THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

# Board of Directors Meeting
# AGENDA
# May 9, 2016

**The O'Farrell Charter School**
**Room 4010 - High School Language Lab**
**6150 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. PARENT INTERVIEWS

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

## VI. PUBLIC HEARING

Conduct a Public Hearing to notify the public of Ingenuity Charter School's intent to hire two additional employees on the basis of a waiver to teach the Driver Education Course; and, renew the present employees.
.....**Page 5**

Opened at_____ Closed at_____

## VII. PRESENTATIONS

1. College Acceptance: Ten students and the high school counselors will be in attendance to talk about the college acceptance process and where they'll be going to college.
2. Aimee Alexander-Career Development-Career Development is a required course for all seniors. In it, seniors learn about career exploration, business professionalism, professional written and verbal skills, personal finance and life skills, preparation for college and beyond. They have had the opportunity to speak to more than a dozen professionals in fields such as: law, medicine, law enforcement, engineering, education, science and forensics, graphic art, marketing, fashion merchandizing, IT, and banking. They have traveled off campus to job shadow opportunities at the Federal Courthouse, FIDM, The Control Group, and the City of San Diego. This year we hosted our first Networking Fair on the high school campus; allowing our students to meet and greet community professionals who are invested in the success of our students' futures. We are looking forward to next year as we will be adding a "mock interview day", financial literacy simulation experience, and a professional closet to our student opportunities.
3. Lauren Ramers - Critical Reading Professional Learning & Crucial Conversations Professional Learning.

## VIII. 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.

## IX. APPROVAL OF AGENDA

Superintendent's Recommendation: Approve Agenda.

Moved by_____ Seconded by_____ Vote_____

## X. DISCUSSION ITEMS


1. Superintendent Announcements ..... **Page 6**
2. Charter Vision Board Report ..... **Page 15**
3. LCAP discussion ..... **Page 23**
4. Hands United for Children, May 13, Fifth Annual Fundraising Gala..... **Page 114**
5. Review 2016-2017 Board of Directors calendar..... **Page 115**
6. Internal Control Review..... **Page 116**


## XI. 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 April 11, 2016 Board of Directors meeting ..... **Page 117**
2. Approve/ratify recommended actions on the personnel activity list ..... **Page 120**
3. Approve/ratify check registers ..... **Page 121**
4. Award the County of San Diego with the contract to support the operations of Family Support Services for 2016-2017 in the amount not to exceed $91,652. ..... **Page 129**

5. Award Social Advocates for Youth (SAY) with the contract to provide services to add an additional advocate on campus to enhance O'Farrell Charter School's achievement in the amount not to exceed $28,651.73. ..... **Page 135**

Superintendent's Recommendation: Approve Consent Calendar.

Moved by_____ Seconded by_____ Vote_____

## XII. ACTION ITEMS

1. Approve a 4 % (four percent) Cost-of-Living Adjustment (COLA) increase for all employees and other salary schedules at The O'Farrell Charter Schools for the 2016-2017 school. year..... **Page 140**

Superintendent's Recommendation: Approve Action Item 1

Moved by_____ Seconded by_____ Vote_____

2. Ratify the retail lease agreement for a new Resource Center for Ingenuity Charter School located at 6530 El Cajon Blvd., commencing June 1, 2016 and ending July 31, 2020 in the amount due upon execution of the lease of $7,492.00..... **Page 150**

Superintendent's Recommendation: Approve Action Item 2

Moved by_____ Seconded by_____ Vote_____

3. Adopt Resolution authorizing Approval of Budget and Granting of Signatory Authorization... **Page 182**

Superintendent's Recommendation: Approve Action Item 3

Moved by_____ Seconded by_____ Vote_____

4. Adopt Resolution authorizing Declaration of Official Intent..... **Page 186**

Superintendent's Recommendation: Approve Action Item 4

Moved by_____ Seconded by_____ Vote_____

5. Award the Project Management Consulting Agreement as set forth in the Scope of Services for Construction Management Services for the construction of the O'Farrell K-8 charter school to Gafcon in the amount not to exceed $196,782. Final services shall be negotiated between Gafcon and O'Farrell..... **Page 190**

Superintendent's Recommendation: Approve Action Item 5

Moved by_____ Seconded by_____ Vote_____

6. Approve the 2016-2017 preliminary budget for The O'Farrell Charter School..... **Page 222**

Principal/Superintendent's Recommendation: Approve Action Item 6

Moved by_____ Seconded by_____ Vote_____

7. Approve the 2016-2017 preliminary budget for Ingenuity Charter School.....**Page 224**

   Principal/Superintendent's Recommendation: Approve Action Item 7

   Moved by_____ Seconded by_____ Vote_____

8. Authorization to contract for the removal and new poured-in-place rubber surfacing in the amount not to exceed $49,700 for the elementary play structure surface.....**Page 226**

   Principal/Superintendent's Recommendation: Approve Action Item 8

   Moved by_____ Seconded by_____ Vote_____

9. Approve the 2016 Summer School Program in the amount not to exceed $55,000.....**Page 227**

   Principal/Superintendent's Recommendation: Approve Action Item 9

   Moved by_____ Seconded by_____ Vote_____

10. Ratify the contract for A+ Educational Tours in the amount of $23,320 for the chartered high school trip from June 28, 2016 to July 1, 2016.....**Page 228**

    Principal/Superintendent's Recommendation: Approve Action Item 10

    Moved by_____ Seconded by_____ Vote_____

11. Ratify the El Dorado SELPA (MOE) Maintenance Expenditure Report for The O'Farrell Charter School and Ingenuity Charter School for 2015-2016.....**Page 229**

    Principal/Superintendent's Recommendation: Approve Action Item 11

    Moved by_____ Seconded by_____ Vote_____

## XIII. ROUNDTABLE

## XIV. ADJOURNMENT

**NOTICES**

The next regular meeting of The O'Farrell Charter School Board of Directors will be June 6, 2016 at 5:30 p.m.

