12,590.00**
10003217	2/11/2016	Fletcher Hills Printing	Outstanding	$629.12	4300-020-00-000	Materials and Supplies	Support Learning Plan SPED. - For MS	**$629.12**
10003218	2/11/2016	Elottia Hargrove	Outstanding	$73.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Basketball Varsity - Referee - 1/19/16	**$73.00**
10003219	2/11/2016	Lemon Grove Deli	Outstanding	$209.79	4300-020-00-000	Materials and Supplies	Food for Public Meeting 2/8/16 - Italian Dinner	**$209.79**
10003220	2/11/2016	Anne Mathews	Outstanding	$123.86	5200-020-14-000	Travel and Conferences	REIMB for Parking & Meals during Educator Excel Conference	**$44.00**
					4300-020-14-000	Materials and Supplies	REIMB for Cups & Pastries for Teacher PD Event	**$79.86**
10003221	2/11/2016	Metropolitan Transit System (MTS)	Outstanding	$3,928.00	5505-020-01-000	Student Transportation/Field Trips	January 2016 - Bus Passes	**$144.00**
					5505-020-00-000	Student Transportation/Field Trips	January 2016 - Bus Passes	**$3,532.00**
					5505-030-00-000	Student Transportation/Field Trips	January 2016 - Bus Passes	**$252.00**
10003222	2/11/2016	Metin Meral	Outstanding	$64.00	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	Soccer Varsity - Referee - 1/21/16	**$64.00**
10003223	2/11/2016	MakeMusic, Inc.	Outstanding	$140.00	4315-020-00-802	Classroom Materials and Supplies	SmartMusic Educator Subscription	**$140.00**
10003224	2/11/2016	Office Depot	Outstanding	$44.21	4300-020-00-000	Materials and Supplies	Post It Notes	**$35.38**
					4300-020-00-000	Materials and Supplies	Star Tech . Com -Cord for IT	**$8.83**
10003225	2/11/2016	Blake Peter	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Basketball Varsity - Referee - 1/12/16	**$74.00**
10003226	2/11/2016	San Diego Facility Maintenance, Inc	Outstanding	$16,950.00	5500-020-00-000	Operation and Housekeeping Services	Monthly Janitorial Service - January 2016	**$16,950.00**

10003227	2/11/2016	Sharp Health Plan	Outstanding	$72,986.53	3403-020-01-000	Health & Welfare Benefits	March 2016 Health Insurance Title 1	**$1,258.99**
					3403-030-65-000	Health & Welfare Benefits		$0.00
					3403-020-03-000	Health & Welfare Benefits	March 2016 Health Insurance	**$2,303.71**
					3403-020-66-000	Health & Welfare Benefits	March 2016 Health Insurance	**$217.87**
					3403-020-62-000	Health & Welfare Benefits		$0.00
					3403-020-02-000	Health & Welfare Benefits	March 2016 Health Insurance	**$316.98**
					3403-020-00-000	Health & Welfare Benefits	March 2016 Health Insurance	**$60,068.87**
					3403-030-01-000	Health & Welfare Benefits		$0.00
					3403-030-00-000	Health & Welfare Benefits	March 2016 Health Insurance	**$2,892.98**
					3403-020-65-000	Health & Welfare Benefits	March 2016 Health Insurance	**$5,746.76**
					3403-020-61-000	Health & Welfare Benefits	March 2016 Health Insurance	**$180.37**
10003228	2/11/2016	San Diego Gas & Electric	Outstanding	$14,845.14	5501-020-00-000	Utilities	Gas & Electric Chrgs 12/13/15 - 1/13/16	**$14,845.14**
10003229	2/11/2016	Employment Development Department	Outstanding	$551.50	3503-020-00-000	State Unemployment Insurance	SEF Local Experience Chrgs, Dec 31, 2016	**$551.50**
10003230	2/11/2016	Sound Therapies, Inc.	Outstanding	$8,281.20	5810-020-65-000	Educational Consultants	March 2016 Health Insurance	**$8,281.20**
10003231	2/11/2016	Brian Schmidt	Outstanding	$19.07	4300-020-14-000	Materials and Supplies	REIMB for Napkins & Plates Supply for PD Day	**$19.07**
10003232	2/11/2016	Willian O. Vivar	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Soccer Varsity - Referee - 1/21/16	**$64.00**
10003233	2/11/2016	Everly Yeo	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Basketball Varsity - Referee - 1/12/16	**$74.00**
10003234	2/12/2016	Jose's Mobil	Outstanding	$338.58	5610-020-00-000	Equipment Repair	PMI & Bus Repairs	**$338.58**
10003235	2/26/2016	Capital Growth Properties	Outstanding	$1,215.00	5600-030-00-000	Space Rental/Leases Expense	Mar 2016 Rent	**$1,215.00**
			Total Check Amount	**$286,362.39**			**Total GL Amount**	**$284,518.05**

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Action Item 1

RECOMMENDATION: Approve the Positive Certification and Budget Revisions for the Second Interim Financial Report through January 31, 2016.

BACKGROUND INFORMATION:

Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due March 15 for the period ending January 31. County superintendents are to report to the Superintendent of Public Instruction and the State Controller the certification for all districts in their county within 75 days after the close of the reporting period.

The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative. A positive certification is assigned when the district will meet its financial obligations for the current and two subsequent fiscal years. A qualified certification is assigned when the district may not meet its financial obligations for the current or two subsequent fiscal years. A negative certification is assigned when a district will be unable to meet its financial obligations for the remainder of the current year or for the subsequent fiscal year. In addition, the Superintendent of Public Instruction may reclassify any county office of education or appeal of a school district certification in accordance with the above standards.

CURRENT INFORMATION:

The O'Farrell Charter School has a positive certification and will meet its financial obligations for the current and two subsequent fiscal years.

See the attached 2015-2016 Second Interim Financial Report

ADDITIONAL DATA:

Please see the following table for budget highlights comparing accrual and interim actuals:

Description	Original Budget per 1st interim	Revised Budget per 2nd interim	Actual 01/31/2016	Comments
Revenue	$15,722,478	$15,983,224	$8,217,885	P1 ADA came in at 1540 or 40 over projections
Expenses	$13,810,211	$13,840,661	$6,427,309	Have spent 46% trending below budget by 12%
Surplus (deficit)	$1,912,267	$2,142,563	$1,790,576	
Fund balance at beginning of year July 1		$9,383,314		
Projected Ending Fund Balance 6/30/2016		$11,525,877		Potential fund could go up if expenses remain under trend

This table provides a summary of the school's budget to actual position for the year and makes predictions about year-end fund balance.

M6/P1 ADA is 1540

Charter School Name:	Ingenuity Charter School
CDS# 37-68338-	0131979
Contact name:	Eileen Logue
E-mail address:	elogue@csmci.com
Telephone number:	619-517-9786

Second Interim Report
Charter School
FY 2015-2016
For the Period July 1 2015 through January 31, 2016

San Diego Unified School District
Financial Accounting Department
Charter Schools Accounting Office
Kevin Malloy kmalloy@sandi.net
Anna Day aday1@sandinet

