THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

Board of Directors Meeting
AGENDA
April 11, 2016

The O'Farrell Charter School
Library Classroom
6130 Skyline Dr.
San Diego, CA 92114

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 [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**

RECONVENE TO OPEN SESSION

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

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. Superintendent Announcements ..... **Page 5**
2. Charter Vision Board Report ..... **Page 9**
3. LCAP discussion ..... **Page 16**
4. Parent board member ..... **Page 96**
5. Possible future locations for Ingenuity Charter School ..... **Page 97**
6. New bus purchase ..... **Page 98**
7. Concept development schedule and partial costs of a possible TK-8 School ..... **Page 99**

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 March 7, 2016 Board of Directors meeting ..... **Page 104**
2. Approval of Minutes from the March 23, 2016 Special Board of Directors meeting ..... **Page 106**
3. Approve/ratify recommended actions on the personnel activity list ..... **Page 108**
4. Approve/ratify check registers ..... **Page 109**

Superintendent's Recommendation: Approve Consent Calendar.

Moved by_____ Seconded by_____ Vote_____

X. ACTION ITEMS

1. Ratify the sales of five Promethean Boards to Coleman Tech in the amount of $500.00.... **Page 118**

   Superintendent's Recommendation: Ratify Action Item 1

   Moved by_____ Seconded by_____ Vote_____

2. Approve the purchase of a 78-passenger 2017 Thomas Model Saf-T-Liner HDX 141YS school bus in the amount not to exceed $183,000 ..... **Page 120**

   Superintendent's Recommendation: Approve Action Item 2

   Moved by_____ Seconded by_____ Vote_____

3. Approving Education Protection Account (EPA) spending plan for The O'Farrell Charter School through June 30, 2015. ..... **Page 121**

   Superintendent's Recommendation: Approve Action Item 3

   Moved by_____ Seconded by_____ Vote_____

4. Approving Education Protection Account (EPA) spending plan for Ingenuity Charter through June 30, 2015. ..... **Page 122**

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 May 9, 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 Friday, April 8, 2015 at 9 a.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: April 11, 2016
Discussion Item 1
Superintendent Announcements

Student Demographics in PowerSchool as of April 4, 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	225	0	39	3	59	3	107	12	2
7	276	0	54	2	50	2	154	13	1
8	243	0	53	3	49	6	115	16	1
Total	**744**	0	146	8	158	11	376	41	4
High School Academy									
9	148	0	30	0	16	1	96	5	0
10	131	0	27	0	19	3	77	5	0
11	86	0	28	0	15	0	40	2	0
12	89	0	21	2	20	1	41	4	0
Total	**454**	0	106	2	70	6	254	16	0
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	6	0	0	0	3	0	2	1	0
7	6	0	0	0	3	2	1	0	0
8	5	0	0	0	2	0	3	0	0
9	19	0	0	0	9	4	6	0	0
10	19	0	0	0	6	1	12	0	0
11	23	0	0	1	5	3	13	1	0
12	11	0	2	0	1	0	7	1	0
Total	**89**	0	2	1	29	10	44	3	0

Elementary Update		
Date	**Activity**	**Description**
March-April	Learning Walks	Department chairs are leading the Academy's work in ELA and math through learning walks over the next months. Department chairs observe all teachers in the academy and share out best practices and possible areas for improvement. Based on this feedback, teachers choose an area they need improvement in and observe others during prep periods that excel in this area.
April 11	Curriculum Night	We are holding a curriculum night for parents to learn more about common core changes in math and English. Department chairs will present strategies parents can use to help their child with homework, information about state testing, and changes in ELA and math curriculum.
April 13	Safety Patrol Promotions	SDPD will be on campus to promote and present pins to 5th grade Safety Patrol members who have earned a promotion through their service on the Safety Patrol team. Appx. 16 students will be promoted and honored by SDPD.
April 15	Department Chair Applications Due	The position of Department Chair is a two year term. We are beginning the process of selecting department chairs for the 2016-2017 school year.
April 18-April 22	Spirit Week	Our second Spirit Week of the school year is coming up. Students have a fun-filled week of dress up, games, and other activities to celebrate their falcon pride and school spirit.

April 19	Spring Open House	Our Spring Open House is a time to celebrate student work. We invite parents on campus for a spaghetti dinner and invite them into classrooms to view student work, receive updates, and ask questions.
April 20	Lottery	Our enrollment lottery is April 20 at 5:00 pm.
April 28-29	Student of the Month	Our monthly student of the month celebration honors students in each class who have been exemplary scholars, citizens, and hard workers.
April	Good Attendance Field Trip	Students with fewer than 2 absences have qualified for a reward field trip. Students will vote from a menu of possible field trips to choose where they go.

Middle School Update		
Date	**Activity**	**Description**
4/11/16	ELA/Math Night	Our second common core parent night of the year. The purpose is to introduce parents to the content area standards and provide them with tips on how to support their child at home.
4/16/16	Six Flags	Our annual Six Flags Magic Mountain trip. Historically 20% of the student body attends this Saturday field trip to experience physics in motion on the roller coasters!
4/18-4/22	Spirit Week	Our annual spring spirit week will comprise daily themed dress-up competitions between homebases. Wednesday of spirit week will be our third and final Falcon Day of the year. This will include a movie, dance, video game rooms and outside sports areas. Falcon Day is usually attended by about 40% of our middle school student body!
4/29/16	Grading period ends	This is the end of the 12-week grading period. Only six weeks left to go in the school year. Students will be highly focused on the last few weeks of curriculum and review before we begin our annual SBAC exams in ELA and math.
5/5/16	CST Science Test	8th Graders will participate in the state mandated CST science test.

High School Update		
Date	**Activity**	**Description**
4/7-14	Midterms	Midterms in all core subjects are held over the two week period. These exams are taken during regular class periods.
4/13	Dodgeball Tournament	Our annual ASB dodgeball tournament will be held in the new gym. Teams sign up, dress up, and compete for glory.
4/11/16	ELA/Math Night	Our second common core parent night of the year. The purpose is to introduce parents to the content area standards and provide them with tips on how to

		support their child at home.
4/15	Spring Dance	The ASB is excited to hold its first dance in the new gym. This is the last regular dance of the season as the student body moves into prom and junior prom season.
4/19	Networking Coaching Session	Seniors will learn how to network from Michael Lutosky and one of his former protégés. This primer prepares them for the network event later in the week.
4/22	Networking Event	More than a dozen professionals will be at O'Farrell to meet with our seniors in this professional skill-building event. Students will practice their networking skills with professionals from the community.
4/25-4/29	Spirit Week	Dress-up days, lunch time games, and the homebase Olympics. This is the bi-annual spirit week organized by ASB.
4/29	End of the Grading Period	This is the end of the second grading period in the second semester. The progress report from this grading period is used for continuing eligibility in boys volleyball.

Ingenuity Update		
Date	**Activity**	**Description**
04/04-04/22	Fitnessgram	Physical fitness testing begins
04/06	Charter Office visit	Charter Office visit includes a review of our program, records and interview of teachers/admin and students
04/07	Field trip	Approximately 36 science students visit Birch Aquarium
04/08	Deadline	P2 ADA due to district
04/11	New RC	Follow up on El Cajon Blvd Resource Center in the College area to increase enrollment and aide student access.
04/13	Recruitment	Summer months targeted mailers go out

Desk Surplus

During and after the "Whole Site Modernization", the O'Farrell Charter School will have around 300 desks it will no longer need. We have tried to donate the extra desks to other charter schools county-wide, to no avail. We are trying to link-up, through one of our staff members, a connection to schools in Tijuana to see if we can donate the desks. We will notify the board if this succeeds.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Discussion Item 2
Charter Vision Board Report

For the period beginning in July 1, 2015 through February 29, 2016

CharterVision®

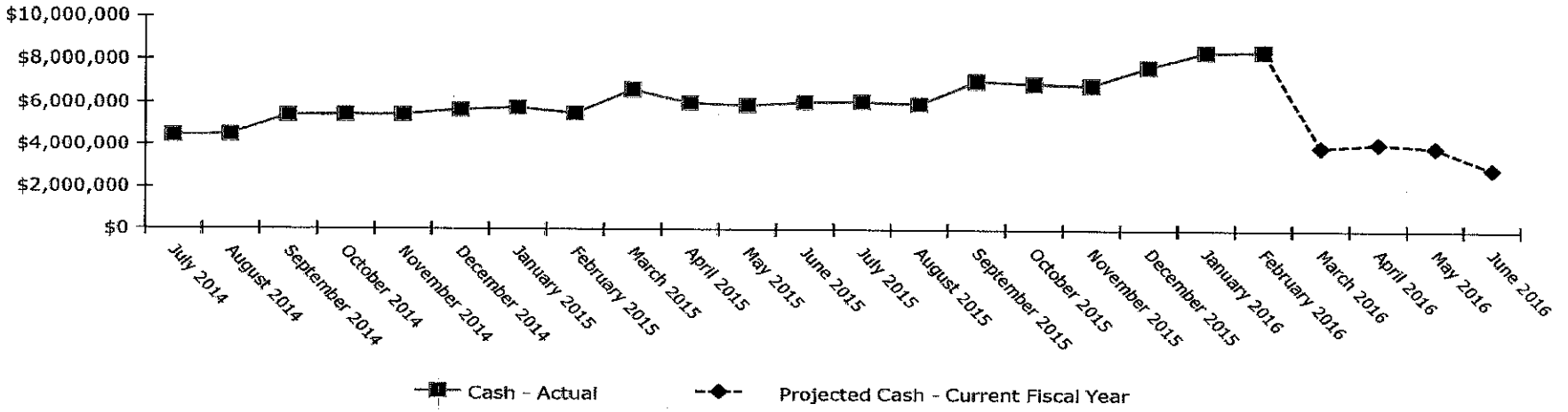
Balance Sheet Summary

Liquidity Ratio	
Assets	
Current Assets	
Cash	$8,445,987
Accounts Receivables	$91,976
Prepaid Expenses	$137,180
Other Current Assets	$1,000
Total Current Assets	*$8,676,143*
Fixed Assets	
Land	$89,935
Buildings and Improvements	$1,106,303
Computer Equipment	$137,002
Furniture and Fixtures	$51,230
Construction in Progress	$1,700,000
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	*$11,690,508*