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

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

**Certification of Posting**

I, Jonathan Dean, Superintendent, hereby certify that I posted this agenda on Friday, May 6, 2016 at 3 p.m.

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

## BOARD OF DIRECTORS AGENDA ITEM
**Agenda Date: May 9, 2016**
**Public Hearing**

**RECOMMENDATION**: Conduct a Public Hearing to notify the public of Ingenuity Charter School's intent to hire individuals on the basis of a waiver to teach the Driver Education Course, and renew the present employees.

**BACKGROUND INFORMATION**:

A public school teacher must have a certificate to teach driver education or in lieu of a certificate, a waiver issued by the Commission on Teacher Credentialing (CTC) pursuant to EC sections 41907-41907.5.

Currently, there are NO CTC-approved certificate programs in driver education. Teachers seeking to teach driver education may obtain a waiver on a case-by-case basis from CTC.

**CURRENT INFORMATION**:

Tiffany DeGraffenreid, Charity Harang and Stephen Shilling of Ingenuity Charter School will be requesting subsequent waivers to teach the driver education course. Jill Andersen of O'Farrell Charter School will be requesting a subsequent waiver. John Lee and Stephanie Hall will be requesting initial waivers.

All applicants are already employed with The O'Farrell Charter Schools and the waiver applications are for Ingenuity Charter School's 2016-2017 school year beginning July 1, 2016 and ending June 30, 2017.

The waiver application is necessary for these teachers to offer and teach the driver education course.

Course: Driver Education, Grade Level: 10, Code: 2751

Course Description: This course is a semester long class designed to prepare students for their California driver's permit exam. Students need to be at least 15 ½ years old to earn the semester credit, and is designed for students in grades 10 and above. This course fulfills the Education Code requirement for 30 hours of classroom instruction.

Some of the topics covered in this course are: the task of driving, being a responsible driver, controlling the vehicle, and driving in different environments.

All initial and subsequent waiver requests must be completed and submitted by the employing agency on the Variable Term Waiver Form WV1. F

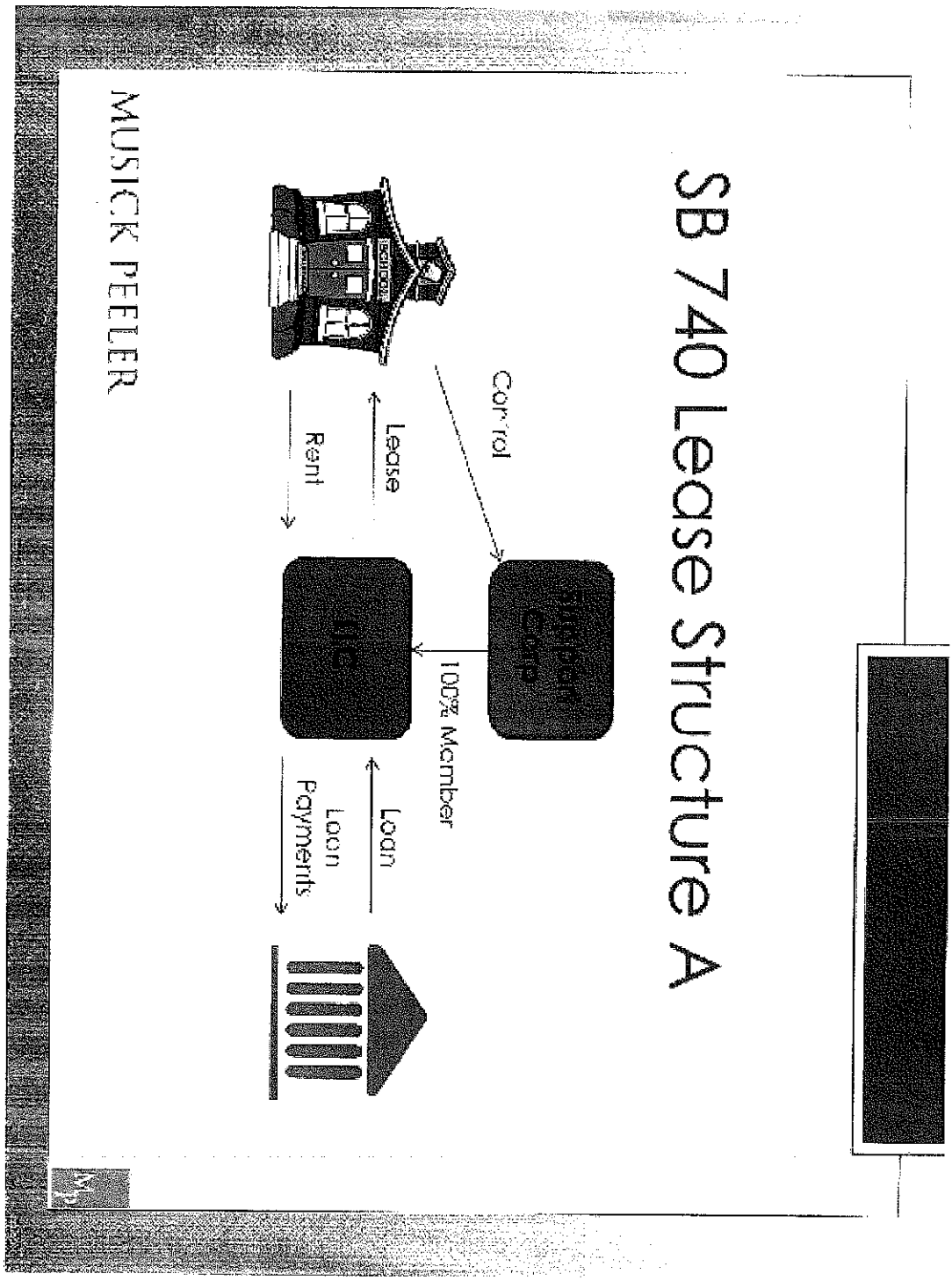
**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Discussion Item 1**
**Superintendent Announcements**