Accrual Basis

Description	Object Code	A Unrestricted Budget	B Unrestricted Actuals through 1/31/16	C Restricted Budget	D Restricted Actuals through 1/31/16	(A+C) E Total Budget	(B+D) F Total Actuals through 1/31/16	(E+H) G Projected EFB/NP (Total Budget plus Actuals reported without a budget)	(F-E) H Actuals reported without a budget
A. Revenues									
1. Local Control Funding Formula - LCFF									
LCFF - State Aid - Current Year (Res 0000)	8011	283,338	152,200			283,338	152,200	283,338	-
Education Protection Account - EPA - Current Year (Res 1400)	8012	12,641	6,450			12,641	6,450	12,641	-
LCFF - State Aid and EPA - Prior Year (Res 0000 and Res 1400)	8019					-	-	-	-
In Lieu Of Property Taxes - Current & Prior Year (Res 0000)	8096	292,029	137,179			292,029	137,179	292,029	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total - LCFF		588,008	295,829	-	-	588,008	295,829	588,008	-
2. State Revenues other than LCFF									
Special Education (Res 6500)	8792					-	-	-	-
Special Education Mental Health Services (Res 6512)	8590					-	-	-	-
Mandate Block Grant (Res 0000)	8550					-	-	-	-
One-Time Funds for Outstanding Mandate Claims (Res 0000)	8550					-	-	-	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Educator Effectiveness (Res 6264)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
Lottery - Unrestricted (Res 1100)	8560					-	-	-	-
Lottery - Restricted - Prop 20 (Res 6300)	8560					-	-	-	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599					-	-	-	-
Total - State Revenues other than LCFF		-	-	-	-	-	-	-	-
3. Federal Revenues									
NCLB, Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290					-	-	-	-
NCLB: Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290					-	-	-	-
NCLB: Title III, Limited English Proficient Student Program (Res 4203)	8290					-	-	-	-
NCLB: Title III, Immigrant Student Program (Res 4201)	8290					-	-	-	-
NCLB: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Special Education, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181					-	-	-	-
Special Education, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
21st Century Learning Communities (Res 4124)	8290					-	-	-	-
National School Lunch Program (NSLP) (Res 5310 and others)	8220					-	-	-	-
Charter School Facilities Incentive Grants Program (Res range 5800-5899)	8290					-	-	-	-
Maintenance and Operations (Public Law 81-874) - Federal Survey Cards (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			100,000		100,000	-	100,000	-
Total - Federal Revenues		-	-	100,000	-	100,000	-	100,000	-
4. Local Revenues									
All Local Revenues (No Federal, State or Local government funds)	8600-8799	421	421			421	421	421	-
Total - Local Revenues		421	421	-	-	421	421	421	-
5. Total Revenues (A1 + A2 + A3 + A4)		588,429	296,250	100,000	-	688,429	296,250	688,429	-
B. Expenditures and Other Outgo									
1. Certificated Salaries									
Teachers (Teachers, Sp. Ed. Resource Specialists, Substitutes)	1100	155,503	90,710	18,588	10,843	174,091	101,553	174,091	-
Pupil Support (Librarians, Counselors, Nurses)	1200	5,300	1,313			5,300	1,313	5,300	-
Supervisors and Administrators (Principals, VP's, Directors, Deans)	1300	80,966	47,320			80,966	47,320	80,966	-
Other (Special Education or other Program Specialists, Non-Instructional staff ONLY)	1900					-	-	-	-
Total - Certificated Salaries		241,769	139,343	18,588	10,843	260,357	150,186	260,357	-
2. Classified Salaries									
Instructional (Instructional Aides, Noncertificated charter school teachers)	2100			309	309	309	309	309	-
Support (Library/Health/Counseling Aides; Food Services; Custodial & Maint.; Transportation)	2200					-	-	-	-
Supervisors and Administrators (Business Mgrs, Directors, Governing Board stipends)	2300					-	-	-	-
Clerical and Office (Clerks, Secretaries, Admin. Assistants, Accountants, Computer Techs)	2400	42,500	18,713			42,500	18,713	42,500	-
Other (Noon-duty, Student workers)	2900					-	-	-	-
Total - Classified Salaries		42,500	18,713	309	309	42,809	19,022	42,809	-

Charter School Name:	Ingenuity Charter School
CDS# 37-68338-	0131979
Contact name:	Eileen Logue
E-mail address:	elogue@csmci.com
Telephone number:	619-517-9786

Second Interim Report
Charter School
FY 2015-2016
For the Period July 1 2015 through January 31, 2016

San Diego Unified School District
Financial Accounting Department
Charter Schools Accounting Office
Kevin Malloy kmalloy@sandi.net
Anna Day aday1@sandinet

Accrual Basis

Description	Object Code	A Unrestricted Budget	B Unrestricted Actuals through 1/31/16	C Restricted Budget	D Restricted Actuals through 1/31/16	(A+C) E Total Budget	(B+D) F Total Actuals through 1/31/16	(E+H) G Projected EFB/NP (Total Budget plus Actuals reported without a budget)	(F-E) H Actuals reported without a budget
3. Employee Benefits									
STRS	3101-3102	24,419	14,951	2,330	1,165	26,749	16,116	26,749	-
PERS	3201-3202	4,975	2,143	36	35	5,011	2,178	5,011	-
Social Security - OASDI/Medicare	3301-3302	3,210	3,441	434	181	3,644	3,622	3,644	-
Medical, Dental, Vision	3401-3402	18,609	9,714	6,943	2,893	25,552	12,607	25,552	-
Unemployment	3501-3502	5,502	79	12	6	5,514	85	5,514	-
Workers' Compensation	3601-3602	5,800	2,631	-	-	5,800	2,631	5,800	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other (TSA's, Golden Handshakes, Deferred Compensation, Life Insurance)	3901-3902					-	-	-	-
Total - Employee Benefits		62,515	32,959	9,755	4,280	72,270	37,239	72,270	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100-4199					-	-	-	-
Books and Other Reference Materials	4200-4299	250	127	250		500	127	500	-
Materials and Supplies (Below inventroy threshold: Consumable supplies of any type)	4300-4399	7,500	6,172	25,000	22,758	32,500	28,930	32,500	-
Non-capitalized Equipment (Above inventory threshold but below capitalization threshold)	4400-4499	7,500	5,173	10,000	1,568	17,500	6,741	17,500	-
Food (Only for food-service activities for which the purpose is nutrition)	4700					-	-	-	-
Total - Books and Supplies		15,250	11,472	35,250	24,326	50,500	35,798	50,500	-
5. Services and Other Operational									
Subagreements	5100-5199					-	-	-	-
Travel and Conferences	5200-5299	1,000	470	2,107	1,132	3,107	1,602	3,107	-
Dues and Memberships	5300-5399	500	24			500	24	500	-
Insurance (Non-employee)	5400-5499	1,200				1,200	-	1,200	-
Operations and Housekeeping	5500-5599	13,180	3,262			13,180	3,262	13,180	-
Rentals, Leases, Repairs, and Non-capitalized Improvements (Sites, Equipment)	5600-5699	81,000	28,133	23,539	21,265	104,539	49,398	104,539	-
Transfer of Direct Costs (MUST NET TO ZERO)	5700-5799					-	-	-	-
Professional Services, Consultants and Other Operating (Audit, Legal, Prof Dev.)	5800-5899	45,325	43,427			45,325	43,427	45,325	-
Disttrict Oversight (1% or 3%)		2,300	1,970	1,115	986	3,415	2,956	3,415	-
Communications	5900-5999					-	-	-	-
Total - Services and Other Operational		144,505	77,286	26,761	23,383	171,266	100,669	171,266	-
6. Capital Outlay									
[redacted]	6900	[redacted]				-	-	-	-
Total - Capital Outlay		-	-	-	-	-	-	-	-
7. Other Outgo									
Contribuiton to Unfunded Cost of Special Education (Schools in District SELPA only)	7141			[redacted]	[redacted]	-	-	-	-
Tuition to Other Schools	7100-7199					-	-	-	-
Intergency Transfers Out	7200-7299					-	-	-	-
Transfers of Indirect Costs (MUST NET TO ZERO)	7300-7399					-	-	-	-
Debt Service	7430-7439					-	-	-	-
Inteefund Transfers Out	7600-7629					-	-	-	-
Total - Other Outgo		-	-	-	-	-	-	-	-
8. Total Expenditures (B1 + B2 + B3 + B4 + B5 + B6 + B7)		506,539	279,773	90,663	63,141	597,202	342,914	597,202	-
C. Operational Surplus of (Deficit) before Contributions/Other Financiing Uses/Other Financing Sources - Column G (Negative amounts indicates an operational deficit) (A5 - B8)		81,890	16,477	9,337	(63,141)	91,227	(46,664)	91,227	-
D. Contributions/Other Financinig Uses/Other Financing Sources									
All Other Financing Uses	7630-7699					-	-	-	-
All Other Financing Sources	8930-8979					-	-	-	-
Contribution to Unfunded Cost of Special Ed (Schools NOT in District SELPA) (MUST NET TO ZERO	8980					-	-	-	-
All Other Contributions (MUST NET TO ZERO)	8990-8999		(63,141)		63,141	-	-	-	-
Total - Contributions/Other Financinig Uses/Other Financing Sources		-	(63,141)	-	63,141	-	-	-	-

Charter School Name:	Ingenuity Charter School	Second Interim Report Charter School FY 2015-2016 For the Period July 1 2015 through January 31, 2016	San Diego Unified School District Financial Accounting Department Charter Schools Accounting Office Kevin Malloy kmalloy@sandi.net Anna Day aday1@sandinet
CDS# 37-68338-	0131979		
Contact name:	Eileen Logue		
E-mail address:	elogue@csmci.com		
Telephone number:	619-517-9786		