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	$203,600
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$74,150
Deposits held on behalf of other employees	$331,052
Total Current Liabilities	*$608,802*
Long Term Liabilities	
Total Long Term Liabilities	*$0*
Total Liabilities	*$608,802*
Net Assets	
Restricted Net Assets	$169,273
Unrestricted Net Assets	$9,196,104
Profit/Loss YTD	$1,716,328
Total Net Assets	*$11,081,706*
Total Liabilities and Net Assets	*$11,690,508*

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	$8,445,987.29	Actual
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

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YTD Actual to Budget Summary

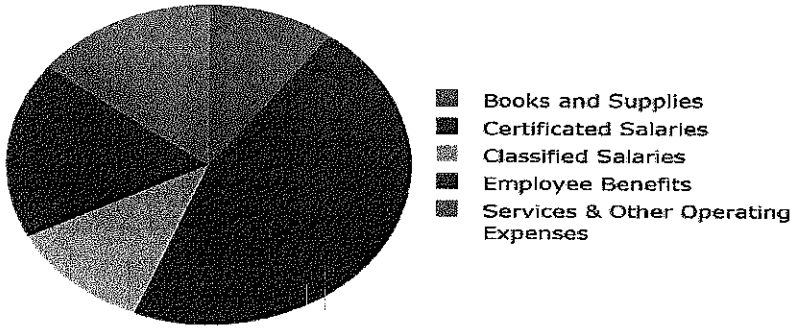
	July - February				2015 - 2016	
Account Description	**Actual**	**Budget**	**Variance $**	**Variance %**	**Total Budget**	**Remaining Budget**
Revenue Limit	$7,956,066	$7,824,268	$131,798	1.7%	$12,535,546	$2,776,766
Federal Revenue	$293,385	$299,374	($5,989)	-2.0%	$650,054	$274,633
Other State Revenue	$958,018	$639,551	$318,467	49.8%	$977,103	($29,483)
Local Revenue	$340,938	$552,740	($211,802)	-38.3%	$979,970	$639,032
Total Revenue	$9,548,407	$9,315,933	$232,475	2.5%	$15,142,673	$3,660,948
Certificated Salaries	$3,599,427	$3,614,657	$15,230	0.4%	$5,882,617	$1,737,942
Classified Salaries	$902,595	$812,832	($89,763)	-11.0%	$1,244,332	$231,368
Employee Benefits	$1,406,690	$1,470,486	$63,796	4.3%	$2,197,300	$615,794
Total Personnel Expenses	$5,908,712	$5,897,975	($10,737)	-0.2%	$9,324,249	$2,585,104
Books and Supplies	$783,533	$669,884	($113,649)	-17.0%	$1,466,372	$660,199
Services & Other Operating Expenses	$1,139,834	$1,382,189	$242,355	17.5%	$3,566,024	$2,268,844
Capital Outlay	-	-	-	0.0%	-	-
Other Outgo	-	-	-	0.0%	-	-
Total Operational Expenses	$1,923,367	$2,052,073	$128,706	6.3%	$5,032,396	$2,929,043
Total Expenses	$7,832,079	$7,950,048	$117,969	1.5%	$14,356,645	$5,514,147
Net Income	$1,716,328	$1,365,884	$350,444	25.7%	$786,029	($1,853,199)

CharterVision

Expenses By Category

Account Group	Description	Total	Percent
100	Certificated Salaries	$3,599,427.25	45.96%
200	Classified Salaries	$902,594.51	11.52%
300	Employee Benefits	$1,406,690.30	17.96%
400	Books and Supplies	$783,533.45	10.00%
500	Services & Other Operating Expenses	$1,139,833.64	14.55%
	Total:	**$7,832,079.15**	

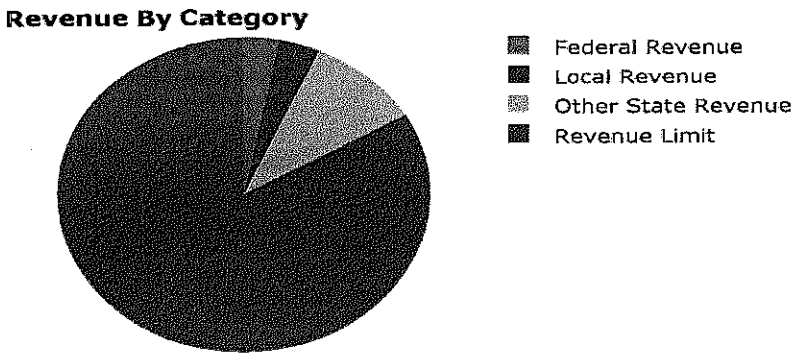
Expenses By Category



CharterVision

Revenue By Category

Account Group	Description	Total	Percent
800	Revenue Limit	$7,956,066.00	83.32%
820	Federal Revenue	$293,385.00	3.07%
840	Other State Revenue	$958,018.41	10.03%
870	Local Revenue	$340,937.95	3.57%
	Total:	**$9,548,407.36**	



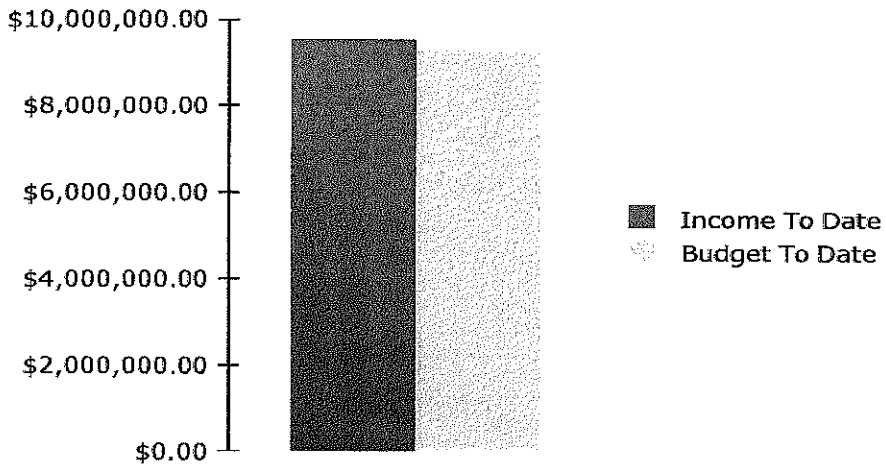
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Financial Snapshot

Total Cash on Hand

Book Balance: $8,445,987

Revenue To Date

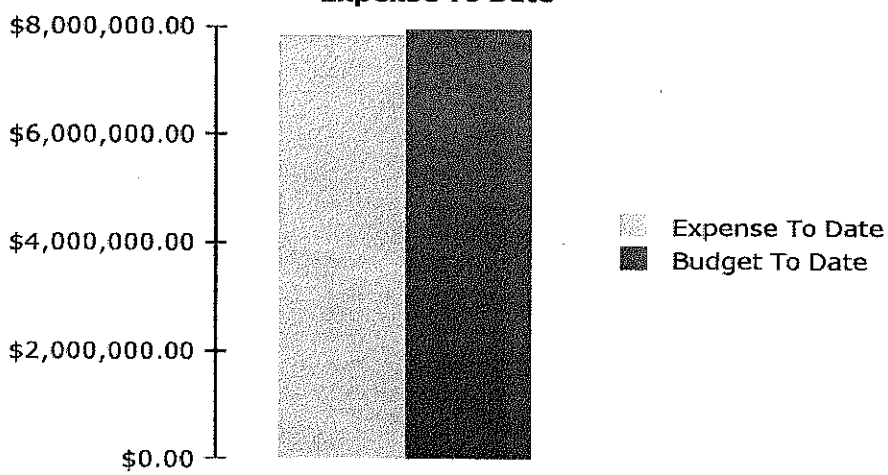


Revenue $9,548,407

Budget $9,315,933

Revenue To Budget 102 %

Expense To Date



Expense $7,832,079

Budget $7,950,048

Expense To Budget 99 %

CharterVision

Financial Health Report

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	14.25	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	1,387.31%	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	8.42	> 3 months
Debt Ratio	(Total Liabilities) / (Total Assets)	5.21%	< 33.00%
Asset Ratio	(Current Assets) / (Total Assets)	74.22%	> 50.00%
Cash on Hand	(Cash)	$8,445,987.29	>= $5,000,000.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	253.16	> 90
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	58.83%	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	-0.03	> 0.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	0.22	> 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 2/29/2016

Cash	$8,445,987.29
Securities	-
AR	$91,975.60
Current Assets	$8,676,142.89
Total Assets	$11,690,508.32
Current Liabilities	$608,802.26
Total Liabilities	$608,802.26
Last Closed Revenue	$1,034,272.79
Last Closed Expenses	$1,061,857.60
Budgeted Annual Expenses	$14,356,644.78
Average Expenses past 12 months	$1,014,232.39
Average monthly payroll expenses	$738,589.01
YTD Closed Revenue	$9,548,407.36
YTD Closed Expenses	$7,832,079.15

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BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 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.

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

The actions and services have been updated and accurately reflect O'Farrell's implementation of LCAP funds, however, the budget update will not be solidified until April, as current expenditures are currently under review.

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

CURRENT INFORMATION:

Here is the LCAP draft. Updates from last month:
1. Estimated budget expenditures have been entered for each action in the plan. These are just estimates and may change from year to year as ADA fluctuates and amendments to the plan are made.

2. All LCFF funds have been included (including supplemental and concentration block funds) and are noted in the right hand column.
The next board update will include actual expenditures for the 2015-2016 school year and the final LCFF calculation, and will be the final revision presented to the board before it is voted on in June.

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?