## Student Demographics in PowerSchool as of May 3, 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 | 222 | 0 | 39 | 3 | 59 | 3 | 104 | 12 | 2 |
| 7 | 275 | 0 | 53 | 2 | 50 | 2 | 154 | 13 | 1 |
| 8 | 242 | 0 | 53 | 3 | 49 | 6 | 114 | 16 | 1 |
| Total | **739** | 0 | 145 | 8 | 158 | 11 | 372 | 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 | 87 | 0 | 20 | 2 | 20 | 1 | 40 | 4 | 0 |
| Total | **452** | 0 | 105 | 2 | 70 | 6 | 253 | 16 | 0 |
| **Grand Total** | **1532** | | | | | | | | |

| 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 | 5 | 0 | 0 | 0 | 3 | 0 | 1 | 1 | 0 |
| 7 | 5 | 0 | 0 | 0 | 2 | 2 | 1 | 0 | 0 |
| 8 | 6 | 0 | 0 | 0 | 2 | 0 | 4 | 0 | 0 |
| 9 | 17 | 0 | 0 | 0 | 9 | 4 | 4 | 0 | 0 |
| 10 | 17 | 0 | 0 | 0 | 6 | 1 | 10 | 0 | 0 |
| 11 | 24 | 0 | 1 | 1 | 5 | 3 | 13 | 1 | 0 |
| 12 | 12 | 0 | 3 | 0 | 1 | 0 | 7 | 1 | 0 |
| **Total** | **86** | 0 | 4 | 1 | 28 | 10 | 40 | 3 | 0 |

**SB740 Lease Structure A**



**The O'Farrell Charter School**
6130 Skyline Drive
San Diego, CA
92114

# Professional Learning

## Crucial Conversations

### 2016-2017/2017-2018

## OVERVIEW

Crucial conversations, when handled poorly, lead to strained relationships and poor results. This can occur when the stakes are high, opinions vary, and emotions run strong. Leaders who are equipped with the skills to keep dialogue flowing are more likely to make good decisions that benefit both the individuals involved and the entire team.

## GOALS

1. Teacher leaders will improve dialogue skills, especially when conversations turn crucial.
2. Teacher leaders will feel empowered to dialogue safely about any topic and resolve disagreements without argument.
3. Teacher leaders will speak persuasively, not abrasively, build acceptance and overcome resistance.
4. Teacher leaders will foster teamwork and improve decision-making.

## PERFORMANCE OBJECTIVE

Develop in teacher leaders the ability to conduct effective conversations in order to improve working relationships and increase positive team collaboration and interactions. This will occur through the use of classroom instruction, videos, and discussion.

## TRAINERS

Lauren Ramers

**The O'Farrell Charter School**
6130 Skyline Drive
San Diego, CA
92114

# Professional Learning

## Critical Reading

### 2016-2017/2017-2018

## OVERVIEW

The O'Farrell Charter School of San Diego will engage in a two-year professional learning cycle that will enhance TK-12 teacher effectiveness at applying AVID Critical Reading strategies to all core content areas. This will be accomplished using the AVID curriculum book entitled *Critical Reading: Deep Reading Strategies for Expository Text* and companion AVID Weekly site to support Common Core Standards in Reading: Informational Texts. The initial training will occur in August 2016 and January 2017 and will include 12 hours of instruction. Between August and January and then again January and June, teachers will be supported with coaching through Strategy of the Month, classroom observations, learning walks, and lesson demonstrations. In 2017-2018, all teachers will build on their knowledge and application of Critical Reading 1 by engaging in Critical Reading 2 professional learning. All strategies will be adapted and modeled for elementary, middle and high school academies and will be grade level appropriate.

## GOALS

1. Teachers will complete Critical Reading 1 and 2 training and implement at least 3 strategies as documented during formal and informal classroom observations by June 2017 and June 2018.
2. Students, grades TK-12, will demonstrate evidence that they use Critical Reading strategies to access informational texts appropriate to their reading level through formative and summative assessments.
3. 3% increase of students who exceed or meet standards in the ELA SBAC, grades 3-8 and 11.

## PERFORMANCE OBJECTIVE

Develop in students through the use of WICOR strategies the ability to read, write about, and discuss challenging expository and interdisciplinary texts in order to prepare them for the rigors of academic environments.

**WASC Accreditation for Ingenuity Charter School**

We are pleased to announce that Ingenuity has received word from the Western Association of Schools and Colleges commission that confirms a 3-year initial accreditation status. This status will allow us to more effectively recruit from neighboring schools for our summer session as well as the regular school year. With this accreditation we can present WASC accredited diplomas to our first class of 2016 seniors in June!