Accrual Basis		A	B	C	D	(A+C) E	(B+D) F	(E+H) G	(F-E) H
Description	Object Code	Unrestricted Budget	Unrestricted Actuals through 1/31/16	Restricted Budget	Restricted Actuals through 1/31/16	Total Budget	Total Actuals through 1/31/16	Projected EFB/NP (Total Budget plus Actuals reported without a budget)	Actuals reported without a budget
E. Net Increase or (Decrease) in Fund Balance/Net Position - Column G (Negative amounts indicates a net operational deficit) (C + D)		81,890	(46,664)	9,337	-	91,227	(46,664)	91,227	-
F. Fund Balance/Net Position (Budget amounts will auto-populate from Actuals)									
1. Beginning Fund Balance/Net Position									
a. July 1, 2015 (MUST MATCH amounts from FY 14-15 Unaudited Actuals, Section F.2 Unrestricted &	9791	(17,936)	(17,936)	-		(17,936)	(17,936)	(17,936)	-
b. Adjustments/Restatements (Total Adjustments/Restatements from FY 14-15 Audit)	9793, 9795	-		-		-	-	-	-
c. Adj. Beginning FB/NP (Total Net Assests from FY 14-15 Audit) (F.1.a + F.1.b)		(17,936)	(17,936)	-	-	(17,936)	(17,936)	(17,936)	-
2. Projected Ending Fund Balance/Net Position - June 30, 2016 - Column G (Must be the greater of $50,000 or 3% of Expenditures) (E + F.1.c)		63,954	(64,600)	9,337	-	73,291	(64,600)	73,291	-
Components of Ending NP									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796						-		
b. Restricted Net Position - January 31, 2016 - Column D (F.2 - F.2.b)	9797						-		
c. Unrestricted Net Position - January 31, 2016 - Column B (F.2 - F.2.a)	9791		(64,600)				(64,600)		
G. Assets									
1. Cash									
in County Treasury (Restricted amount may be negative)	9110		294,408				294,408		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks (Restricted amount may be negative	9120						-		
Revolving and or Petty Cash Funds	9130						-		
Fiscal Agent/Trustee	9135						-		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200						-		
4. Due From Grantor Government (ALL amounts due from government agencies)	9290		83,219				83,219		
5. Due From Other Funds (All amount due from a CMO or other schools of the CMO)	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		20,000				20,000		
8. Other Current Assets	9340						-		
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		25,580				25,580		
10.Total Assets			423,207		-		423,207		
H. Deferred Outflows of Resources									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		
I. Liabilities									
1. Accounts Payable	9500						-		
2. Due to Grantor Government (ALL amounts due to government agencies)	9590						-		
3. Due to Other Funds (All amount due to a CMO or other schools of the CMO)	9610		487,806				487,806		
4. Current Loans	9640						-		
5. Deferred Revenue	9650						-		
6. Long-term Liabilities	9660-9669						-		
7. Total Liabilities			487,806		-		487,806		
J. Deferred Inflows of Resources									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred Inflows of Resources			-		-		-		
K. Fund Balance/Net Position									
1. Ending FB/NP - January 31, 2016 - Columns B, D and E (G10+H2-I7-J2) (MUST MATCH amounts in Section F.2)			(64,599)		-		(64,599)		

Charter School Name:	The O'Farrell Charter School	Second Interim Report						San Diego Unified School District	
CDS# 37-68338-	6061964	Charter School						Financial Accounting Department	
Contact name:	Eileen Logue	FY 2015-2016						Charter Schools Accounting Office	
E-mail address:	elogue@csmci.com	For the Period July 1 2015 through January 31, 2016						Kevin Malloy kmalloy@sandi.net	
Telephone number:	619-517-9786							Anna Day aday1@sandinet	
Accrual Basis						(A+C)	(B+D)	(E+H)	(F-E)
		A	B	C	D	E	F	G	H
Description	Object Code	Unrestricted Budget	Unrestricted Actuals through 1/31/16	Restricted Budget	Restricted Actuals through 1/31/16	Total Budget	Total Actuals through 1/31/16	Projected EFB/NP (Total Budget plus Actuals reported without a budget)	Actuals reported without a budget
A. Revenues									
1. Local Control Funding Formula - LCFF									
LCFF - State Aid - Current Year (Res 0000)	8011	4,796,125	2,582,491			4,796,125	2,582,491	4,796,125	-
Education Protection Account - EPA - Current Year (Res 1400)	8012	880,575	776,079			880,575	776,079	880,575	-
LCFF - State Aid and EPA - Prior Year (Res 0000 and Res 1400)	8019					-	-	-	-
In Lieu Of Property Taxes - Current & Prior Year (Res 0000)	8096	7,389,929	3,297,286			7,389,929	3,297,286	7,389,929	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total - LCFF		13,066,629	6,655,856	-	-	13,066,629	6,655,856	13,066,629	-
2. State Revenues other than LCFF									
Special Education (Res 6500)	8792			770,000	244,295	770,000	244,295	770,000	-
Special Education Mental Health Services (Res 6512)	8590			6,456		6,456	-	6,456	-
Mandate Block Grant (Res 0000)	8550	29,302				29,302	-	29,302	-
One-Time Funds for Outstanding Mandate Claims (Res 0000)	8550	736,100	659,136			736,100	659,136	736,100	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590			150,000	97,500	150,000	97,500	150,000	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Educator Effectiveness (Res 6264)	8590			118,789	95,031	118,789	95,031	118,789	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
Lottery - Unrestricted (Res 1100)	8560	203,266	61,686			203,266	61,686	203,266	-
Lottery - Restricted - Prop 20 (Res 6300)	8560			59,527	9,367	59,527	9,367	59,527	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599	35,298	35,298			35,298	35,298	35,298	-
Total - State Revenues other than LCFF		1,003,966	756,120	1,104,772	446,193	2,108,738	1,202,313	2,108,738	-
3. Federal Revenues									
NCLB, Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			449,832	156,688	449,832	156,688	449,832	-
NCLB: Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			68,703	55,199	68,703	55,199	68,703	-
NCLB: Title III, Limited English Proficient Student Program (Res 4203)	8290			33,491	1,498	33,491	1,498	33,491	-
NCLB: Title III, Immigrant Student Program (Res 4201)	8290					-	-	-	-
NCLB: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Special Education, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181					-	-	-	-
Special Education, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
21st Century Learning Communities (Res 4124)	8290			177,000	67,500	177,000	67,500	177,000	-
National School Lunch Program (NSLP) (Res 5310 and others)	8220					-	-	-	-
Charter School Facilities Incentive Grants Program (Res range 5800-5899)	8290					-	-	-	-
Maintenance and Operations (Public Law 81-874) - Federal Survey Cards (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299					-	-	-	-
Total - Federal Revenues		-	-	729,026	280,885	729,026	280,885	729,026	-
4. Local Revenues									
All Local Revenues (No Federal, State or Local government funds)	8600-8799	50,314	50,314	28,517	28,517	78,831	78,831	78,831	-
Total - Local Revenues		50,314	50,314	28,517	28,517	78,831	78,831	78,831	-
5. Total Revenues (A1 + A2 + A3 + A4)		14,120,909	7,462,290	1,862,315	755,595	15,983,224	8,217,885	15,983,224	-
B. Expenditures and Other Outgo									
1. Certificated Salaries									
Teachers (Teachers, Sp. Ed. Resource Specialists, Substitutes)	1100	3,995,511	2,149,298	710,610	296,133	4,706,121	2,445,431	4,706,121	-
Pupil Support (Librarians, Counselors, Nurses)	1200	129,102	60,747	91,000	48,396	220,102	109,143	220,102	-
Supervisors and Administrators (Principals, VP's, Directors, Deans)	1300	490,745	290,767		28,777	490,745	319,544	490,745	-
Other (Special Education or other Program Specialists, Non-Instructional staff ONLY)	1900	156,445	24,299	132,215	201	288,660	24,500	288,660	-
Total - Certificated Salaries		4,771,803	2,525,111	933,825	373,507	5,705,628	2,898,618	5,705,628	-
2. Classified Salaries									
Instructional (Instructional Aides, Noncertificated charter school teachers)	2100	151,424	33,100	407,698	224,541	559,122	257,641	559,122	-
Support (Library/Health/Counseling Aides; Food Services; Custodial & Maint.; Transportation)	2200	86,275	142,768		14,834	86,275	157,602	157,602	(71,327)
Supervisors and Administrators (Business Mgrs, Directors, Governing Board stipends)	2300					-	-	-	-
Clerical and Office (Clerks, Secretaries, Admin. Assistants, Accountants, Computer Techs)	2400	401,239	279,478			401,239	279,478	401,239	-
Other (Noon-duty, Student workers)	2900	272,240			62,701	272,240	62,701	272,240	-
Total - Classified Salaries		911,178	455,346	407,698	302,076	1,318,876	757,422	1,390,203	(71,327)