2015-16 Locally Controlled Accountability Plan (LCAP) timeline	
January-April, 2016	• OCS facilitates engagement of school staff, parents, and students through online survey.
February 2016	• LCAP leadership committee meets and confers with Charter School Management Corporation (CSMC) regarding 2015-16 LCFF budget. • OCS School Board conducts public meeting to discuss LCAP, annual update, and 8 priority areas. • OCS engages to English Language Advisory Committee on LCAP annual update • OCS facilitates school staff input and provides professional development on the 8 LCAP priorities of LCAP. Staff reviews annual progress on student achievement • OCS Teachers meet with parents of academically at-risk students to conduct Supportive Learning Plans (SLPs). Parents and students are offered additional venue to provide input on LCAP and areas of need.
March 2016	• OCS engages County child welfare agency, Foster youth and kinship organizations, and foster youth parents through Southeastern Collaborative meeting. • OCS presents 2015-16 LCAP initial findings to advisory ELAC, SSO and PTO committees. Committees provide additional feedback on findings • OCS leadership team meets analyzes findings and from stakeholder meetings and online surveys. • OCS meets and confers with CSMC to share findings and initial draft of 2015-16 LCAP.
April 2016	• OCS shares initial draft of 2015-16 LCAP with school staff • OCS presents 2015-16 LCAP to School Board for initial review • OCS shares initial advisory ELAC, PTO, SSO, committees
May – June 2016	• OCS holds public hearing to discuss 2015-16 LCAP draft. • OCS presents initial draft of LCAP to advisory committees (SSC & PTO). Public is provided additional venue to offer input and feedback. • OCS School Board Adopts 2015-16 LCAP. OCS submits 2015-16 LCAP to San Diego Unified School District Board.

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.** • All teachers fully credentialed • Students data up to date and used for placement purposes • All classroom materials and curriculum up to date during transition to common core
PRIORITY 7: ***Course Access***	**Pupil enrollment in a broad course of study that includes all of the subject areas.** • All students in HS enrolled in A-G curriculum • Additional Advanced Placement Courses (Biology, Calculus, US History, English)
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).** • Performance on state testing improves each year • Pupil achievement is monitored and reported out to all stakeholders
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.)** • Student are given opportunities to take elective courses and engage in extra-curricular learning to enhance their educational experience
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.** • Fall Parent Night/Spring Open House • California Healthy Kids Survey • Newsletter/Increased parent communication through use of technology • ELAC/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 • Additional School Counselor • Summer school

	• Cont. Supplemental Educational Tutoring Services
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** • Suspension rates monitored and actions taken to lower disciplinary issues • Restorative Justice implemented and used throughout the school as appropriate to each grade level/age group • Parent involvement events are well attended and increase school spirit and connectedness

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
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 school sites, 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 • 100% of high school graduates will have completed all A-G requirements • At least 50% of high school students will have successfully completed at least one Advanced Placement course before graduation • 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 all staff, including additional training 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 maintain a fully credentialed teaching staff in all content areas and maintain lower class sizes in emphasized areas such as intervention classes, lower elementary classes, and other specialized content areas. 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	LEA-Wide	X ALL	supplemental/ concentration $301,000 LCFF 7,350,000

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: 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			supplemental/ concentration $322,000 LCFF 3,000,000
Continue to rent and maintain facilities on campus that offer safe and comfortable classroom areas for students with up-to-date classroom materials, textbooks, and supplies in all content areas. 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	LEA-Wide	X ALL	

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 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 devices and software as necessary to maintain a 1-1 device-student ratio in all applicable classrooms. 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:	LEA-Wide	X_ALL	supplemental/ concentration $602,000 LCFF $650,000

• 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. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment.			

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 • 100% of high school graduates will have completed all A-G requirements • At least 50% of high school students will have successfully completed at least one Advanced Placement course before graduation • 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
Maintain a fully credentialed teaching staff (in each subject area) LEA-wide and lower class sizes when possible in impacted classes/subjects. 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 all staff, including 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	LEA-Wide	X_ALL	supplemental/ concentration $301,000 LCFF $7,860,000

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 Maintain classrooms and school site facilities with up-to-date materials and to ensure student safety. 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	LEA-Wide	X ALL	supplemental/ concentration $322,000 LCFF $3,300,000

assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses 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	supplemental/ concentration $500,000 LCFF $400,000

Chromebooks and technology accessories) as necessary to maintain function for use in classrooms and for state testing. Continue to purchase chromebooks and technology-related accessories as necessary to maintain a 1-1 student-device ratio in all math and language arts classrooms, and in most history and science classrooms. Continue to purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment.			

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 • 100% of high school graduates will have completed all A-G requirements • At least 50% of high school students will have successfully completed at least one Advanced Placement course before graduation • 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. Maintain a fully credentialed teaching staff in every content area. 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	supplemental/ concentration $301,000 LCFF $8,640,000

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: 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			supplemental/ concentration $300,000 LCFF $3,000,000
Maintain safe and secure school facilities for student use and keep classrooms and materials up-to-date and fully functioning. 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	LEA-Wide	X_ALL	

• 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 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 Chromebooks and technology accessories) as	LEA-Wide	X_ALL	supplemental/ concentration $500,000 LCFF $400,000

necessary to maintain function for use in classrooms and for state testing. Continue to offer a 1-1 device ratio in all applicable classrooms and purchase materials/software to keep devices functioning and up-to-date. Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment.			

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	supplemental/ concentration $13,000 LCFF $3,000
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	supplemental/ concentration $17,000 LCFF $3,000

Promote parent participation in school-wide advocacy groups such as Parent-Teacher-Organization, School-Site-Committee, Donuts with Dr. Dean, 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	supplemental/ concentration $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	supplemental/ concentration $13,000 LCFF $3,000

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	supplemental/ concentration $17,000 LCFF $3,000
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	supplemental/ concentration $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	supplemental/ concentration $13,000 LCFF $3,000
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	supplemental/ concentration $17,000 LCFF $3,000

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	supplemental/ concentration $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.	LEA-Wide	X_English Learners X_Redesignated fluent English proficient	supplemental/ concentration $110,000

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.			
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 – exhaust all title III funds first, then use LCFF funds to supplement salary) 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 employ aides and AVID tutors in impacted classes to assist students. 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	supplemental/ concentration $122,500 LCFF $47,000

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	supplemental/ concentration $71,700 LCFF $30,000

LCAP Year 2: 2016-2017

Expected Annual	The O'Farrell Charter School will:

Measurable Outcomes:	• 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	supplemental/ concentration $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 – use Title III funds, then supplement remaining salary costs with LCFF funds) 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 employ aides and AVID tutors to assist students in class in impacted areas. 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	supplemental/ concentration $122,500 LCFF $54,100

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	supplemental/ concentration $71,700 LCFF $30,000

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	supplemental/ concentration $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 – exhaust all Title III funds for salary and subsidize remaining salary with LCFF funds) 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 employ aides and AVID tutors as needed in impacted 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	supplemental/ concentration $122,500 LCFF $54,100

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 (PALS conferences). 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	supplemental/ concentration $71,700 LCFF $30,000

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 including: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	supplemental/ concentration $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 Including: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	supplemental/ concentration $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. Provide additional student enrichment field trips that align to school-wide curricular and behavioral goals	LEA-Wide	_X_ ALL Including: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	supplemental/ concentration $50,000

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 Including: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	supplemental/ concentration $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 Including: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	supplemental/ concentration $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 Including: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient	supplemental/ concentration $80,000 LCFF $20,000

LCAP Year 3: 2017-2018	
Expected Annual Measurable	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%.

Outcomes:			
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 Including: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	supplemental/ concentration $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 Including: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	supplemental/ concentration $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 Including: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	supplemental/ concentration $80,000 LCFF $20,000

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 school sites 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.

Original GOAL 1 from prior year LCAP:	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

Goal Applies to:	Schools:	The O'Farrell Charter School
	Applicable Pupil Subgroups:	Low income pupils, English language learners and RFEP, foster youth

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	Actual Annual Measurable Outcomes:	The O'Farrell Charter School facilitated staff understanding and implementation of common core state standards and created 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 increased by _____ 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		established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increased by _____ from a baseline established in 2014-2015 • The number of students completing A-G requirements increased by _____ • The number of students successfully completing Advanced Placement courses increased by _____ • Staff completed a comprehensive academic assessment with _____ of all students, including foster youth, and took actions to create an individualized plan for success for students.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of	LEA-Wide		Scope of	LEA-Wide	

service:			service:		
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL 2 from prior year LCAP:			
Goal Applies to:	Schools: The O'Farrell Charter School Applicable Pupil Subgroups: Low income pupils, English language learners and RFEP, foster youth		
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	Actual Annual Measurable Outcomes:	The O'Farrell Charter School facilitated staff understanding and implementation of common core state standards and created 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 increased by _____ 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 increased by _____ from a baseline established in 2014-2015 • The number of students completing A-G requirements increased by _____ • The number of students successfully completing

	• 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		Advanced Placement courses increased by _____ • Staff completed a comprehensive academic assessment with _____ of all students, including foster youth, and took actions to create an individualized plan for success for students.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services,					

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

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:	$

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.

	%

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).