In addition, the commission also gave the following as one of the recommendations for improvement: "Leadership, in collaboration with the board, should continue planning for expected growth that might include expanded resources for summer courses, additional sites, and additional teaching staff"

Thank you to all who were involved in supporting our efforts to become accredited in our first 6 months of operation. It is a huge accomplishment for not only the Ingenuity charter staff but it also speaks volumes about the collaborative efforts that embody The O'Farrell Charter Schools overall culture.

**College Acceptance**

For four years, students have been working toward the moment when they receive a college acceptance envelope. As freshmen, they began to explore universities with the guidance of counselors and homebase teachers. They visited college campuses, went to college fairs, listened to college presenters, had lessons on college, updated their Naviance accounts, and continued to narrow their college choices.

By winter break of their senior year, one-hundred percent of seniors had submitted an application to a four-year university, with a majority applying to three or more schools. Students received financial assistance in submitting applications and test scores from both the college board and outside funders. By the March 2nd deadline, over 90% of Seniors completed the Free Application for Federal Student Aid (FAFSA), making them eligible to receive federal and state tuition assistance. On April 26th, the entire high school participated in national Signing Day and witnessed the Senior Class make their final college acceptance decisions.

Data:
Our 88 seniors were accepted to 119 four-year universities.
54 acceptances were to CSUs and 32 were to UCs.
45 (51%) of our 88 seniors were accepted to a four-year university.

| Elementary Update | | |
|---|---|---|
| **Date** | **Activity** | **Description** |
| May 6 | AR Party | Students win prizes for meeting their reading goal every 6 weeks. We have over 150 students who met their reading goal and are receiving an ice cream social and a free dress day as a reward. |
| May 10 | ASES Consortium Meeting | Each month, I attend the ASES consortium meeting to learn about new professional development opportunities and compliance information for the ASES grant. |
| May 11 | SBAC Training | Teachers are receiving training on how to administer the CAASPP test. |
| May 16-May 20 | SBAC Testing | Students in grades 3-5 take the CAASPP test in ELA and Math |

| | | |
|---|---|---|
| May 23 | NCUST Visit | Participants of the NCUST symposium will be conducting a campus visit to see our fantastic classrooms and teachers. |
| May 25 and June 1 | 5th Grade Exhibitions | All students in all grades complete portfolio exhibitions. Fifth graders present their electronic portfolios to a panel including other teachers and their parents. |
| June 14 and 15 | Promotion Ceremony | Kindergarten promotion is June 14 at 10:00 and 5th grade promotion is June 15 at 10:00 in the high school gym. |
| June 2-3 | 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. |

| **Middle Update** | | |
|---|---|---|
| **Date** | **Activity** | **Description** |
| TBD | Talent Show | Now that the gym is open, our annual talent show will be scheduled. We are excited to showcase our singing, juggling, acting and dancing skills in the newly constructed gymnasium. |
| 5/9/16 | SDPD/Court Presentation | All middle school students will attend a presentation sponsored by the San Diego Police Foundation and the San Diego Courthouse about using the internet safely and safe communication via social media forums and text messages. |
| 5/13/16 | Pink Shirt Day | Our monthly day to wear pink and stand up to bullies! |
| 5/16-5/20 | SBAC | State ELA & Math tests for 6th graders. |
| 5/17, 5/19, 5/24 | Attendance Reward | Students who had one or less absence during the time period from November 30 through March 11 will be rewarded with a trip to the movies to see Disney's new Jungle Book! |
| 5/25, 6/1 | Exhibitions | 8th graders will present their end of the year portfolio exhibitions to prove they are ready to be promoted to the next grade level. |
| 5/30-6/3 | SBAC | State ELA & Math tests for 7th and 8th graders. |
| 6/9/16 | 8th Grade Field Trip | 8th graders will head to Knott's Berry Farm for our annual end of the year field trip. |

| **High School Update** | | |
|---|---|---|
| **Date** | **Activity** | **Description** |
| 5/3-5/12 | AP Exams | The following AP Exams are administered on campus over the course of 8 school days: Spanish, Physics, English Literature, Calculus, US History, Biology, Government, English Language, and World History. |
| 5/4 | Fox Sports/Padres | The GirlForce USA Club has organized a trip to Fox Sports Studios. After a tour of the studios, women from different departments at Fox Sports will share |

| | | |
|---|---|---|
| | Trip | with the girls how they were able to make it in the industry. The trip also includes a Padres game. Fox Sports will be picking up the girls in their Fan Fest charter bus. |
| 5/9 | SDPD/Court Presentation | All middle school students will attend a presentation sponsored by the San Diego Police Foundation and the San Diego Courthouse about using the internet safely and safe communication via social media forums and text messages. |
| 5/16 | Attendance Field Trip | The *Life: You Must Be Present to Win* contest ran from November 11 to March 11. Students that missed one or no days of school have earned a reward field trip. |
| 5/18-20 | Senior Retreat | Seniors will be heading up to Oakbridge Young Life Camp in Ramona for three days and two nights. They will be engaging in both reflective activities as well as activities that help them prepare for college. The majority of this retreat is payed for by the ASSETs grant. |
| 5/21 | Junior Prom | The Junior class will be holding their prom in the gym this year. The theme is *Heaven on Earth.* |
| 5/24-27 | SBAC | 11th grade students will be taking the SBAC for ELA and Math. |
| 5/24-27 | Senior Exhibitions | Seniors will be giving their 40 minute exhibitions during these days. Each has been assigned a 40 minute time slot where they will present to two teachers, a staff member, parents, and a community member. |
| 5/26 | College Shirt Day | Students and staff are encouraged to wear college shirts and outerwear. |
| 5/28 | Senior Prom | The Senior class will be holding their prom at the Kona Kai Resort in Point Loma. |
| TBD | Ribbon Cutting Ceremony | O'Farrell will be hosting a Ribbon Cutting and Grand Opening Ceremony for students, staff, board members, and the media. The date and details will be set soon. |