Charter School Name:	The O'Farrell Charter School
CDS# 37-68338-	6061964
Contact name:	Eileen Logue
E-mail address:	elogue@csmci.com
Telephone number:	619-517-9786

Second Interim Report
Charter School
FY 2015-2016
For the Period July 1 2015 through January 31, 2016

San Diego Unified School District
Financial Accounting Department
Charter Schools Accounting Office
Kevin Malloy kmalloy@sandi.net
Anna Day aday1@sandinet

Accrual Basis

Description	Object Code	A Unrestricted Budget	B Unrestricted Actuals through 1/31/16	C Restricted Budget	D Restricted Actuals through 1/31/16	(A+C) E Total Budget	(B+D) F Total Actuals through 1/31/16	(E+H) G Projected EFB/NP (Total Budget plus Actuals reported without a budget)	(F-E) H Actuals reported without a budget
3. Employee Benefits									
STRS	3101-3102	512,014	267,106	9,613	40,074	521,627	307,180	521,627	-
PERS	3201-3202	96,100	51,208	48,299	33,556	144,399	84,764	144,399	-
Social Security - OASDI/Medicare	3301-3302	133,880	73,354	38,810	28,524	172,690	101,878	172,690	-
Medical, Dental, Vision	3401-3402	857,522	544,164	236,487	68,000	1,094,009	612,164	1,094,009	-
Unemployment	3501-3502	12,280	2,293	44,599	338	56,879	2,631	56,879	-
Workers' Compensation	3601-3602	184,561	91,478	28,267		212,828	91,478	212,828	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other (TSA's, Golden Handshakes, Deferred Compensation, Life Insurance)	3901-3902					-	-	-	-
Total - Employee Benefits		1,796,357	1,029,603	406,075	170,492	2,202,432	1,200,095	2,202,432	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100-4199	310,000	81,569			310,000	81,569	310,000	-
Books and Other Reference Materials	4200-4299	25,000	8,585			25,000	8,585	25,000	-
Materials and Supplies (Below inventroy threshold: Consumable supplies of any type)	4300-4399	570,308	181,304	63,367	25,920	633,675	207,224	633,675	-
Non-capitalized Equipment (Above inventory threshold but below capitalization threshold)	4400-4499	830,000	249,441		129,936	830,000	379,377	830,000	-
Food (Only for food-service activities for which the purpose is nutrition)	4700	10,000				10,000	-	10,000	-
Total - Books and Supplies		1,745,308	520,899	63,367	155,856	1,808,675	676,755	1,808,675	-
5. Services and Other Operational									
Subagreements	5100-5199					-	-	-	-
Travel and Conferences	5200-5299	102,000	11,308	139,438	9,409	241,438	20,717	241,438	-
Dues and Memberships	5300-5399	18,700	17,715			18,700	17,715	18,700	-
Insurance (Non-employee)	5400-5499	54,500	54,435			54,500	54,435	54,500	-
Operations and Housekeeping	5500-5599	275,656	250,064		17,877	275,656	267,941	275,656	-
Rentals, Leases, Repairs, and Non-capitalized Improvements (Sites, Equipment)	5600-5699	34,500	37,835		825	34,500	38,660	38,660	(4,160)
Transfer of Direct Costs (MUST NET TO ZERO)	5700-5799					-	-	-	-
Professional Services, Consultants and Other Operating (Audit, Legal, Prof Dev.)	5800-5899					-	-	-	-
Distrtict Oversight (1% or 3%)		1,500,718	356,694	524,750	127,359	2,025,468	484,053	2,025,468	-
Communications	5900-5999	20,000	10,552		346	20,000	10,898	20,000	-
Total - Services and Other Operational		2,006,074	738,603	664,188	155,816	2,670,262	894,419	2,674,422	(4,160)
6. Capital Outlay									
Depreciation Expense (See Sections G.9 and F.2.a)	6900	134,788				134,788	-	134,788	-
Total - Capital Outlay		134,788	-	-	-	134,788	-	134,788	-
7. Other Outgo									
Contribuiton to Unfunded Cost of Special Education (Schools in District SELPA only)	7141					-	-	-	-
Tuition to Other Schools	7100-7199					-	-	-	-
Intergency Transfers Out	7200-7299					-	-	-	-
Transfers of Indirect Costs (MUST NET TO ZERO)	7300-7399					-	-	-	-
Debt Service	7430-7439					-	-	-	-
Inteefund Transfers Out	7600-7629					-	-	-	-
Total - Other Outgo		-	-	-	-	-	-	-	-
8. Total Expenditures (B1 + B2 + B3 + B4 + B5 + B6 + B7)		11,365,508	5,269,562	2,475,153	1,157,747	13,840,661	6,427,309	13,916,148	(75,487)
C. Operational Surplus of (Deficit) before Contributions/Other Financing Uses/Other Financing Sources - Column G (Negative amounts indicates an operational deficit) (A5 - B8)		2,755,401	2,192,728	(612,838)	(402,152)	2,142,563	1,790,576	2,067,076	75,487
D. Contributions/Other Financinig Uses/Other Financing Sources									
All Other Financing Uses	7630-7699					-	-	-	-
All Other Financing Sources	8930-8979					-	-	-	-
Contribution to Unfunded Cost of Special Ed (Schools NOT in District SELPA) (MUST NET TO ZERO	8980					-	-	-	-
All Other Contributions (MUST NET TO ZERO)	8990-8999					-	-	-	-
Total - Contributions/Other Financinig Uses/Other Financing Sources		-	-	-	-	-	-	-	-

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CDS# 37-68338-	6061964
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Accrual Basis

Description	Object Code	A Unrestricted Budget	B Unrestricted Actuals through 1/31/16	C Restricted Budget	D Restricted Actuals through 1/31/16	(A+C) E Total Budget	(B+D) F Total Actuals through 1/31/16	(E+H) G Projected EFB/NP (Total Budget plus Actuals reported without a budget)	(F-E) H Actuals reported without a budget
E. Net Increase or (Decrease) in Fund Balance/Net Position - Column G (Negative amounts indicates a net operational deficit) (C + D)		2,755,401	2,192,728	(612,838)	(402,152)	2,142,563	1,790,576	2,067,076	75,487
F. Fund Balance/Net Position (Budget amounts will auto-populate from Actuals)									
1. Beginning Fund Balance/Net Position									
a. July 1, 2015 (MUST MATCH amounts from FY 14-15 Unaudited Actuals, Section F.2 Unrestricted &	9791	9,205,286	9,205,286	178,028	178,028	9,383,314	9,383,314	9,383,314	-
b. Adjustments/Restatements (Total Adjustments/Restatements from FY 14-15 Audit)	9793, 9795	-		-		-	-	-	-
c. Adj. Beginning FB/NP (Total Net Assests from FY 14-15 Audit) (F.1.a + F.1.b)		9,205,286	9,205,286	178,028	178,028	9,383,314	9,383,314	9,383,314	-
2. Projected Ending Fund Balance/Net Position - June 30, 2016 - Column G (Must be the greater of $50,000 or 3% of Expenditures) (E + F.1.c)		11,960,687	11,398,014	(434,810)	(224,124)	11,525,877	11,173,890	11,450,390	75,487
Components of Ending NP									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796		2,987,418				2,987,418		
b. Restricted Net Position - January 31, 2016 - Column D (F.2 - F.2.b)	9797				(224,124)		(224,124)		
c. Unrestricted Net Position - January 31, 2016 - Column B (F.2 - F.2.a)	9791		8,410,596				8,410,596		
G. Assets									
1. Cash									
In County Treasury (Restricted amount may be negative)	9110		7,751,779		(224,124)		7,527,655		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks (Restricted amount may be negative	9120		48,150				48,150		
Revolving and or Petty Cash Funds	9130						-		
Fiscal Agent/Trustee	9135						-		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200						-		
4. Due From Grantor Government (ALL amounts due from government agencies)	9290		8,757				8,757		
5. Due From Other Funds (All amount due from a CMO or other schools of the CMO)	9310		513,770				513,770		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		117,180				117,180		
8. Other Current Assets	9340		2,567				2,567		
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		2,987,418				2,987,418		
10.Total Assets			11,429,621		(224,124)		11,205,497		
H. Deferred Outflows of Resources									
1. Deferred Outflows of Resources	9490		-		-		-		
2. Total Deferred Outflows			-		-		-		
I. Liabilities									
1. Accounts Payable	9500		2,797				2,797		
2. Due to Grantor Government (ALL amounts due to government agencies)	9590						-		
3. Due to Other Funds (All amount due to a CMO or other schools of the CMO)	9610						-		
4. Current Loans	9640						-		
5. Deferred Revenue	9650						-		
6. Long-term Liabilities	9660-9669		28,816				28,816		
7. Total Liabilities			31,613		-		31,613		
J. Deferred Inflows of Resources									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred Inflows of Resources			-		-		-		
K. Fund Balance/Net Position									
1. Ending FB/NP - January 31, 2016 - Columns B, D and E (G10=H2-I7-J2) (MUST MATCH amounts in Section F.2)			11,398,008		(224,124)		11,173,884		

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 8, 2016
Action Item 2

RECOMMENDATION: Approve the contract with Young Life's Oakbridge for the senior high school graduating class celebration retreat on May 25 – 27, 2016 in the amount not to exceed $14,105.00.