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 practices 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
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) • Two additional English Language Learner aides • Skills and strategies intervention class
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/AVID/AP 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.** • Fall Parent Night/Spring Open House • Newsletter/Blog Increased parent communication through use of technology • ELAC/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 • Additional School Counselor • Summer school • Cont. Supplemental Educational Tutoring Services
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** • New online survey for parents, students and staff members concerning school safety

Timeline:

2014-15 Locally Controlled Accountability Plan (LCAP) timeline	
January- April, 2015	• OCS 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 2014-15 LCFF budget. • OCS School Board conducts public meeting to discuss LCAP, annual update, and 8 priority areas. • OCS engages to English Language Advisory Committee on LCAP annual update • OCS facilitates school staff input and provides professional development on the 8 LCAP priorities of LCAP. Staff reviews annual progress on student achievement • OCS Teachers meet with parents of academically at-risk students to conduct Supportive Learning Plans (SLPs). Parents and students are offered additional venue to provide input on LCAP and areas of need.
March 2015	• OCS engages County child welfare agency, Foster youth and kinship organizations, and foster youth parents through Southeastern Collaborative meeting. • OCS presents 2014-15 LCAP initial findings to advisory ELAC, SSO and PTO committees. Committees provide additional feedback on findings • OCS leadership team meets analyzes findings and from stakeholder meetings and online surveys. • OCS meets and confers with CSMC to share findings and initial draft of 2014-15 LCAP.
April 2015	• OCS shares initial draft of 2014-15 LCAP with school staff • OCS presents 2014-15 LCAP to School Board for initial review • OCS shares initial advisory ELAC, PTO, SSO, committees
May 2015	• OCS holds public hearing to discuss 2014-15 LCAP draft. • OCS presents initial draft of LCAP to advisory committees (SSC & PTO). Public is provided additional venue to offer input and feedback. • OCS School Board Adopts 2014-15 LCAP. • OCS submits 2014-15 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 School (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)_____	$3,000
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)_____	$2,000

Purchase Student Information 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)_____	$15,000

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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 School (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 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)_____	$38,000
Purchase and implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,228
	LEA-Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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
			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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 School (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.	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,344
Provide extended learning opportunities that target instructional support to students in need of assistance and/or academic remediation.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000
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)_____	$1,200

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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 School (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)_____	
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)_____	

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)_____	6,000.00

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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 School (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	Pupils to be served within identified scope of service	Budgeted

	Service		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)_____	$90,000
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)_____	$38,000
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)_____	

LCAP Year 2: 2016-2017

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

		__Other Subgroups: (Specify)_____

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.

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:	$_____

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.

	%

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: April 11, 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). Currently, O'Farrell has over 35% of its student body residing with someone other their their 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 takes 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: April 11, 2016
Discussion Item 5

DISCUSSION: Possible future locations for Ingenuity Charter School

Ingenuity Charter School has a current enrollment of 90 students with several others on the prospective list. We are in active talks with several other charter schools interested in having their students attend Ingenuity for the summer months.

We are estimating our enrollment to be well over 250 students. Counselors and administrators from local schools have requested numerous times that Ingenuity seek an additional location in the Helix, Diego Hills and SDSU college areas to accommodate their students.

We were fortunate to find a suitable and affordable location at 6530 El Cajon Blvd. This location will enable us to further build enrollment while also serving a population needing an alternative education choice.

Ingenuity continues to seek additional locations for future enrollment increases. We predict that two new resource centers will be needed in a year or two.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Discussion Item 6

DISCUSSION: O'Farrell would like to purchase a new 78 passenger bus.

BACKGROUND INFORMATION:

The O'Farrell Charter School purchased their first bus in the summer of 2014. At the time of purchase it was stated that we would need a larger bus in the near future. The previous purchased bus has achieved its purpose; however, it does have several limitations because of its age and size. The current bus travels no more than 25 miles per hour while going up a hill or steep incline.

CURRENT INFORMATION:

The O'Farrell Charter Schools will open in 16/17 with approximately 1850 students. This requires a greater commitment to field trips, sporting events, and collage visits. The school needs a long term dependable bus that can be committed to events of a longer distance and duration.

We have searched for a used 78 passenger bus; but they are in high demand and we have only found one and it was in very poor condition.

A new bus will have a lifespan of 20-25 years; granting us substantial usage for the cost.

The cost will not exceed $183,000.00

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Discussion Item 7

DISCUSSION: Concept development schedule and partial costs of a possible TK-8 School.

BACKGROUND INFORMATION

For the past year, The O'Farrell Charter Schools' Board of Directors and staff have been preparing for an additional TK-8 site location. The board voted two months ago to proceed with the possibilities of expansion. Last month, the Board of Directors asked the superintendent to produce a timeline of construction events if the proposed project was to take place.

CURRENT INFORMATION:

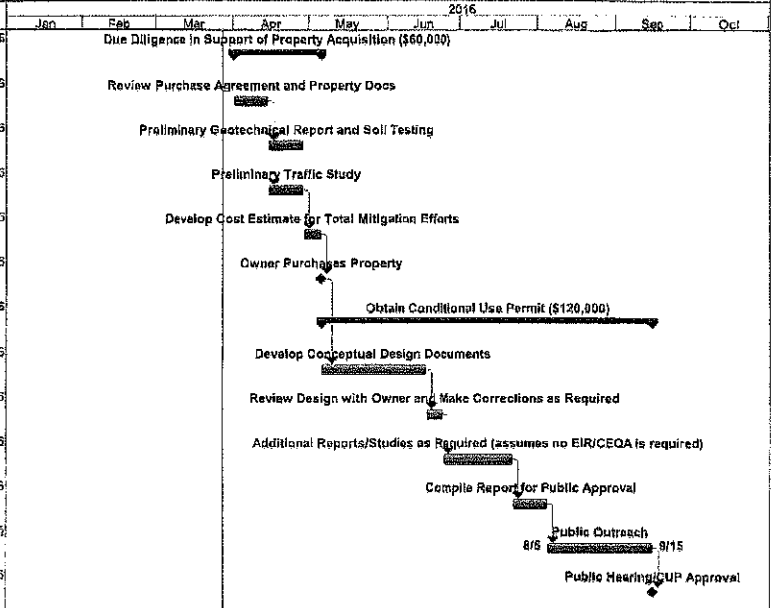
Attached forecasts The O'Farrell Charter Schools expansion. However, any one factor could drastically change or alter the timeline, especially understanding that The O'Farrell Charter Schools hasn't entered escrow.

O'Farrell Charter School

Concept Development Schedule

Print Date:Mon 3/28/16
Last Modified: 3/28/16

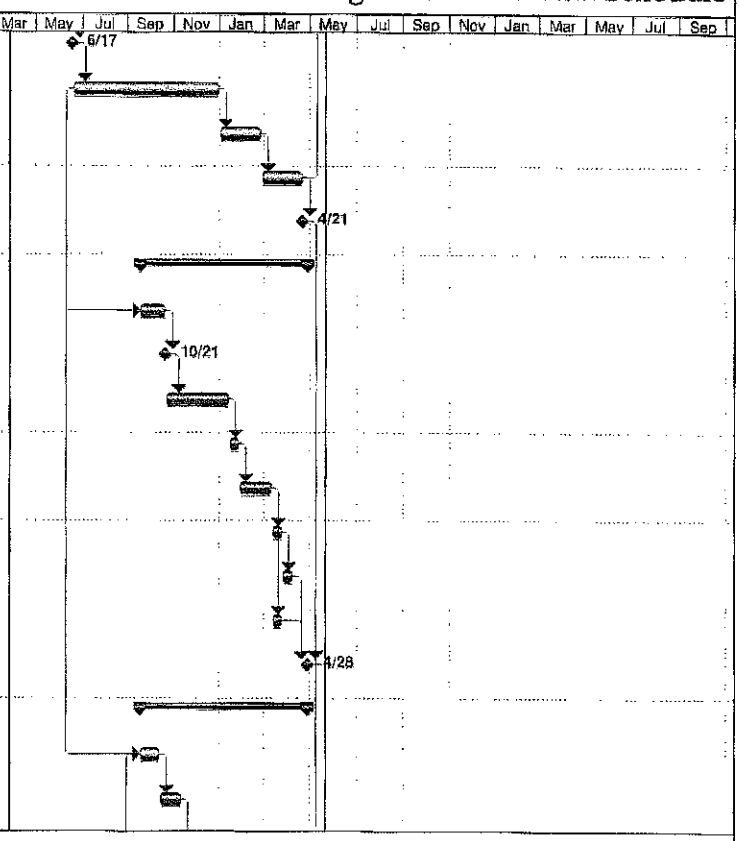
ID	Task Name	Duration	Start	Finish
1	**Due Diligence in Support of Property Acquisition ($60,000)**	25 days	Fri 4/1/16	Thu 5/5/16
2	Review Purchase Agreement and Property Docs	10 days	Fri 4/1/16	Thu 4/14/16
3	Preliminary Geotechnical Report and Soil Testing	10 days	Fri 4/15/16	Thu 4/28/16
4	Preliminary Traffic Study	10 days	Fri 4/15/16	Thu 4/28/16
5	Develop Cost Estimate for Total Mitigation Efforts	5 days	Fri 4/29/16	Thu 5/5/16
6	Owner Purchases Property	0 days	Thu 5/5/16	Thu 5/5/16
7	**Obtain Conditional Use Permit ($120,000)**	95 days	Fri 5/6/16	Thu 9/15/16
8	Develop Conceptual Design Documents	30 days	Fri 5/6/16	Thu 6/16/16
9	Review Design with Owner and Make Corrections as Required	5 days	Fri 6/17/16	Thu 6/23/16
10	Additional Reports/Studies as Required (assumes no EIR/CEQA is required)	20 days	Fri 6/24/16	Thu 7/21/16
11	Compile Report for Public Approval	10 days	Fri 7/22/16	Thu 8/4/16
12	Public Outreach	30 days	Fri 8/5/16	Thu 9/15/16
13	Public Hearing/CUP Approval	0 days	Thu 9/15/16	Thu 9/15/16