| **Ingenuity Charter Update** | | |
|---|---|---|
| **Date** | **Activity** | **Description** |
| 05/02 | Resource Center | Lease agreement reviewed and negotiated |
| 05/03 | WASC | Final word from WASC commission for full 3 year accreditation |
| 05/06 | Testing | CST 8th and 10th grade Science |
| 05/06 | Recruitment | Send out Summer Session flyers to students with 2.0 GPA and below |
| 05/11-06/10 | Testing | SBAC testing window |
| 05/18 | Orientation | First of several group orientations to increase summer session enrollment |

| | | |
|---|---|---|
| 05/24 | Recruitment | River Valley on site Orientations for Summer Session |
| 05/25-05/27 | Professional Development | Blended Learning, innovation through digital transformation, literacy solutions in a digital age |
| 5/31 | Teacher evaluations begin | Teacher evaluations completed by principal and reviewed by Superintendent |

**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Discussion Item 2**

**Charter Vision Board Report**
**Consolidated Report for The O'Farrell Charter School & Ingenuity Charter School**

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

CharterVision®

## Balance Sheet Summary

| Liquidity Ratio | [redacted] |
|---|---|
| **Assets** | |
| **Current Assets** | |
| Cash | $9,471,299 |
| Accounts Receivables | $91,976 |
| Prepaid Expenses | $150,993 |
| Other Current Assets | $800 |
| *Total Current Assets* | *$9,715,068* |
| **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*** | *$12,729,433* |
| **Liabilities and Net Assets** | |
| **Current Liabilities** | |
| Accounts Payable | $201,429 |
| Accrued Salaries, Payroll Taxes, Postemployment Benefits | $62,113 |
| Deposits held on behalf of other employees | $383,694 |
| *Total Current Liabilities* | *$647,236* |
| **Long Term Liabilities** | |
| *Total Long Term Liabilities* | *$0* |
| *Total Liabilities* | *$647,236* |
| **Net Assets** | |
| Restricted Net Assets | $169,273 |
| Unrestricted Net Assets | $9,196,104 |
| Profit/Loss YTD | $2,716,819 |
| *Total Net Assets* | *$12,082,197* |
| ***Total Liabilities and Net Assets*** | *$12,729,433* |

CharterVision®

# Financial Health Report

| Financial Ratio | Formula | Current | Target |
|---|---|---|---|
| Current Ratio (Liquidity) | (Current Assets) / (Current Liabilities) | 15.01 | > 1.00 |
| Cash Ratio | (Cash) / (Current Liabilities) | 1,463.35% | > 100.00% |
| Defensive Interval | (Cash + Securities + AR) / (Average Expenses past 12 months) | 9.30 | > 3 months |
| Debt Ratio | (Total Liabilties) / (Total Assets) | 5.08% | < 33.00% |
| Asset Ratio | (Current Assets) / (Total Assets) | 76.32% | > 50.00% |
| Cash on Hand | (Cash) | $9,471,298.81 | >= $5,000,000.00 |
| Days Cash on Hand | (Cash) / ((Average Expenses past 12 months) / (30.4)) | 280.06 | > 90 |
| Cash Reserve Ratio | (Cash) / (Budgeted Annual Expenses) | 65.97% | > 10.00% |
| Savings Indicator | ((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses) | 0.90 | > 0.00 |
| YTD Savings Indicator | ((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses) | 0.30 | > 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 3/31/2016

| | |
|---|---|
| Cash | $9,471,298.81 |
| Securities | - |
| AR | $91,975.60 |
| Current Assets | $9,715,067.78 |
| Total Assets | $12,729,433.21 |
| Current Liabilities | $647,235.99 |
| Total Liabilities | $647,235.99 |
| Last Closed Revenue | $2,106,590.47 |
| Last Closed Expenses | $1,106,099.31 |
| Budgeted Annual Expenses | $14,356,644.78 |
| Average Expenses past 12 months | $1,028,096.27 |
| Average monthly payroll expenses | $751,649.11 |
| YTD Closed Revenue | $11,654,997.83 |
| YTD Closed Expenses | $8,938,178.46 |