CURRENT INFORMATION:
The senior class is requesting approval for a two-night retreat for 80 students and chaperones.

ADDITIONAL DATA:

See attached contract.



Young Life's Oakbridge
P.O. Box 1739, 27224 Hwy 78
Ramona, CA 92065
760-789-6980~Phone 760-789-2448~Fax
Email: Oakbridge@oakbridge.younglife.org

RESERVATION CONTRACT

Group Type: School

Name of Group: O'Farrell Graduating Class Celebration

Mailing Address: 6130 Skyline Dr, San Diego, CA, United States, 92114-5620 Phone: 619-263-3009

Contact Person: Jonathan Dean Email:

Dates of Use: May 25, 2016 - May 27, 2016 Guaranteed Minimum: 80

This contract is issued on: Feb 10, 2016 and will be void if not received by the Property Office Feb 24, 2016

RESERVATION REQUIREMENTS:

A guaranteed minimum for use of Oakbridge is 80 full paying guests at the adult rate.

NOTE: All non-Young Life groups must provide proof of 501(c)(3) nonprofit status.

SECURITY DEPOSIT: $1,000.00

A security deposit in the amount above must be sent by Feb 24, 2016 . The full balance of charges is due before departure on the final day. Prorating for part-time guests is not possible unless prior arrangements have been made. Deposits not rolled-over will be refunded 2-4 weeks after camp dates.

CANCELLATION POLICY:

Cancellations made between 180 and 90 days prior to the start of camp will be charged 75% of the anticipated camp revenue of $14,105.00.

Cancellations made less than 90 days prior to the start of camp will be charged 100% of the anticipated camp revenue. The cancellation fee will be based on the guaranteed minimum of 80 guests at the specific adult rate.

Reduction of Guaranteed Minimum Reservation:

If the contracted guest group cannot meet the Guaranteed Minimum Reservation and needs to reduce their contracted number at any time prior to the camp dates, Oakbridge reserves the right to charge the guest group one camp fee per person for each number below the Guaranteed Minimum Reservation.

Initial: JD

MEAL/RESERVATION CHARGES:

O'Farrell Graduating Class Celebration: 5/25/2016 to 5/27/2016 JD

Date	Description	Amount	Meal Tax	Total	Category
02-02-16	Standard Lodging (80 @ $66.00 x 2 Night)	$10,560.00	$0.00	$10,560.00	Camp Fees - Weekend
02-02-16	Lunch (80 @ $6.50 x 1 Meal)	$520.00	$0.00	$520.00	Camp Fees - Meals/Sn
02-02-16	Dinner (80 @ $7.50 x 2 Meal)	$1,200.00	$0.00	$1,200.00	Camp Fees - Meals/Sn
02-02-16	Breakfast (80 @ $5.50 x 2 Meal)	$880.00	$0.00	$880.00	Camp Fees - Meals/Sn
02-02-16	Skate Park (Complimentary with Group Provided Supervision)	$0.00	$0.00	$0.00	Camp Fees - Program
02-02-16	Waterslide (Complimentary with Group Supervision)	$0.00	$0.00	$0.00	
02-02-16	Lifeguard (1 @ $15.00 x 3 Hrs)	$45.00	$0.00	$45.00	Camp Fees - Program
02-02-16	Oakbrige provide EMT (1 @ $300.00 x 2 24 hours)	$600.00	$0.00	$600.00	Camp Fees - Program
02-02-16	Archery (1 @ $100.00 x 3 Hrs)	$300.00	$0.00	$300.00	Camp Fees - Program
	Totals:	**$14,105.00**	**$0.00**	**$14,105.00**	

Young Life is exempt from CA sales tax on meals served to kids and also on meals served to adults required to participate in the schedule of events and for teachers who are qualified professionals which would include area directors.

WORK CREW REQUIREMENTS:

Work crew must be provided by the guest group in a ratio of approximately one (1) work crew for every ten (10) guests. The exact number of work crew required will be determined by OAKBRIDGE prior to arrival based on amenities being requested. The work crew provides support services for the camp in food service and other areas. Work crew in the appropriate ratio is not charged the camp fee. Other arrangements must be requested and/or confirmed with the camp as part of the contract agreement.

The Work Crew requirement is waived for all mid-week bookings. -TD

An additional fee of $45.00 per person will be charged for insufficient work crew. Initial:_____

GENERAL REQUIREMENTS: (check-in after 3 pm, check-out no later than noon)

1. **The guest group is expected to provide a doctor, nurse, or EMT for the length of the camp. This person and their family are not charged for their stay. Oakbridge reserves the right to charge the guest group if no doctor, nurse or EMT is provided. INITIAL: TD**
2. The guest group is expected to pay for any damages to the property and equipment beyond normal wear and tear, including graffiti. Any incident of graffiti vandalism will be assessed a minimum fee of $50 per incident.
3. The guest group is expected to leave the property, including individual rooms, in a clean condition.
4. The following are not permitted on the property: pets, alcoholic beverages, illegal drugs, firearms, knives, fireworks or explosives.
5. Smoking is permitted only in the designated smoking area (s) on the property.
6. **Pursuant to CA Code, the guest group is expected to provide a certified lifeguard for pool use at the ration of one (1) lifeguard per twenty-five (25) guests in the pool. INITIAL TD**
7. Guests are expected to adhere to the guidelines stated above, posted on the grounds, or published in the registration information.
8. Additional expectations and requirements for your stay, including specific food service and other staffing, are set forth in the GSI form incorporated herein.

INSURANCE REQUIREMENTS:

Young Life requires all non-Young Life groups using our properties to use their own insurance policies and verify this coverage through a Certificate of Insurance Form. Prior to Young Life's confirming your reservation, your group must furnish the Certificate of Insurance evidencing the required coverage.
Your Group agrees to obtain liability insurance covering your activities at the property in an amount of not less than $1,000,000 combined single limit. It will include coverage for Personal Injury, Property Damage, and Contractual Liability. Young Life, its directors and employees are to be included as additional insurants in the event of potential liability arising out of your use of the property.
By signing this contract, you are acknowledging and agreeing, for your group and for our participants, that Young Life provides no accident insurance, no health insurance or workers compensation insurance for any of your participants. Your group also agrees to take financial responsibility for any illnesses that occur, transportation to the healthcare facility, and to take responsibility for the coordination of payments to the healthcare facility for any such illness.
Your group also agrees to obtain camper accident insurance coverage of a minimum of $4,000 per injury. Please have your insurance company complete the form and return it to our office.

INDEMNITY AND CONTRACT AGREEMENT:

Your group, your participants and any sponsoring organization agree that you/they will not hold or attempt to hold Young Life liable for any loss, damage or injury to person or property caused by any act or negligence of other persons or conditions on or about the Property, or caused in any manner other than the willful or negligent act of Young Life, its agents and employees, and you will indemnify and hold Young Life harmless from and against any liability for damages or claims against Young Life arising out of or in any way related to any such loss, damage or injury.
(Note: The above clause is not applicable to Young Life Groups.)

Initial: TD

We agree to all contract conditions, rates, and regulations and acknowledge that this contract is not binding until signed by an authorized Oakbridge representative. We agree to respect the beliefs of Young Life as set forth in the Young Life statement of faith on the reverse side of this contract.

Jonathan C. Dean
Jonathan C. Dean (Feb 17, 2016)

Signature of Group Representative **Date**

Jonathan C. Dean
Jonathan C. Dean (Feb 17, 2016)

Signature of Group Financial Representative **Date**

Signature of Authorized Oakbridge Representative **Date**

younglife

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Action Item 3

RECOMMENDATION: Approve the School Accountability Report reported using data from the 2014-15 school year.

BACKGROUND INFORMATION:

California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.

CURRENT INFORMATION:

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student groups. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state.