Total $180,000.00

O'Farrell Charter School
Preliminary Transaction, Design & Construction Schedule

ID	Task Name	Duration	Start	Finish
19	CUP Submittal (Process 4)	0 days	Fri 6/17/16	Fri 6/17/16
20	CUP Review Process (3 Rounds)	28 wks	Mon 6/20/16	Fri 12/30/16
21	Environmental Document Review Process	8 wks	Mon 1/2/17	Fri 2/24/17
22	Planning Commission Hearing & Appeal Period	8 wks	Mon 2/27/17	Fri 4/21/17
23	CUP Recorded	0 days	Fri 4/21/17	Fri 4/21/17
24	**Grading Plans**	**160 days**	**Mon 9/19/16**	**Fri 4/28/17**
25	Grading Plan Preparation	5 wks	Mon 9/19/16	Fri 10/21/16
26	Grading Plan Check Submittal	0 days	Fri 10/21/16	Fri 10/21/16
27	1st Grading Plan Check	12 wks	Mon 10/24/16	Fri 1/13/17
28	1st Plan Check Corrections	2 wks	Mon 1/16/17	Fri 1/27/17
29	2nd Grading Plan Check	6 wks	Mon 1/30/17	Fri 3/10/17
30	Final Corrections + Mylar Submittal	2 wks	Mon 3/13/17	Fri 3/24/17
31	Mylar Approval	2 wks	Mon 3/27/17	Fri 4/7/17
32	Owner Bond Prep & Submittal	2 wks	Mon 3/13/17	Fri 3/24/17
33	Grading Permit Secured	0 days	Fri 4/28/17	Fri 4/28/17
34	**Construction Documents / Site & Shell**	**160 days**	**Mon 9/19/16**	**Fri 4/28/17**
35	Final Programming & Needs Assessment	4 wks	Mon 9/19/16	Fri 10/14/16
36	Schematic Design/Design Development	4 wks	Mon 10/17/16	Fri 11/11/16



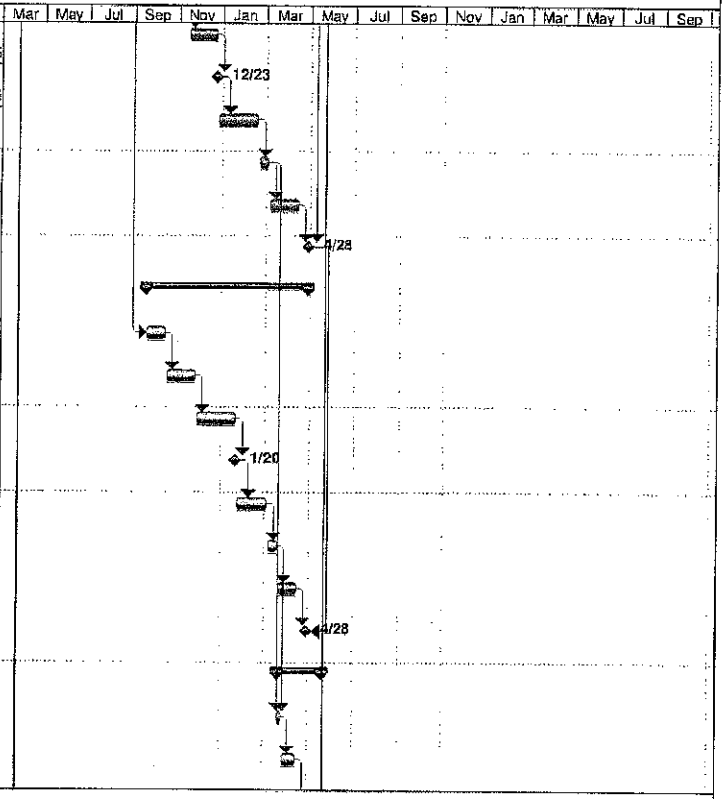
Project: O'Farrell Charter School
Date Updated / Printed: Fri 3/25/16

Critical Path

Summary

O'Farrell Charter School
Preliminary Transaction, Design & Construction Schedule

ID	Task Name	Duration	Start	Finish
37	Site & Shell Construction Docs	6 wks	Mon 11/14/16	Fri 12/23/16
38	Submit for Plan Check	0 days	Fri 12/23/16	Fri 12/23/16
39	1st Building Plan Check	8 wks	Mon 12/26/16	Fri 2/17/17
40	1st Corrections	2 wks	Mon 2/20/17	Fri 3/3/17
41	2nd Building Plan Check	6 wks	Mon 3/6/17	Fri 4/14/17
42	Site & Shell Building Permit Secured	0 days	Fri 4/28/17	Fri 4/28/17
43	**Construction Documents / Tenant Improvements**	**160 days**	**Mon 9/19/16**	**Fri 4/28/17**
44	Final Prgramming & Needs Assessment	4 wks	Mon 9/19/16	Fri 10/14/16
45	Schematic Design/Design Development	6 wks	Mon 10/17/16	Fri 11/25/16
46	TI Construction Docs	8 wks	Mon 11/28/16	Fri 1/20/17
47	Submit for Plan Check	0 days	Fri 1/20/17	Fri 1/20/17
48	1st TI Plan Check	6 wks	Mon 1/23/17	Fri 3/3/17
49	1st Corrections	2 wks	Mon 3/6/17	Fri 3/17/17
50	2nd TI Plan Check	4 wks	Mon 3/20/17	Fri 4/14/17
51	Tenant Improvements Permit Secured	0 days	Fri 4/28/17	Fri 4/28/17
52	**Bidding**	**45 days**	**Mon 3/20/17**	**Fri 5/19/17**
53	Issue Plans and Specifications for Bid	1 wk	Mon 3/20/17	Fri 3/24/17
54	Bid Period	3 wks	Mon 3/27/17	Fri 4/14/17



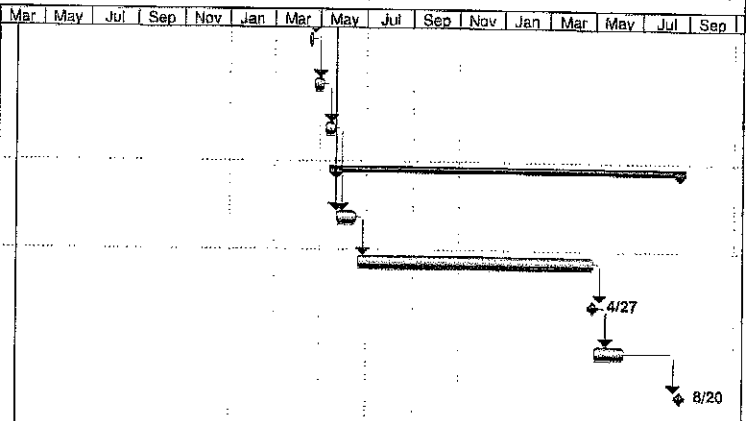
Project: O'Farrell Charter School
Date Updated / Printed: Fri 3/25/16

Critical Path

Summary

O'Farrell Charter School
Preliminary Transaction, Design & Construction Schedule

ID	Task Name	Duration	Start	Finish
55	Bid Evaluation and Contractor Interviews	1 wk	Mon 4/17/17	Fri 4/21/17
56	Final Selection and Contract Negotiations	2 wks	Mon 4/24/17	Fri 5/5/17
57	Mobilization	2 wks	Mon 5/8/17	Fri 5/19/17
58	**Construction**	**325.5 days**	**Mon 5/22/17**	**Mon 8/20/18**
59	Grading (assumes certified pad)	4 wks	Mon 5/22/17	Fri 6/16/17
60	Construction	45 wks	Mon 6/19/17	Fri 4/27/18
61	Substantial Completion/Certificate of Occupancy	0 days	Fri 4/27/18	Fri 4/27/18
62	Tenant FF&E & Move	6 wks	Mon 4/30/18	Fri 6/8/18
63	First Day of School	0 days	Mon 8/20/18	Mon 8/20/18



Project: O'Farrell Charter School
Date Updated / Printed: Fri 3/25/16

Critical Path

Summary

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the March 7, 2016 Board of Directors meeting.

MINUTES
March 7, 2016

Members Present: Christian Scott, Shar Dela Cruz, Agnes Barrelet, Delano Jones
Members Absent: Tim Katzman, Linda Logan
Guests: Jill Andersen, Brian Rainey, Anne Mathews, Candace Austin, Eileen Logue

I. CALL TO ORDER
Christian Scott called open session to order at 5:15 p.m.

II. CLOSED SESSION
Christian Scott called closed session to order at 5:16 p.m.

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
Christian Scott 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
Christian Scott led the pledge of allegiance.

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

VI. PUBLIC COMMENT
None.

VII. APPROVAL OF AGENDA
Approved. Delano Jones moved and Shar Dela Cruz seconded. Motion carried 4-0-0.

VIII. DISCUSSION ITEMS
1. **Superintendent Announcements**
2. **Charter Vision Board Report**

3. **The second LCAP discussion**
4. **Parent board member**
   Christian Scott stated that he would like to discuss this when Tim Katzman is present. It will be brought back to the board on April 11.

IX. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

1. **Approval of Minutes from the February 9, 2015 Board of Directors meeting**
2. **Approve/ratify recommended actions on the personnel activity list**
3. **Approve/ratify check registers**

Approved. Delano Jones moved and Agnes Barrelet seconded. Motion carried 4-0-0.

X. ACTION ITEMS

1. **Approve the Positive Certification and Budget Revisions for the Second Interim Financial Report through January 31, 2015**
   Approved. Christian Scott moved and Shar Dela Cruz seconded. Motion carried 4-0-0.
   Ayes: Scott, Jones, Dela Cruz, Barrelet
   Nayes: None
   Absent: None
   Abstain: None

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.**
   Approved. Christian Scott moved and Shar Dela Cruz seconded. Motion carried 4-0-0.
   Ayes: Scott, Jones, Dela Cruz, Barrelet
   Nayes: None
   Absent: None
   Abstain: None

3. **Approve the School Accountability Report Card reported using data from the 2014-15 school year for The O'Farrell Charter Schools.**
   Approved. Agnes Barrelet moved and Shar Dela Cruz seconded. Motion carried 4-0-0.
   Ayes: Scott, Jones, Dela Cruz, Barrelet
   Nayes: None
   Absent: None
   Abstain: None

4. **Approve the School Accountability Report Card for Ingenuity Charter School.**
   Approved. Delano Jones moved and Agnes Barrelet seconded. Motion carried 4-0-0.
   Ayes: Scott, Jones, Dela Cruz, Barrelet
   Nayes: None
   Absent: None
   Abstain: None

XI. ROUNDTABLE

None.