CharterVision

# YTD Actual to Budget Summary

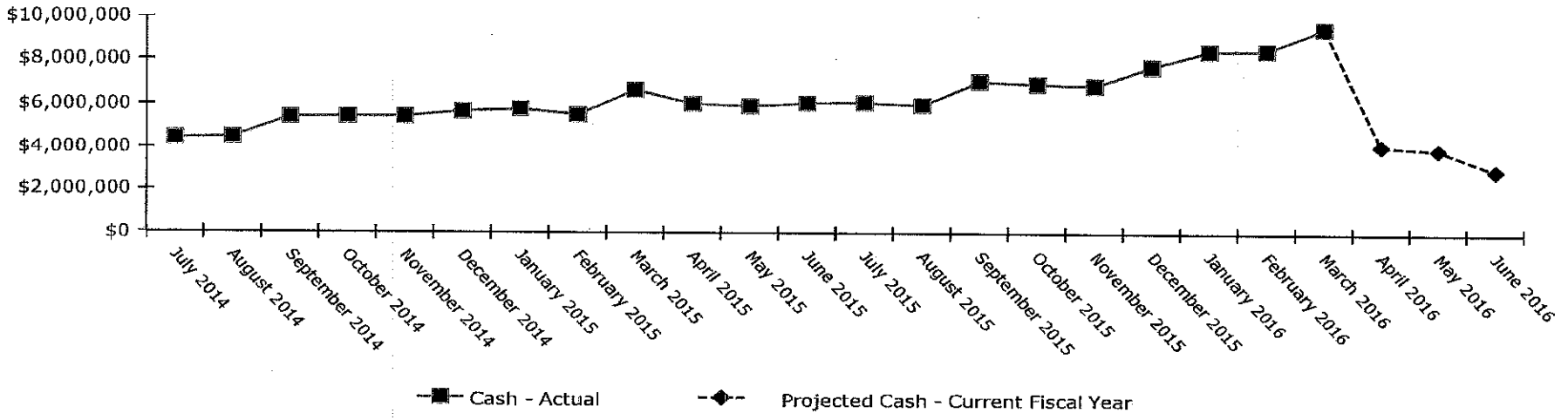
| | July - March | | | | 2015 - 2016 | |
|---|---|---|---|---|---|---|
| **Account Description** | **Actual** | **Budget** | **Variance $** | **Variance %** | **Total Budget** | **Remaining Budget** |
| **Revenue Limit** | $9,758,780 | $9,774,651 | ($15,871) | -0.2% | $12,535,546 | $1,706,917 |
| **Federal Revenue** | $375,421 | $426,403 | ($50,982) | -12.0% | $650,054 | $162,758 |
| **Other State Revenue** | $1,006,586 | $678,302 | $328,284 | 48.4% | $977,103 | ($172,186) |
| **Local Revenue** | $514,210 | $625,797 | ($111,587) | -17.8% | $979,970 | $310,609 |
| **Total Revenue** | $11,654,998 | $11,505,153 | $149,845 | 1.3% | $15,142,673 | $2,008,098 |
| **Certificated Salaries** | $4,155,146 | $4,181,647 | $26,501 | 0.6% | $5,882,617 | $1,727,471 |
| **Classified Salaries** | $1,031,152 | $920,707 | ($110,445) | -12.0% | $1,244,332 | $213,180 |
| **Employee Benefits** | $1,578,544 | $1,652,190 | $73,646 | 4.5% | $2,197,300 | $525,862 |
| **Total Personnel Expenses** | $6,764,842 | $6,754,544 | ($10,298) | -0.2% | $9,324,249 | $2,466,513 |
| **Books and Supplies** | $851,733 | $708,872 | ($142,861) | -20.2% | $1,466,372 | $608,597 |
| **Services & Other Operating Expenses** | $1,321,604 | $1,550,894 | $229,290 | 14.8% | $3,566,024 | $2,121,651 |
| **Capital Outlay** | - | - | - | 0.0% | - | - |
| **Other Outgo** | - | - | - | 0.0% | - | - |
| **Total Operational Expenses** | $2,173,336 | $2,259,766 | $86,429 | 3.8% | $5,032,396 | $2,730,248 |
| **Total Expenses** | $8,938,178 | $9,014,309 | $76,131 | 0.8% | $14,356,645 | $5,196,762 |
| **Net Income** | $2,716,819 | $2,490,844 | $225,975 | 9.1% | $786,029 | ($3,188,663) |



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CharterVision

# Monthly Book Balance Over Time



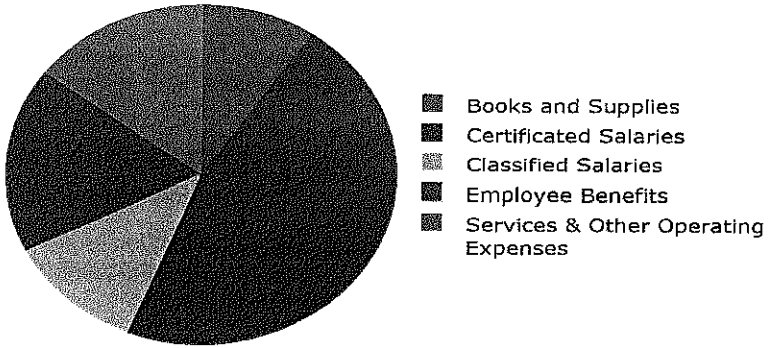

| | Cash Amount | Actual or Projected | | Cash Amount | Actual or Projected |
|---|---|---|---|---|---|
| July 2014 | $4,434,927.59 | Actual | July 2015 | $6,092,789.99 | Actual |
| August 2014 | $4,479,387.83 | Actual | August 2015 | $5,979,125.70 | Actual |
| September 2014 | $5,404,768.75 | Actual | 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 | $9,471,298.81 | Actual |
| April 2015 | $6,020,561.31 | Actual | April 2016 | $4,125,000.00 | Projected |
| May 2015 | $5,914,404.73 | Actual | May 2016 | $3,950,150.00 | Projected |
| June 2015 | $6,067,524.96 | Actual | June 2016 | $2,950,150.00 | Projected |