The O'Farrell Charter School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	The O'Farrell Charter School
Street	6130 Skyline Drive
City, State, Zip	San Diego
Phone Number	6192633009
Principal	Dr. Jonathan Dean
E-mail Address	jonathan.dean@ofarrellschool.org
Web Site	http://www.ofarrellschool.org/
Grades Served	TK-12
CDS Code	37-68338-606-1964

District Contact Information	
District Name	The O'Farrell Charter School
Phone Number	619-263-3009
Superintendent	Dr. Jonathan Dean
E-mail Address	jonathan.dean@ofarrellschool.org
Web Site	http://www.ofarrellschool.org/

School Description and Mission Statement (Most Recent Year)

BACKGROUND

The O'Farrell Charter School opened in the fall of 1994 as a result of the San Diego Unified School District's commitment to restructuring. It is one of the first middle level charter schools in San Diego City Schools whose focus and instructional program were determined through the collaborative efforts of teachers, administrators and community. The first year, the conversion school opened with approximately 450 seventh grade students. The following year O'Farrell expanded to 1350 students in grades 6-8. The school has since continued to expand and how houses three academies, an elementary with year-one kindergarten through 5th grade, middle with 6th through 8th grade and a high school with 9th through 11th. Next year will be the school's first with a graduating class. School-wide decisions are made by the Board of Directors which meets once a month and consists of a teacher, parent and community representatives. In addition to the superintendent, each academy has a principal to help oversee the curriculum and operations of the school. The charter of the school has been renewed in 1999, 2004 2009 and 2014. O'Farrell prides itself in providing a rigorous education with high academic standards for all students with the ultimate goal of preparing all students for college.

MISSION STATEMENT

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

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

The O'Farrell Charter School provides a multi-cultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality. All students, upon graduation, are expected to have acquired the fundamental tools and skills to move seamlessly onto the high school of their choice.

VISION STATEMENT

The vision of The O'Farrell Charter School is to create a school with high academic standards where every student gets what they need through relationships with school staff.

STANDARDS
We will be an AVID National Demonstration School where students have access to GATE instruction. We will measure academic progress as students achieve a well-rounded 21st century education.

STUDENTS GET WHAT THEY NEED
Each individual student will get what he or she needs in terms of academic instruction, social-emotional support, character development and safety to be successful.

RELATIONSHIPS
O'Farrell will be a school where communication is open, respectful, and valued; where expectations, discipline, and recognition is fair and consistent; and, where all shareholders have a voice and pride in their school.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	67
Grade 1	47
Grade 2	52
Grade 3	51
Grade 4	57
Grade 5	60
Grade 6	269
Grade 7	244
Grade 8	254
Grade 9	159
Grade 10	102
Grade 11	94
Total Enrollment	1,456

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	20
American Indian or Alaska Native	0.1
Asian	4.2
Filipino	15
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	0.6
White	1.3
Two or More Races	4.7
Socioeconomically Disadvantaged	81.5
English Learners	25.4
Students with Disabilities	10
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	65	74	79	79
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97.7	2.3
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	97.8	2.2

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: November 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Rowland Reading - Super Start (TK, 2015-15); CA Treasures, Glencoe/McGraw Hill (K-5, 2012-13); College Board-Springboard (6-8, 2014-15); Literature Courses 1-4, CA edition, Glencoe/McGraw Hill (9, 2010-11); Writer's Choice 10th Grade, Glencoe/McGraw Hill (10, 2013-14); Writer's Choice 11th Grade, Glencoe/McGraw Hill (11, 2015-15); Cracking the AP English Language (12, 2014-2015)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Touchmath (TK, 2014-15); Everyday Math Common Core, Glencoe McGraw Hill (K-5, 2012-2013); Mathematics: Grade 6 Math, CA edition Pearson/Prentice Hall (6, 2009-10); Pre-Algebra, CA edition Pearson/Prentice Hall (6-7, 2009-10); Algebra Readiness, CA edition, Pearson/Prentice Hall (8, 2008-09); Algebra 1, CA edition Pearson/Prentice Hall (7-11, 2009-10); Geometry, CA edition, Pearson/Prentice Hall (8-11, 2009-10); Common Core Algebra 2, Pearson/Prentice Hall (9-11, 2011-12); Pre-Calculus: Graphical, Numerical, Algebraic, Pearson/Prentice Hall (10-11, 2013-14); Calculus 4e McGraw Hill (11, 2014-15)	Yes	0
Science	MacMillan/McGraw Hill California Science (K-5, 2012-13); Focus on Earth Science, CA edition, McDougal Littell (6, 2008-09); Focus on Life Science, CA edition, McDougal Littell (7, 2008-09); Focus on Physical Science, CA edition, McDougal Littell (8, 2008-09); Earth Science, Geology the Environment and the Universe, CA edition, Glencoe McGraw Hill (9, 2011-12); Conceptual Physics Pearson Prentice Hall (9, 2010-11); Foundations for Physics, CPO (9-11, 2012-13); Knight College Physics 3, Pearson (10-11 AP, 2014-15); Chemistry Matter and Change, Glencoe/McGraw Hill (10-11, 2013-14); Miller and Levine Biology Edition 1e, Pearson (11, 2014-15); Biology in Focus Pearson (11 AP, 2014-15); Health Glencoe McGraw Hill (9, 2011-12)	Yes	0
History-Social Science	California Vistas, Glencoe/McGraw Hill (K-5, 2012-13); CA Social Studies: World History, Ancient Civilizations Holt McDougal (6, 2007-08); CA Social Studies World History, Medieval to Early Modern Times Holt McDougal (7, 2007-2008); CA Social Studies: World History, Independence to 1914 Holt McDougal (8, 2007-08); CA Social Studies: World History, Modern Times, Glencoe McGraw Hill (9-10, 2010-11); World Civilizations: The Global Experience AP, Pearson/Prentice Hall (10 AP, 2013-14); U.S. History and Geography Glencoe/McGraw Hill (11, 2014-15); McGraw Hill American History Bridge Edition AP (11 AP, 2014-15)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus was built in 1957. It was last modernized in the early 2000's. The facility is maintained by the local school district and the day to day maintenance is handled by the charter school employees. Minor issues are address on campus daily and larger issues are handled via a work order to the local school district. The entire campus is entering a modernization period. As a result of proposition S there are plans to raise the height of the windows in all buildings, install an HVAC system, update electrical, replace flooring and there will be extensive repair work done throughout campus. Additionally the interior and exterior of all buildings will be painted.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Campus Modernization set for 2015-2016
Interior: Interior Surfaces		X		Campus Modernization set for 2015-2016
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Campus Modernization set for 2015-2016
Electrical: Electrical		X		Campus Modernization set for 2015-2016
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Campus Modernization set for 2015-2016
Safety: Fire Safety, Hazardous Materials	X			Campus Modernization set for 2015-2016
Structural: Structural Damage, Roofs	X			Campus Modernization set for 2015-2016
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Campus Modernization set for 2015-2016

