THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

Special Board of Directors Meeting

AGENDA

Wednesday, March 23, 2016
5:30 p.m.

I. CALL TO ORDER

II. CLOSED SESSION

In accordance with California Education Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE

RECONVENE TO OPEN SESSION

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

Moved by_____ Seconded by_____ Vote_____

IV. PLEDGE OF ALLEGIANCE

V. PRESENTATION
None

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. K-12 Language Immersion Program.....**Page 3**

IX. ACTION ITEMS

1. Approve the Schedule of Entitlements for the One-Time Funds for Outstanding Mandate Claims.....**Page 5**

Superintendent's Recommendation: Approve Action Item 1

Moved by_____ Seconded by_____ Vote_____

X. ROUNDTABLE

XI. ADJOURNMENT

NOTICES

The next regular meeting of The O'Farrell Charter School Board of Directors will be April 11, 2016 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 Monday, March 21, 2016 at 3 p.m.

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

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 23, 2016
Discussion Item 1

RECOMMENDATION: Possible Language Immersion Programs at O'Farrell

BACKGROUND INFORMATION:

Definition of Key Terms and Acronyms:
Minority language: A language other than the one spoken by the majority of people in a given regional or national context, for example, Spanish in the U.S., Basque in Spain, English in Japan, etc.

Majority language: The language spoken by the majority of people in a given regional or national context, for example, English in the U.S., Spanish in Spain, Japanese in Japan, etc.
Also sometimes delineated as ***L1*** = First language ***L2*** = Second language

Core Characteristics of Immersion Education:

- Promotes additive bilingualism with sustained and enriched instruction through the minority and majority languages
- Subject area instruction through the minority language occurs for at least 50% of the school day during the elementary school years
- Teachers are fully proficient in the language(s) they use for instruction
- Support for the majority language is strong and present in the community at large
- Clear and sustained separation of languages occurs during instructional time

(Source: Center for Advanced Research in Language Acquisition
http://carla.umn.edu/immersion/FAQs.html)

Summary of Benefits of Immersion Education:
English-proficient immersion students typically achieve higher levels of minority (non-English) language proficiency when compared with students in other types of language programs. Immersion students who begin the program as English speakers consistently develop native-like levels of comprehension, such as listening and reading skills, in their second language. They also display fluency and self confidence. Further, the more time spent learning through the non-English language, the higher the level of proficiency attained. To date, total (one-way) and nearly total (90:10) two-way immersion programs demonstrate higher levels of minority language proficiency than partial or fifty-fifty programs.
(Source: What the Research Says About Immersion *by Tara Williams Fortune* Center for Advanced Research on Language Acquisition, University of Minnesota)

Additional general benefits of immersion programs include:

- Increased employment opportunities for bilingual/bi-literate graduates
- Competitiveness in global multilingual environment
- Strong cultural awareness and competency
- Academic achievement, especially long-term
- Cognitive growth and flexibility in problem-solving

Comparison of Two Immersion Models

50/50 Immersion Model (50% Spanish 50% English starting in Kindergarten)	**90/10 Immersion Model** (90% Spanish 10% English starting in Kindergarten; gradual increase of English to 50/50 by 8th grade)
Pros • Existing curriculum in English can be utilized for half the instruction • Greater fluency in minority language than traditional foreign language courses	Pros • Research shows the longer student is in immersion and the greater the percentage of L2, the higher level of bilingualism/bi-literacy • Greater likelihood of minority language conversations among peers • In the long term, research shows that students in immersion outperform their English-only peers in majority language assessments • Greater opportunity for high level L2 courses at the high school level
Cons • Lower level of bilingualism/bi-literacy than full or near full immersion like 90/10 • Teachers report challenges with students maintaining minority language conversations among peers	Cons • May be a challenge to replace students who leave if they lack high level Spanish, especially in upper grades • Research shows that students may take several years to catch up with English-only peers on standardized tests in English • May imply more investment in curriculum in Spanish than 50/50 model

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: March 23, 2016
Action Item 1

RECOMMENDATION: Approve the Schedule of Entitlements for the One-Time Funds for Outstanding Mandate Claims for 2015-16.

BACKGROUND INFORMATION:

One-time funding shall first satisfy any outstanding mandate claims. Funds may be used for any one-time purpose determined by a local educational agency's (LEA's) governing board. The intent of the legislature is that LEAs will prioritize funding to support implementation of Common Core State Standards (CCSS), English Language Development (ELD) Standards and Next Generation Science Standards (NGSS).

CURRENT INFORMATION:

LEA Allocation: $3,165,137,000 allocated to LEAs based on $529 per unit of 2014–15 P-2 ADA; funds will be released in December 2015 (43%), January 2016 (43%), March 2016 (3%) and April 2016 (11%). COE Allocation: $40,000,000 allocated to COEs first based on the greater of $30,000 per district or $80,000, and second based on $1.87 per unit of 2014-15 P-2 countywide ADA; funds will be released in December 2015 (50%) and January 2016 (50%).

Legislative intent for LEA allocation: prioritize the use of funds for professional development, induction for beginning teachers with a focus on relevant mentoring, instructional materials, technology infrastructure, and any other investments necessary to support the implementation of the common core standards in English language arts and mathematics, English Language Development standards and Next Generation Science Standards.

Legislative intent for COE allocation: prioritize funds to support new responsibilities under the evolving LCFF accountability structure.

Local Educational Agency Name	2014-15 P-2 ADA	AB 104 Sec.43 PCA 25334 $2,708,349,000	AB 104 Sec.43 PCA 25335 $319,231,000	AB 104 Sec.43 PCA 25322 $30,875,000	AB 104 Sec.21 PCA 25318 $82,467,000	Budget Item 6110-488 Prov.8 PCA 25260 $24,215,000	Total Entitlement $3,165,137,000
The O'Farrell Charter	1,390.71	$ 629,855	$ 74,240	$ 7,180	$ 19,179	$ 5,631	$ 736,085