CharterVision

# Expenses By Category

| Account Group | Description | Total | Percent |
|---|---|---|---|
| 100 | Certificated Salaries | $4,155,145.59 | 46.49% |
| 200 | Classified Salaries | $1,031,152.26 | 11.54% |
| 300 | Employee Benefits | $1,578,544.15 | 17.66% |
| 400 | Books and Supplies | $851,732.90 | 9.53% |
| 500 | Services & Other Operating Expenses | $1,321,603.56 | 14.79% |
| | **Total:** | **$8,938,178.46** | |

**Expenses By Category**





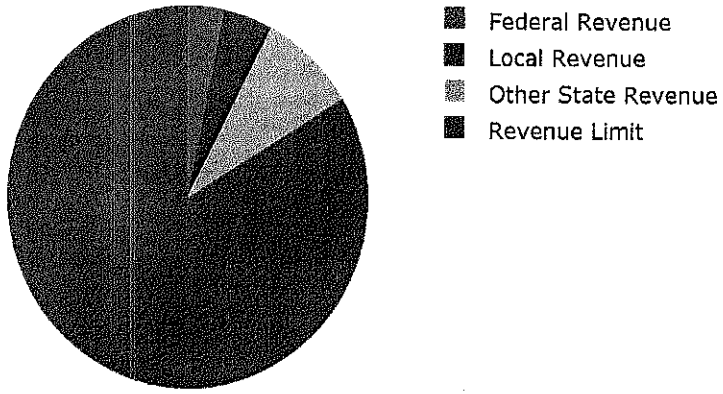

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# Revenue By Category

| Account Group | Description | Total | Percent |
|---|---|---|---|
| 800 | Revenue Limit | $9,758,780.00 | 83.73% |
| 820 | Federal Revenue | $375,421.00 | 3.22% |
| 840 | Other State Revenue | $1,006,586.41 | 8.64% |
| 870 | Local Revenue | $514,210.42 | 4.41% |
| | **Total:** | **$11,654,997.83** | |

**Revenue By Category**

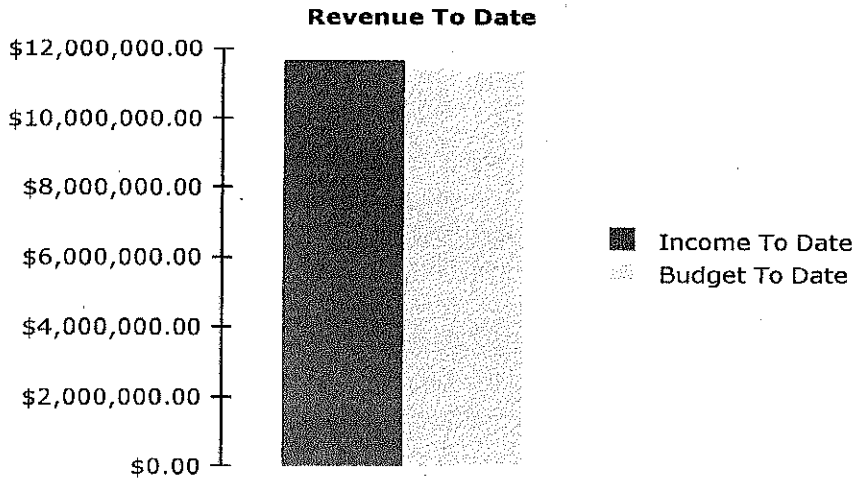


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# Financial Snapshot

***Total Cash on Hand***

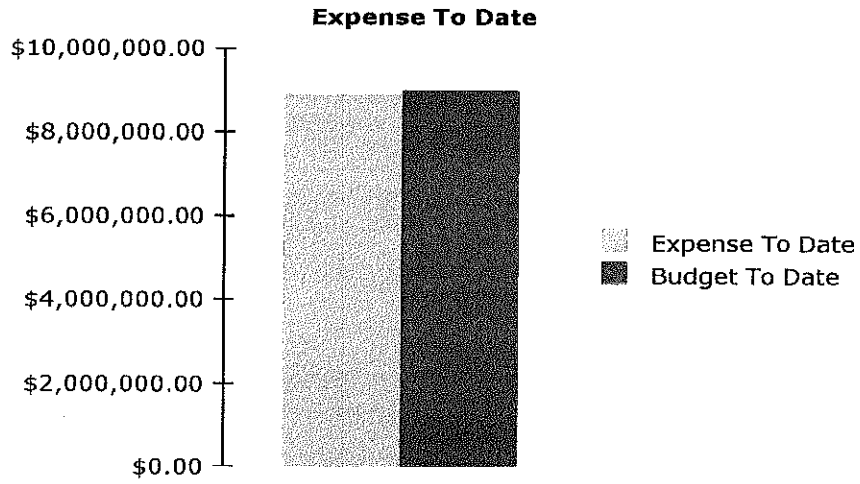
***Book Balance:*** $9,471,299




Revenue $11,654,998

Budget $11,505,153

Revenue To Budget 101 %




Expense $8,938,178

Budget $9,014,309

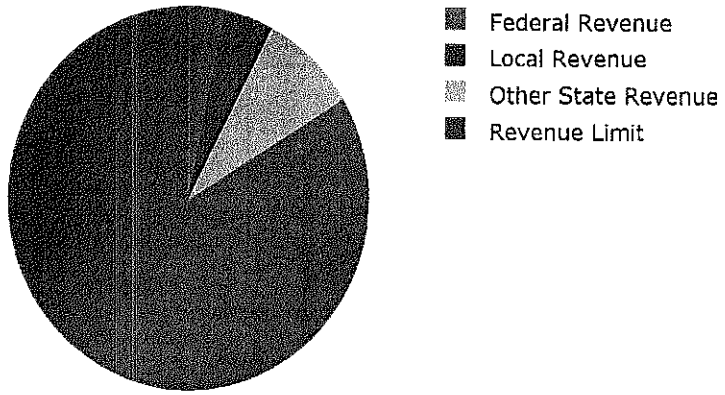
Expense To Budget 99 %

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# Revenue By Category

| Account Group | Description | Total | Percent |
|---|---|---|---|
| 800 | Revenue Limit | $9,758,780.00 | 83.73% |
| 820 | Federal Revenue | $375,421.00 | 3.22% |
| 840 | Other State Revenue | $1,006,586.41 | 8.64% |
| 870 | Local Revenue | $514,210.42 | 4.41% |
| | **Total:** | **$11,654,997.83** | |