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: November, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	44	50	44
Mathematics	41	41	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	49	96.1	55	22	20	2
	4	57	56	98.2	57	25	14	4
	5	59	56	94.9	52	23	21	4
	6	254	251	98.8	29	33	29	10
	7	232	226	97.4	27	24	37	11
	8	250	248	99.2	26	25	38	11
	11	94	93	98.9	2	25	45	28
Male	3		20	39.2	60	15	20	5
	4		35	61.4	66	20	9	6
	5		30	50.8	63	23	7	7
	6		128	50.4	27	35	33	5
	7		103	44.4	32	22	32	13
	8		129	51.6	30	27	36	7
	11		54	57.4	2	31	41	26
Female	3		29	56.9	52	28	21	0
	4		21	36.8	43	33	24	0
	5		26	44.1	38	23	38	0
	6		123	48.4	31	30	24	15
	7		123	53.0	24	25	41	10
	8		119	47.6	21	23	41	15
	11		39	41.5	3	15	51	31
Black or African American	3		10	19.6	--	--	--	--
	4		12	21.1	75	25	0	0
	5		17	28.8	59	24	18	0
	6		40	15.7	23	33	35	10
	7		44	19.0	27	27	39	7
	8		48	19.2	42	27	21	10
	11		20	21.3	5	25	50	20
American Indian or Alaska Native	7		1	0.4	--	--	--	--
Asian	3		1	2.0	--	--	--	--
	4		3	5.3	--	--	--	--
	5		1	1.7	--	--	--	--
	6		13	5.1	23	15	23	38
	7		12	5.2	8	25	58	8
	8		13	5.2	8	8	77	8
	11		4	4.3	--	--	--	--
Filipino	3		7	13.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		8	14.0	--	--	--	--
	5		5	8.5	--	--	--	--
	6		36	14.2	11	36	36	17
	7		37	15.9	19	5	57	19
	8		38	15.2	8	21	47	24
	11		21	22.3	0	19	38	43
Hispanic or Latino	3		29	56.9	62	14	24	0
	4		28	49.1	54	25	18	4
	5		28	47.5	57	21	18	4
	6		144	56.7	36	35	24	6
	7		111	47.8	32	30	25	12
	8		136	54.4	26	28	38	9
	11		42	44.7	2	29	50	19
Native Hawaiian or Pacific Islander	6		1	0.4	--	--	--	--
	7		2	0.9	--	--	--	--
	11		2	2.1	--	--	--	--
White	4		1	1.8	--	--	--	--
	5		1	1.7	--	--	--	--
	6		3	1.2	--	--	--	--
	7		4	1.7	--	--	--	--
	11		1	1.1	--	--	--	--
Two or More Races	3		2	3.9	--	--	--	--
	4		4	7.0	--	--	--	--
	5		4	6.8	--	--	--	--
	6		14	5.5	29	21	36	14
	7		14	6.0	21	21	50	7
	8		12	4.8	42	17	42	0
	11		3	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		39	76.5	56	21	23	0
	4		42	73.7	57	29	12	2
	5		43	72.9	56	23	16	5
	6		213	83.9	32	35	25	8
	7		195	84.1	29	26	35	10
	8		207	82.8	27	27	36	10
	11		75	79.8	3	28	47	23
English Learners	3		23	45.1	61	17	22	0
	4		22	38.6	36	36	23	5
	5		17	28.8	82	18	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		66	26.0	53	36	11	0
	7		55	23.7	55	31	11	2
	8		46	18.4	46	28	26	0
	11		15	16.0	7	73	20	0
Students with Disabilities	3		1	2.0	--	--	--	--
	4		2	3.5	--	--	--	--
	5		4	6.8	--	--	--	--
	6		24	9.4	67	29	4	0
	7		30	12.9	73	10	13	3
	8		20	8.0	65	25	10	0
	11		12	12.8	8	75	17	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	49	96.1	37	37	20	6
	4	57	56	98.2	30	39	25	5
	5	59	57	96.6	44	33	14	9
	6	254	252	99.2	29	27	23	21
	7	232	228	98.3	29	33	20	18
	8	250	249	99.6	24	23	22	31
	11	94	93	98.9	24	38	23	16
Male	3		20	39.2	35	25	25	15
	4		35	61.4	26	43	26	6
	5		31	52.5	45	32	10	13
	6		129	50.8	28	26	23	23
	7		104	44.8	33	34	16	17
	8		130	52.0	27	25	21	28

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		54	57.4	30	33	26	11
Female	3		29	56.9	38	45	17	0
	4		21	36.8	38	33	24	5
	5		26	44.1	42	35	19	4
	6		123	48.4	31	28	22	20
	7		124	53.4	27	32	23	19
	8		119	47.6	22	22	23	34
	11		39	41.5	15	44	18	23
Black or African American	3		10	19.6	--	--	--	--
	4		12	21.1	17	58	25	0
	5		17	28.8	53	35	12	0
	6		40	15.7	28	30	23	20
	7		44	19.0	30	39	20	11
	8		48	19.2	35	21	17	27
	11		20	21.3	30	35	30	5
American Indian or Alaska Native	7		1	0.4	--	--	--	--
Asian	3		1	2.0	--	--	--	--
	4		3	5.3	--	--	--	--
	5		1	1.7	--	--	--	--
	6		13	5.1	15	8	31	46
	7		12	5.2	25	33	33	8
	8		13	5.2	8	23	31	38
	11		4	4.3	--	--	--	--
Filipino	3		7	13.7	--	--	--	--
	4		8	14.0	--	--	--	--
	5		5	8.5	--	--	--	--
	6		36	14.2	17	17	36	31
	7		37	15.9	11	30	19	41
	8		38	15.2	11	16	21	53
	11		21	22.3	10	38	19	33
Hispanic or Latino	3		29	56.9	41	31	24	3
	4		28	49.1	39	32	25	4
	5		29	49.2	52	21	17	10
	6		145	57.1	37	29	19	15
	7		113	48.7	36	31	18	15
	8		137	54.8	26	28	21	26
	11		42	44.7	29	40	21	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	6		1	0.4	--	--	--	--
	7		2	0.9	--	--	--	--
	11		2	2.1	--	--	--	--
White	4		1	1.8	--	--	--	--
	5		1	1.7	--	--	--	--
	6		3	1.2	--	--	--	--
	7		4	1.7	--	--	--	--
	11		1	1.1	--	--	--	--
Two or More Races	3		2	3.9	--	--	--	--
	4		4	7.0	--	--	--	--
	5		4	6.8	--	--	--	--
	6		14	5.5	14	43	7	36
	7		14	6.0	21	43	21	14
	8		12	4.8	33	8	33	25
	11		3	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		39	76.5	44	31	23	3
	4		42	73.7	31	40	26	2
	5		44	74.6	43	34	16	7
	6		214	84.3	33	29	20	18
	7		197	84.9	32	32	20	16
	8		208	83.2	26	25	22	28
	11		75	79.8	25	41	17	16
English Learners	3		23	45.1	43	30	22	4
	4		22	38.6	27	32	36	5
	5		18	30.5	56	22	22	0
	6		67	26.4	49	27	22	1
	7		57	24.6	58	32	7	4
	8		47	18.8	49	23	19	9
	11		15	16.0	53	33	7	7
Students with Disabilities	3		1	2.0	--	--	--	--
	4		2	3.5	--	--	--	--
	5		4	6.8	--	--	--	--
	6		24	9.4	79	4	13	4
	7		30	12.9	67	27	0	7
	8		20	8.0	70	20	5	5
	11		12	12.8	75	25	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	67	65	65	68	65	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	65
All Students at the School	65
Male	65
Female	65
Black or African American	55
Asian	76
Filipino	82
Hispanic or Latino	62
White	--
Two or More Races	--
Socioeconomically Disadvantaged	42
English Learners	38
Students with Disabilities	64
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts		56	60	60	56	58	57	56	58
Mathematics		65	69	63	62	61	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	38	26	36	36	38	26
All Students at the School	40	23	37	31	37	33
Male	53	28	19	39	33	28
Female	22	17	61	20	41	39
Black or African American	53	12	35	59	29	12
Filipino	38	31	31	19	31	50
Hispanic or Latino	42	23	35	29	44	27
Socioeconomically Disadvantaged	40	23	37	31	37	33
English Learners	93	7		64	36	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.30	19.00	24.10
7	23.50	25.20	17.40
9	17.30	28.00	35.30

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

A major focus of The O'Farrell Charter School's many programs is to involve the parents of our students in as many aspects of their child's education as possible. To this end, The O'Farrell Charter School provides resources to promote parent involvement to enrich the academic environment at The O'Farrell Charter School for all students who are enrolled here. We believe that when parents actively participate in their child's school, students are more likely to achieve the high standards of academic success that we strive for. All parents are welcome to become involved at The O'Farrell Charter School in the following ways:

Parent-Teacher-Organization (PTO): The PTO meets once monthly to discuss and plan for upcoming events and fundraisers, as well as receive updates from the school regarding current projects and initiatives. Officers are elected for a two-year term. All parents of students in grades year-one-kindergarten through twelfth grade are welcomed and encouraged to attend.

School Site Council (SSC): The SSC meets every month to discuss school programs, make suggestions to sustain the quality of education at O'Farrell, and to review and ratify the school's budget. The California Education Code requires the School Site Council to:
1. Measure effectiveness of improvement strategies at the school.
2. Seek input from school advisory committees.
3. Reaffirm or revise school goals.
4. Revise improvement strategies and expenditures.
5. Recommend the approved single plan for student achievement (SPSA) to the governing board.
6. Monitor implementation of the SPSA.

Donuts With Dr. Dean: Once a month, the Superintendent holds an informal gathering, during which donuts and coffee are served, to discuss issues with and answer questions from parents. All parents of students enrolled at The O'Farrell Charter School are welcome to come and discuss issues/ask questions about any school-related topic.

Parent Volunteerism: Parents are welcome to volunteer at The O'Farrell Charter School in a variety of ways. A volunteer interest form is sent home at the beginning of each year on which parents can indicate how they would like to become involved. Options for volunteerism include helping in the classroom, donating supplies, chaperoning field trips, helping to coordinate school events, fundraising, and more. All volunteers must undergo a screening process. Details about this process can be found on O'Farrell's website and on the Parent Volunteer Interest Form.