XII. ADJOURNMENT

Christian Scott adjourned the meeting at 7:10 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Consent Calendar Item 2

RECOMMENDATION: Approve the Minutes from the March 23, 2016 Special Board of Directors meeting.

MINUTES
March 23, 2016

Members Present: Shar Dela Cruz, Delano Jones, Linda Logan, Shar Dela Cruz
Members Absent: Christian Scott, Agnes Barrelet
Guests: Jill Andersen, Brian Rainey, Candace Austin

I. CALL TO ORDER
Tim Katzman called open session to order at 5:48 p.m.

II. CLOSED SESSION
Tim Katzman called closed session to order at 5:50 p.m.
In accordance with California Education Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS

RECONVENE TO OPEN SESSION
Tim Katzman reconvened to open session at 6:15 p.m.

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION
No action was taken. Issues will be followed up at the April 11 meeting.

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

V. PRESENTATION
None

VI. PUBLIC COMMENT
None

VII. APPROVAL OF AGENDA
Approved. Delano Jones moved and Shar Dela Cruz seconded. Motion carried 4-0-0.
Ayes: Logan, Jones, Dela Cruz, Katzman
Nayes: None
Absent: Scott, Barrelet
Abstain: None

VIII. DISCUSSION ITEMS
1. K-12 Language Immersion Program
Dr. Dean's recommendation to the board is the 90/10 Model. Tim Katzman stated he would like Dr. Dean to bring in an expert to explain the immersion program further.

IX. ACTION ITEMS

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

Approved. Linda Logan moved and Delano Jones seconded. Motion carried 4-0-0.
Ayes: Logan, Jones, Dela Cruz, Katzman
Nayes: None
Absent: Scott, Barrelet
Abstain: None

X. ROUNDTABLE

None

XI. ADJOURNMENT

Tim Katzman adjourned the meeting at 6:28 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Consent Calendar Item 3

RECOMMENDATION: Approve/Ratify Personnel Activity List

NEW HIRES

Name	Position	Date
Del Rosario, Ted	Boys P.E. Aide	4/04/16
Hannasch, Paul	Substitute Teacher	3/14/16
Madrid, Ashley	Girls P.E. Aide	4/04/16
Martinez, Gerardo	ELL Classroom Aide	4/04/16
Rae, Katherine	After School Aide (ASES)	4/04/16

RESIGNATION/NON-RENEWAL

Name	Position	Date
McWilliams, Richard	After School Aide (ASES)	3/04/16

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Consent Calendar Item 4

RECOMMENDATION: Ratify Monthly Check Registers

General Account				
Check#	**Date**	**Vendor Name**	**Transaction Description**	**Check Amount**
1271	2/25/2016	TCR Services	Toner and printing	3,378.99
1272	3/3/2016	Raphael's Party Rentals	Chair rental for elementary event	$417.50
1273	3/8/2016	Christina Torres	DIVE club services for afterschool Power Club Program - February	$600.00
1274	3/8/2016	San Diego Kids Party Rentals	Dunk tank rental	$325.00
1275	3/9/2016	Costco Wholesale	Ingenuity test	$291.89
1276	2/26/2016	El Dorado County Office of Education	BTSA participation	$2,000.00
1277	3/16/2016	Tinesia Conwright	Jan/Feb - DIVE club services for afterschool	$400.00
1278	3/22/2016	Jackie Robinson Family YMCA	Facility rental	$2,100.00
1279	3/23/2016	MTS	Bus pass July 2015 invoice	$720.00
1280	3/23/2016	Julie Joinson	50% deposit for HS interior design	$4,000.00
1281	3/24/2016	Ray Garcia	MS Office reimbursement	$69.99
1282	3/25/2016	Anne Mathews	CCSA Conference reimbursement costs	327.41
1283		VOIDED		
1284	3/25/2016	San Diego Zoo	HS field trip	231.00
1285	3/25/2016	Specialized Therapy Services	Occupational therapy for students	$7,646.13
1286	3/25/2016	Christian Capetillo	Athletic Coaching Training reimbursement	$50.00
1287	3/25/2016	Christina Torres	DIVE club services for afterschool Power Club Program – March	$750.00
1288	3/30/2016	Postmaster	Replenish Bulk Mail account	$6,000.00

CharterVision

Check Register Detail

O'Farrell Charter School Consolidated

Check Register 3/1/2016 through 3/31/2016

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
10003236	3/1/2016	Jill Andersen	Outstanding	$79.92	4300-020-14-600	Materials and Supplies	REIMB - Donuts LCAP Attendance Awards	**$79.92**
10003238	3/1/2016	CDW-Government	Outstanding	$967.16	4400-020-00-000	Noncapitalized Equipment	Macally Ikeyslim USB DT Kb/MOU	**$233.86**
					4400-020-00-000	Noncapitalized Equipment	Samsung 850 EVO 1TB Sata SSD QTY 2	**$733.30**
10003239	3/1/2016	Comm USA	Outstanding	$2,936.80	4400-020-00-000	Noncapitalized Equipment	Mag One Radio QTY 15	**$2,936.80**
10003240	3/1/2016	Chris Colton	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	G Varsity Basketball Official 01/26/16	**$74.00**
10003241	3/1/2016	Ryan Collar	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	G Varisty Basektball Official 01/26/16	**$74.00**
10003242	3/1/2016	The Elementary Institute of Science	Outstanding	$500.00	5810-030-05-000	Educational Consultants	Spring Session EIS STEM Lab Deposit - April - June 2016	**$500.00**
10003243	3/1/2016	Anne Mathews	Outstanding	$173.45	4300-020-14-400	Materials and Supplies	REIMB - Donuts LCAP Attendance Awards	**$70.00**
					4300-020-14-400	Materials and Supplies	REIMB - Food	**$43.20**
					4300-020-14-400	Materials and Supplies	REIMB - Food for Attendance Awards	**$60.25**
10003244	3/1/2016	Office Depot	Outstanding	$2,423.84	4400-020-00-600	Noncapitalized Equipment	Cabinet, 5X8	**$71.85**
					4300-020-00-208	Materials and Supplies	Sheet Protector, Tissues, Disinfectant Wipes	**$123.11**
					4300-020-00-208	Materials and Supplies	Folders, Labels, Eco Magic Tape, Masking Tape, Lysol ETC	**$168.20**
					4315-020-00-600	Classroom Materials and Supplies	Composition Notebooks	**$773.28**
					5900-020-00-000	Communications (Tele., Internet, Copies,Postage,Messenger)	Postage Stamps, Postage Processing Fee	**$981.00**
					4300-020-00-600	Materials and Supplies	Certificates 8.5X11 6th, 7th, 8th	**$306.40**
10003245	3/1/2016	Christopher L. Romero	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	G Varsity Basketball Official 02/04/16	**$74.00**
10003246	3/1/2016	Sharp Electronics Corporation	Outstanding	$905.47	5605-020-00-000	Equipment Rental/Lease Expense	Copier Contract: 34821 & Black/White Copies	**$905.42**
					5605-020-00-000	Equipment Rental/Lease Expense	Copier Contract: 53599 Black/White Copies	**$0.05**
10003247	3/1/2016	Select Mailing	Outstanding	$2,495.36	5815-020-00-200	Advertising/Recruiting	Bulk Recruitment Mailing QT 5131 - Ingenuity Charte Sch ltr	**$2,495.36**

10003248	3/1/2016	San Diego County Office of Education	Outstanding	$45.00	5210-020-00-208	Training and Development Expense	SARB Essentials Regis Fee QTY 1	**$20.00**
					5210-020-00-208	Training and Development Expense	SART Training Regis Fee QTY 1	**$25.00**
10003249	3/1/2016	John Scales	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	G Varsity Basketball Official 02/11/16	**$74.00**
10003250	3/1/2016	Robert Tappen	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	G Varsity Basketball Official 02/04/16	**$74.00**
10003251	3/1/2016	Waxie Sanitary Supply	Outstanding	$569.29	4300-020-00-800	Materials and Supplies	Seat Covers, Tissue, Kellenline 2 Ply, ETC	**$569.29**
10003252	3/1/2016	Michael Whitley	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	G Varsity Basketball Official 02/11/16	**$74.00**
10003253	3/1/2016	Candace Austin	Outstanding	$451.22	4300-020-00-000	Materials and Supplies	REIMB - (70) Restroom Keys for High School	**$451.22**
10003254	3/1/2016	Candace Austin	Outstanding	$467.01	4300-020-00-000	Materials and Supplies	Petty Cash REIMB - 11/06/15 - 12/17/16	**$467.01**
10003255	3/2/2016	Public Employee Retirement System	Outstanding	$21,925.15	9504-010	Accrued PERS	February 2016 PERS	**$21,925.15**
10003256	3/2/2016	State Teachers Retirement System	Outstanding	$106,344.38	9503-010	Accrued STRS	February 2016 STRS	**$106,344.38**
10003257	3/8/2016	Guardian	Outstanding	$7,798.84	3403-020-01-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$120.18**
					3403-020-03-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$220.15**
					3403-030-00-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$202.30**
					3403-020-65-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$715.55**
					3403-020-66-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$28.96**
					3403-020-61-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$10.87**
					3403-020-00-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$6,472.57**
					3403-020-02-000	Health & Welfare Benefits	March 2016 Dental & Life Ins	**$28.26**
10003259	3/11/2016	CDW-Government	Outstanding	$21,718.40	4430-020-00-800	Noncapitalized Student Equipment	Qty 880 Chromebook Mbmnt Software for HS Chrombks	**$21,718.40**
10003260	3/11/2016	City Treasurer	Outstanding	$3,554.30	5501-020-00-000	Utilities	Fire, Water, Backflow & Water Used Chrgs 2/3/16 - 3/3/16	**$1,636.36**
					5501-020-00-000	Utilities	Irrigation, Water Base & Used, Sewer Serv.Drain,2/4 - 3/2/16	**$1,917.94**
10003261	3/11/2016	Clear Channel Outdoor	Outstanding	$12,350.00	5815-020-00-000	Advertising/Recruiting	Payment for Clear Channel Advertising	**$12,350.00**
10003262	3/11/2016	Tiffany DeGraffenreid	Outstanding	$120.00	5505-030-05-000	Student Transportation/Field Trips	REIMB for Bus Tokens for Ingenuity Students -Passes	**$120.00**

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10003263	3/11/2016	Fletcher Hills Printing	Outstanding	$701.48	4300-020-00-600	Materials and Supplies	1000 Middle Sch Referral Forms 4 Part NCR	**$576.20**
					4300-020-00-400	Materials and Supplies	150 Elementary Sch. Referral Forms 4 part NCR	**$125.28**
10003264	3/11/2016	Casandro Jackson	Outstanding	$60.38	5200-020-00-000	Travel and Conferences	REIMB for Mileage for Home Hospital Tutoring	**$60.38**
10003265	3/11/2016	Julia A. LeBlanc	Outstanding	$800.00	5800-020-61-000	Professional/Consulting Services and Operating Expenditures	Feb 3, 10, 17, & Feb 24, 2016 - K-8 ext Day Cooking Club	**$400.00**
					5800-020-62-000	Professional/Consulting Services and Operating Expenditures	Feb 1, 8, 22, & Feb 29, 2016 - HS DIVE Cooking Club	**$400.00**
10003266	3/11/2016	Anne Mathews	Outstanding	$423.97	4300-020-14-000	Materials and Supplies	REIMB for Prizes & Supplies for Family Fun Day Event	**$350.23**
					4300-020-14-000	Materials and Supplies	REIMB for Student Rewards for Pos Disc Plan -LCAP	**$73.74**
10003267	3/11/2016	M&K 506 Enterpirses, Inc.	Outstanding	$3,600.00	5800-020-00-800	Professional/Consulting Services and Operating Expenditures	Video Production - HS Campus - Photography, Editing, Aerials	**$3,600.00**
10003268	3/11/2016	North County Jumpers /Funco Party Rentals	Outstanding	$2,113.60	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	March 24, 2016 Recruitment for incoming 6th Graders	**$2,113.60**
10003269	3/11/2016	Office Depot	Outstanding	$15,471.97	4400-020-65-000	Noncapitalized Equipment	IMAC -Qty 10	**$15,471.97**
10003270	3/11/2016	San Diego Facility Maintenance, Inc	Outstanding	$16,950.00	5500-020-00-000	Operation and Housekeeping Services	Monthly Janitorial Service - February 2016	**$16,950.00**
10003271	3/11/2016	Sharp Health Plan	Outstanding	$72,843.51	3403-020-62-000	Health & Welfare Benefits	April 2016 Health Insurance	**$714.32**
					3403-020-03-000	Health & Welfare Benefits	April 2016 Health Insurance	**$2,303.71**
					3403-030-00-000	Health & Welfare Benefits	April 2016 Health Insurance	**$2,892.98**
					3403-020-01-000	Health & Welfare Benefits	April 2016 Health Insurance - Title 1	**$1,258.99**
					3403-020-65-000	Health & Welfare Benefits	April 2016 Health Insurance	**$5,746.76**
					3403-020-02-000	Health & Welfare Benefits	April 2016 Health Insurance	**$316.98**
					3403-020-61-000	Health & Welfare Benefits	April 2016 Health Insurance	**$1,251.85**
					3403-020-66-000	Health & Welfare Benefits	April 2016 Health Insurance	**$217.87**
					3403-020-00-000	Health & Welfare Benefits	April 2016 Health Insurance	**$58,140.05**
10003272	3/11/2016	Employment Development Department	Outstanding	$200.60	5890-020-00-200	Interest Expense/Fees	Underpayment Penalty -(PIT) -Oct - Dec 31, 2015	**$38.52**
					5890-020-00-200	Interest Expense/Fees	SEF Local Exp. Penalty & Interest Chrgs Ending: Dec 31,15	**$162.08**

10003273	3/11/2016	Wilkinson Hadley King & Co. LLP	Outstanding	$775.00	5805-020-00-000	Legal Services and Audit	Final Billing -2014-15 Annual Audit	**$775.00**
10003274	3/17/2016	Accrediting Commission for Schools	Outstanding	$650.00	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	Initial Visit 15/16	**$650.00**
10003275	3/17/2016	AVID Center	Outstanding	$3,675.00	4300-020-00-000	Materials and Supplies	Avid Contr Fees	**$3,675.00**
10003276	3/17/2016	Aztec Leasing, Inc.	Outstanding	$931.56	5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier 3500127Y 01/15/16 - 02/15/16	**$184.83**
					5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease 55006138 01/01/16 - 02/01/16	**$263.13**
					5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease OCS001 01/01/16 - 02/01/16	**$483.60**
10003277	3/17/2016	Able Patrol & Guard	Outstanding	$4,248.00	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	Security Office 01/06/16 - 01/25/16	**$4,248.00**
10003278	VOIDED							
10003279	3/17/2016	Bernie Balikian	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 01/28/16	**$74.00**
10003280	3/17/2016	Bernie Balikian	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Basketball Official 02/16/16	**$74.00**
10003281	3/17/2016	Rob Browns	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/18/16	**$64.00**
10003282	3/17/2016	Michael Bynum	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/16/16	**$74.00**
10003283	3/17/2016	CIF - San Diego Section	Outstanding	$625.00	5300-020-00-206	Dues and Memberships	15/16 Frontier Conferecne Dues	**$600.00**
					5300-020-00-206	Dues and Memberships	2015 CIFSD Sports Section Symposium registration Fee	**$25.00**
10003284	3/17/2016	Comm USA	Outstanding	$1,383.34	4400-020-62-000	Noncapitalized Equipment	Radios for Ext Day	**$399.71**
					4400-020-61-000	Noncapitalized Equipment	Radios for Ext Day	**$983.63**
10003285	3/17/2016	Carolina Biological Supply Company	Outstanding	$217.88	4315-020-00-809	Classroom Materials and Supplies	Biology Class Supplies	**$217.88**
10003286	3/17/2016	Eduardo Cuan	Outstanding	$75.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/27/16	**$75.00**
10003287	3/17/2016	Erin Crider	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/19/16	**$64.00**
10003288	3/17/2016	Demco	Outstanding	$158.50	4300-020-00-205	Materials and Supplies	Fun Facts Animal Bookmarks, Cotton Candy Scented	**$158.50**
10003289	3/17/2016	EBA&M Corporation	Outstanding	$30.00	3403-020-00-000	Health & Welfare Benefits	Cobra Admin Services November 2015	**$30.00**
10003290	3/17/2016	Edclick	Outstanding	$3,600.00	4300-020-00-000	Materials and Supplies	Provide Discipline Manager Servce for 15/16	**$3,600.00**

10003291	3/17/2016	Lavil Franklin	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/18/16	**$74.00**
10003292	3/17/2016	Rene M. Flores	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/04/16	**$64.00**
10003293	3/17/2016	Randall L. Jones	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/18/16	**$74.00**
10003294	3/17/2016	Erich Laabs	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/08/16	**$74.00**
10003295	3/17/2016	Steve Looser	Outstanding	$75.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/27/16	**$75.00**
10003296	3/17/2016	Dana Lexy	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/19/16	**$64.00**
10003297	3/17/2016	Glen Laster	Outstanding	$75.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 01/27/16	**$75.00**
10003298	3/17/2016	Stephen E. Meier	Outstanding	$60.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Soccer Official 02/24/16	**$60.00**
10003299	3/17/2016	Lucy Meyer	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/09/16	**$64.00**
10003300	3/17/2016	Akin Moss	Outstanding	$75.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/24/16	**$75.00**
10003301	3/17/2016	Neff Company	Outstanding	$3,122.43	4300-020-00-206	Materials and Supplies	Letterman Jacket MAterials - Single Letters, ETC	**$3,122.43**
10003302	3/17/2016	Office Depot	Outstanding	$565.37	4300-030-00-000	Materials and Supplies	Stress Ball, Printing Set Up Charges	**$190.63**
					4300-020-00-000	Materials and Supplies	Mouse marathon	**$99.34**
					4300-020-00-000	Materials and Supplies	Paper	**$275.40**
10003303	3/17/2016	Kainoa Owens	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Soccer Official 01/26/16	**$64.00**
10003304	3/17/2016	Jose Perez	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/04/16	**$64.00**
10003305	3/17/2016	Mauricio Perez	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/18/16	**$64.00**
10003306	3/17/2016	Ricoh USA, Inc.	Outstanding	$727.55	5605-020-00-000	Equipment Rental/Lease Expense	Copier Lease 02/02/16 - 03/01/16 & Previous Bal	**$727.55**
10003307	3/17/2016	Richard Russell	Outstanding	$124.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/09/16	**$64.00**
					5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/23/16	**$60.00**
10003308	3/17/2016	San Diego Gas & Electric	Outstanding	$286.68	5501-020-00-000	Utilities	Gas & Electric Charges 01/14/16 - 02/12/16 & Prev Bal	**$286.68**
10003309	3/17/2016	40 Acres and a Mind, Inc.	Outstanding	$981.54	5810-020-01-000	Educational Consultants	January 2016 SES Tutoring	**$981.54**
10003310	3/17/2016	Mary Skrabucha	Outstanding	$101.00	4300-020-00-208	Materials and Supplies	REIMB - Food for Southeastern Collab Meeting & Supplies	**$101.00**