O'Farrell also organizes several parent nights and family days during which families are encouraged to come to school to learn, celebrate, and have fun. These include events such as: Family Fun Day, Family BBQ, Open House, Back-To-School Night, Parent Education Classes, Fall Festival, Literature Night, Math Night, English Language Arts Night, Winter and Spring Concerts, and Awards Night.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate							13.10	11.40	11.50
Graduation Rate							78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	24.62	10.97	9.56	4.83	4.24	3.67	5.07	4.36	3.80
Expulsions	0.81	0.23	0.00	0.14	0.09	0.06	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The O'Farrell Charter School has a Comprehensive School Safety Plan that is reviewed on a regular basis and approved annually by the School Site Council and the Board of Directors. It was last approved in February, 2015. The plan includes eleven sections covering the following criterion: Assessment of Current Status of School Crime and Site Response to School Crime Data, Child Abuse Reporting Procedures, Disaster Preparedness Plan, Policies and Acts related to Suspension and Expulsion, Notification to Teachers of Dangerous Students, Sexual Harassment Policy, Uniform Policy, Procedures to Ensure Safety while Going to and From School, Safe and Orderly School Environment, Safe School Planning Committee Formation, Anti Bullying Policy, Emergency Organization Plan. The school safety committee meets regularly throughout the school year. The plan and emergency procedures are reviewed with staff and students in depth at the start of the school year. Each drill is also reviewed prior to the drill taking place. The school holds the required number of fire/evacuation drills, lockdown drills and disaster drills.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	147
Percent of Schools Currently in Program Improvement	N/A	76.2

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		1		25		2		22		3	
1	29		1		23		2		24		2	
2	31		1		26		2		26		2	
3	26		1		24		2		26		2	
4	31		2		25		2		29		2	
5	32		1		30		2		30		2	
6	29	5	38	15	25	9	65	8	29	2	50	14

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	12	12	3	23	13	18	2	25	14	14	7
Mathematics	23	15	12	2	24	16	14	3	27	6	19	7
Science	25	9	13	3	27	8	16	4	27	3	25	4
Social Science	27	4	15	4	27	4	17	5	26	8	19	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	
Counselor (Social/Behavioral or Career Development)	4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	2	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	4	N/A
Other	1	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,789.00	519.00	7270.00	57304.00
District	N/A	N/A	7270.00	$69,748
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to the regular core content area classes throughout the school day, the school has an extended school day and school year. Each student is assigned a homebase teacher who is a staff member who works closely with the child and parent to ensure academic success. Zero period classes are offered for extra support in math and language arts before class, and homework club and second language tutoring classes are offered after school. Additionally, tutoring support is offerred on Saturday mornings.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,983	$43,165
Mid-Range Teacher Salary	$60,754	$68,574
Highest Teacher Salary	$82,578	$89,146
Average Principal Salary (Elementary)	$114,227	$111,129
Average Principal Salary (Middle)	$116,019	$116,569
Average Principal Salary (High)	$126,214	$127,448
Superintendent Salary	$252,960	$234,382
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All courses	7	41

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

The Administration Team and Academic Coach meet throughout the year to decide on, implement, and modify O'Farrell Charter School's Professional Development Plan. A focus for each year is chosen based on student achievement outcome data and the needs of staff. Student achievement data used to plan professional development includes CAASPP scores, CELDT scores, course grades, and benchmark exam scores.

Professional development takes place once a week in-house on a modified day that allows staff time to meet as a whole group and as academies, based on need. Professional development topics range from differentiation, to special education accommodations, to PLC structures, and SDAIE and AVID methodologies. Teachers, the Academic Coach, and Administrators are involved in planning/presenting these weekly professional development sessions.

Additional professional development is planned at the beginning and in the middle of each academic year. Staff participate in three days of professional development prior to the start of school. In January each school year, one day is set aside for additional professional development for all staff.

Additional off-site as-needed professional development is offered to any staff members needing instruction or training in a particular topic throughout the school year. Teachers interested in obtaining additional professional development consult with an administrator and the Academic Coach to ensure the training will be adequate to fit the needs of the individual and school.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 7, 2016
Action Item 4

RECOMMENDATION: Approve the School Accountability Report for Ingenuity Charter School reported using data from the 2014-15 school year.

BACKGROUND INFORMATION:

California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.

CURRENT INFORMATION:

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student groups. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state.

Ingenuity Charter School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Ingenuity Charter School
Street	6310 Skyline dr.
City, State, Zip	San Diego,CA, 92114
Phone Number	619-262-2046
Principal	Tiffany DeGraffenreid
E-mail Address	tiffany.degraffenreid@ingenuitycharter.org
Web Site	ingenuitycharter.org
Grades Served	6-12
CDS Code	37683380131979

District Contact Information	
District Name	The O'Farrell Charter Schools
Phone Number	619-262-2046
Superintendent	Jonathan Dean
E-mail Address	jonathan.dean@ofarrellschool.org
Web Site	ofarrellschool.org

School Description and Mission Statement (Most Recent Year)

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

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

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

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

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

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

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

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

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

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential			4	
Without Full Credential			0	
Teaching Outside Subject Area of Competence (with full credential)			0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			0
Vacant Teacher Positions			0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected:

Ingenuity charter school utilizes Edgenuity curriculum as of our first day of instruction July 1 2015

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: DEC 20 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: DEC 20 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy			
Mathematics			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)									

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2014-15)

Ingenuity did not have students enrolled during the 2014-15 school year.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Ingenuity Charter School's first day of instruction was July 1, 2015. Ingenuity encourages parent involvement from the first orientation meeting at initial enrollment. The Student Site Council and Parent Teacher Organization meet monthly to discuss upcoming events, review school project and budget plans, discuss and vote on needed future changes to the LCAP and future school budget. The O'Farrell Charter Schools has a joint SSC and a combined PTO. Ingenuity Charter school has secured a parent representative on the SSC for the current school year. Parents and families are notified about upcoming meetings through dial out notifications and email. Information regarding these meetings can also be found on the Ingenuity website.

Additionally an Ingenuity Charter team member attends a monthly Southeast Collaborative meeting which is a group comprising local businesses, charities, nonprofits, and schools that focus on sharing local resources. During these meetings Ingenuity shares its mission to the group welcoming any student who may benefit from Blended Learning and learning about resources that may help Ingenuity students and their families.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (Most Recent Year)

Ingenuity Charter School has created and follows a board approved comprehensive Safety Plan which includes not only earthquake, lockdown, fire, flood, terrorist threat, bomb threat and hostage situations, but also disaster and survival plans.

Ingenuity Resource Centers were designed with not only safety in mind but also creating an environment that nurtures learning for every type of student. The spaces have many workspace options such as stand desks, lounge areas, personal desks, group centers and a plethora of multimedia options to enhance learning.

Under the board approved school wide safety plan, the safety committee meets regularly to review, and also revise the safety plan, if the environment necessitates a change. Regular safety drills, to include fire, earthquake, and lockdown are performed regularly. Disaster supplies and blood borne pathogen safety supplies are at each Resource Center. Students sign in and out of the Resource Center to ensure accurate record keeping and safety of students on campus. Hall passes are used to indicate when students have left the site based Resource Center for any reason.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with N/A values do not require data.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	0	0	0
District	N/A	N/A		$69,748
Percent Difference: School Site and District	N/A	N/A		-100.0
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-100.0	-100.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Ingenuity Charter School did not have students enrolled in 2014- 2015

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,983	$43,165
Mid-Range Teacher Salary	$60,754	$68,574
Highest Teacher Salary	$82,578	$89,146
Average Principal Salary (Elementary)	$114,227	$111,129
Average Principal Salary (Middle)	$116,019	$116,569
Average Principal Salary (High)	$126,214	$127,448
Superintendent Salary	$252,960	$234,382
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

The O'Farrell Charter Schools, including Ingenuity Charter, values professional development for its faculty, providing three distinct strategies for supporting schoolwide student achievement of academic, college and career readiness standards. These strategies include Strategy of the Month Professional Development series, job-embedded learning, and coaching through recognized Standards and Indicators of Effective Teaching Practice.

On the first Wednesday of each month the entire O'Farrell Schools faculty, including Ingenuity, meet from 1:30-3:15 pm to engage in professional development. This professional development is aligned with the schoolwide strategic plan and student learner outcomes and needs identified by classroom walk-throughs, informal and formal observations, and teacher interest. Workshops are differentiated by content, process, interest and readiness for all teachers. We use our own teachers, including principals and an instructional coach, to facilitate the professional learning. In addition, teachers are supported by specialized training through a specified professional development budget so that unique needs based on content and teaching context can be met. All professional development workshops are followed up with emails and resources intended to "boost" the implementation of the strategies introduced.

Ingenuity is in its first academic year and will use the data gathered from this year to direct professional development for coming years.