10003311	3/17/2016	Sharp Electronics Corporation	Outstanding	$769.64	5605-020-00-000	Equipment Rental/Lease Expense	Copier Contract: 34821 Charges & Copies	**$769.64**
10003312	3/17/2016	Guillermo Amaya Salcido	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Boys Varsity Soccer Official 01/26/16	**$64.00**
10003313	3/17/2016	San Diego County Office of Education	Outstanding	$570.00	5210-020-00-000	Training and Development Expense	C&I Network for Public Charter	**$120.00**
					5210-020-00-208	Training and Development Expense	Annual Summit Registration Fee QTY 9	**$450.00**
10003314	3/17/2016	Gaylan Sweet	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Basketball Official 01/19/16	**$74.00**
10003315	3/17/2016	Smart Apple Media	Outstanding	$1,266.60	4200-020-14-000	Books and Other Reference Materials	Books for Library Elem & MS - Nonfiction	**$1,266.60**
10003316	3/17/2016	TCR Services	Outstanding	$774.79	5605-020-00-000	Equipment Rental/Lease Expense	Printer Usage - January 2016	**$774.79**
10003317	3/17/2016	Carlos Tapia	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/16/16	**$64.00**
10003318	3/17/2016	Richard Trisby	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 01/28/16	**$74.00**
10003319	3/17/2016	Verizon Wireless	Outstanding	$468.09	5900-020-00-000	Communications (Tele., Internet, Copies,Postage,Messenger)	Internet & Phone Charges 01/16/16 - 02/15/16	**$468.09**
10003320	3/17/2016	Denis Vargas	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/24/16	**$74.00**
10003321	3/17/2016	Chris White	Outstanding	$64.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Soccer Official 02/16/16	**$64.00**
10003322	3/17/2016	James Arrollado	Outstanding	$74.00	5800-020-00-206	Professional/Consulting Services and Operating Expenditures	Varsity Basketball Official 02/08/16	**$74.00**
10003323	3/23/2016	BKM OfficeWorks, LLC	Outstanding	$600.00	5800-030-00-000	Professional/Consulting Services and Operating Expenditures	Labor, Travel Time & Truck Cost	**$600.00**
10003324	3/23/2016	Capital Growth Properties	Outstanding	$1,215.00	5600-030-00-000	Space Rental/Leases Expense	Apr 2016 Rent	**$1,215.00**
10003325	3/23/2016	Julie Jane Johnson	Outstanding	$4,000.00	5800-020-00-800	Professional/Consulting Services and Operating Expenditures	Deposit for Design HS Admin Offices	**$4,000.00**
10003326	3/31/2016	San Diego Facility Maintenance, Inc	Outstanding	$16,950.00	5500-020-00-000	Operation and Housekeeping Services	Monthly Janitorial Service - March 2016	**$16,950.00**
10003327	3/31/2016	Giuseppe Basile	Outstanding	$131.68	5200-020-14-000	Travel and Conferences	REIMB - Mileage 03/14/16 - 03/17/16	**$131.68**
10003328	3/31/2016	Broad Reach	Outstanding	$1,232.32	4200-020-14-000	Books and Other Reference Materials	Library Books	**$1,232.32**
10003329	3/31/2016	CDW-Government	Outstanding	$3,080.14	4400-020-00-800	Noncapitalized Equipment	QTY 5 Adobe EDU/NP CCT	**$2,056.70**
					4400-020-00-200	Noncapitalized Equipment	LVO TC E73 15-4460A, LED Monitor, Samsung 850 ETC	**$1,023.44**

10003330	3/31/2016	EBA&M Corporation	Outstanding	$60.00	3403-020-00-000	Health & Welfare Benefits	February 2016 COBRA Admin Services	**$60.00**
10003331	3/31/2016	Alec Hopkins	Outstanding	$46.00	5200-020-14-000	Travel and Conferences	REIMB - Meals @ Conference	**$46.00**
10003332	3/31/2016	Brittney Hui	Outstanding	$65.44	4300-020-62-800	Materials and Supplies	REIMB - Saturday SAT Practic Test Meals	**$65.44**
10003333	3/31/2016	Diane Kridner	Outstanding	$16.53	5200-020-00-000	Travel and Conferences	REIMB - Mileage & Parking	**$16.53**
10003334	3/31/2016	Sarah Norton	Outstanding	$95.84	5200-020-14-000	Travel and Conferences	REIMB - Conference Fees	**$35.85**
					4315-020-00-809	Classroom Materials and Supplies	REIMB - AP Bio Lab Supplies	**$59.99**
10003335	3/31/2016	Perma-Bound	Outstanding	$2,374.11	4200-020-14-000	Books and Other Reference Materials	Library Books	**$2,374.11**
10003336	3/31/2016	Brian Rainey	Outstanding	$213.67	4300-020-00-000	Materials and Supplies	REIMB - Attendance Incentive Donuts K-12	**$213.67**
10003337	3/31/2016	Irma Robledo	Outstanding	$35.80	5200-020-14-000	Travel and Conferences	REIMB - Meals @ Conference	**$35.80**
10003338	3/31/2016	Susan Stephens	Outstanding	$126.39	5200-020-14-000	Travel and Conferences	REIMB - Mileage	**$126.39**
10003339	3/31/2016	Varsity Spirit, LLC	Outstanding	$822.16	4300-020-62-800	Materials and Supplies	Fitness Shirts for DIVE Club - Adult Unisex, Screen Print ET	**$822.16**
			Total Check Amount	**$358,356.15**			**Total GL Amount**	**$358,356.15**

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Consent Calendar Item 3

RECOMMENDATION: Approve/Ratify Personnel Activity List

NEW HIRES

Name	Position	Date
Del Rosario, Ted	Boys P.E. Aide	4/04/16
Hannasch, Paul	Substitute Teacher	3/14/16
Madrid, Ashley	Girls P.E. Aide	4/04/16
Martinez, Gerardo	ELL Classroom Aide	4/04/16
Rae, Katherine	After School Aide (ASES)	4/04/16

RESIGNATION/NON-RENEWAL

Name	Position	Date
McWilliams, Richard	After School Aide (ASES)	3/04/16

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Action Item 1

RECOMMENDATION: Ratify the sale of five Promethean Boards to Coleman Tech in the amount of $500.

BACKGROUND INFORMATION:

The Promethean boards were purchased in 2013.

CURRENT INFORMATION:

The Promethean boards are to be sold for $100.00 each for a total of $500.00.

The Serial numbers are C110920629, C1201310870, C1201310831, C1109260631, C1109260627.

It is the understanding of both parties that the Promethean boards are being sold "as is" and this is a final sale.

THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

The O'Farrell Elementary School Academy
The O'Farrell Middle School Academy
The O'Farrell High School Academy

Jonathan Dean, Ed.D.,
Principal/Superintendent

Buy-Sell Agreement

This Buy-Sell Agreement, is entered into on 3/16/16 at

San Diego County, California between The O'Farrell Charter Schools (hereafter referred to as the seller), and Coleman Tech Charter High School (hereafter referred to as the buyer); with regard to five 2013 Promethean boards. The aforementioned parties agree to a total payment of $500.00 to be paid* to the seller for the five Promethean boards (Serial numbers: C110920629, C1201310870, C1201310831, C1109260631, C1109260627, a general product code of ABV378E100). It is the understanding of both parties that all five Promethean boards are being sold "as is". Both parties understand this sale is final; and no further action is required by either party.

* payment due within 30 days of signed agreement completion

Jonathan Dean, Ed. D.
Superintendent
The O'Farrell Charter Schools

Coleman Tech Charter High School

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Action Item 2

RECOMMENDATION: Approve the purchase of a 76-passenger 2017 Thomas Model Saf-T-Liner HDX 141YS school bus in the amount not to exceed $183,000.

BACKGROUND INFORMATION:

The O'Farrell Charter School purchased their first bus in the summer of 2014 for $20,431. At the time of purchase it was stated that we would need a larger bus in the near future. The previous purchased bus has achieved its purpose; however, it does has several limitations because of its age and size. The current bus travels no more than 25 miles per hour while going up a hill or steep incline.

CURRENT INFORMATION:

The O'Farrell Charter Schools will open in 2016/17 with approximately 1850 students. This requires a greater commitment to field trips, sporting events, and collage visits. The school needs a long term dependable bus that can be committed to events of a longer distance and duration.

We have searched for a used 76-82 passenger bus; but they are in high demand and we have only found one and it was in very poor condition.

A new bus will have a lifespan of 20-25 years; granting us substantial usage for the cost.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Action Item 3

RECOMMENDATION: Adopt the Resolution to determine the use of Education Protection Account (EPA) spending requirements for The O'Farrell Charter School through June 30, 2015.

BACKGROUND INFORMATION:

The voter's approved Proposition 30 in November of 2012, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, districts are required to annually report on their website an accounting of the EPA funds received and how those funds were spent.

CURRENT INFORMATION:

Proposition 30 is estimated to generate $6 billion in revenue to the State of California. The budget implication is additional revenue that cannot be spent on administrative expense.

Estimated EPA Amount 15/16: $ 880,575

Intended Use and Purpose of EPA funds for 15/16: $ 880,575

Teacher Salaries (object code 1,000) - non-administrative instructional salary only

ADDITIONAL INFORMATION:

The Education Protection Account (EPA) provides local educational agencies (LEAs) with general purpose state aid funding pursuant to Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012. The EPA funding is a component of an LEA's total LCFF entitlement as calculated in the Principal Apportionment.

Allowable expenditures should be recorded directly to EPA Resource 1400 to the extent possible. The CDE expects that school districts and charter schools incur sufficient unrestricted educational expenditures that should allow for easily identifying amounts to be reported in Resource 1400.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: April 11, 2016
Action Item 4

RECOMMENDATION: Approving Education Protection Account (EPA) spending plan for Ingenuity Charter School through June 30, 2015.

BACKGROUND INFORMATION:

The voter's approved Proposition 30 in November of 2012, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, districts are required to annually report on their website an accounting of the EPA funds received and how those funds were spent.

CURRENT INFORMATION:

Proposition 30 is estimated to generate $6 billion in revenue to the State of California. The budget implication is additional revenue that cannot be spent on administrative expense.

Estimated EPA Amount 15/16: $ 11,836

Intended Use and Purpose of EPA funds for 15/16: $ 11,836 for teacher salaries (object code 1,000) - non-administrative instructional salary only