**Revenue By Category**



**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 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 :

1. 2015-0216 activities and actions were added in to the "Annual Update"

2. Budget expenditures were included in the "Annual Update" (still in the process of being completed)

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.<br>• OCS School Board conducts public meeting to discuss LCAP, annual update, and 8 priority areas.<br>• OCS engages to English Language Advisory Committee on LCAP annual update<br>• OCS facilitates school staff input and provides professional development on the 8 LCAP priorities of LCAP. Staff reviews annual progress on student achievement<br>• 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.<br>• OCS presents 2015-16 LCAP initial findings to advisory ELAC, SSO and PTO committees. Committees provide additional feedback on findings<br>• OCS leadership team meets analyzes findings and from stakeholder meetings and online surveys.<br>• 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<br>• OCS presents 2015-16 LCAP to School Board for initial review<br>• OCS shares initial advisory ELAC, PTO, SSO, committees |
| May – June 2016 | • OCS holds public hearing to discuss 2015-16 LCAP draft.<br>• OCS presents initial draft of LCAP to advisory committees (SSC & PTO). Public is provided additional venue to offer input and feedback.<br>• OCS School Board Adopts 2015-16 LCAP.<br>OCS submits 2015-16 LCAP to San Diego Unified School District Board. |

| Category A: Conditions of Learning | |
|---|---|
| PRIORITY 1:<br>***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.**<br>• Appropriate teacher assignment (e.g. HQT report)<br>• Sufficient instructional materials<br>• Facilities in good repair |
| PRIORITY 2:<br>***Implementation of State Standards*** | **Implementation of academic content and performance standards adopted by the state board for all pupils.**<br>• All teachers fully credentialed<br>• Students data up to date and used for placement purposes<br>• All classroom materials and curriculum up to date during transition to common core |
| PRIORITY 7:<br>***Course Access*** | **Pupil enrollment in a broad course of study that includes all of the subject areas.**<br>• All students in HS enrolled in A-G curriculum<br>• Additional Advanced Placement Courses (Biology, Calculus, US History, English) |
| **Category B: Pupil Outcomes** | |
| PRIORITY 4:<br>***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).**<br>• Performance on state testing improves each year<br>• Pupil achievement is monitored and reported out to all stakeholders |
| PRIORITY 8:<br>***Other Pupil Outcomes*** | **Pupil outcomes in the subject areas.**<br>**(e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)**<br>• Student are given opportunities to take elective courses and engage in extra-curricular learning to enhance their educational experience |
| **Category C: Engagement** | |

| | |
|---|---|
| PRIORITY 3:<br>***Parental Involvement*** | **Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.**<br>• Fall Parent Night/Spring Open House<br>• California Healthy Kids Survey<br>• Newsletter/Increased parent communication through use of technology<br>• ELAC/PTO/SSC |
| PRIORITY 5:<br>***Pupil Engagement*** | **School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.**<br>• SAY San Diego<br>• Additional School Counselor<br>• Summer school<br>• Cont. Supplemental Educational Tutoring Services |
| PRIORITY 6:<br>***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**<br>• Suspension rates monitored and actions taken to lower disciplinary issues<br>• Restorative Justice implemented and used throughout the school as appropriate to each grade level/age group<br>• 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?

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| **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:**<br>Category A, Priorities 1, 2, 7: Conditions of Learning<br>Category B, Priority 4, 8: Pupil Achievement & Other Pupil Outcomes<br><br>**Basic**: Degree to which teachers are appropriately assigned. Pupils have access to standards-aligned instructional materials.<br><br>**Implementation of State Standards**: implementation of academic content & performance standards<br><br>**Course Access**: Pupil enrollment in a broad course of study<br><br>**Pupil Achievement**: Performance on standardized tests<br><br>**Other Pupil Outcomes**: Pupil outcomes in the subject areas |

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| 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

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| 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:<br>• 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<br>• 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<br>• 100% of high school graduates will have completed all A-G requirements<br>• At least 50% of high school students will have successfully completed at least one Advanced Placement course before graduation<br>• 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 |
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| 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.<br><br>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.<br><br>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.<br><br>Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes.<br><br>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.<br><br>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.<br><br>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.<br><br>Continue to employ and support school counselors to ensure every transferring student is enrolled in | LEA-Wide | _X_ ALL | supplemental/ concentration $301,000<br><br>LCFF 7,341,800 |

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| 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:<br>1. using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff<br>2. implementing co-teaching structures when applicable to meet the needs of diverse students<br>3. provide professional development in identified areas of need throughout the school year<br>4. develop capacity to collect and analyze data to improve teaching and learning<br>5. develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency<br><br>Continue to rent and maintain facilities on campus that offer safe and comfortable classroom areas for students with up-to-date classroom materials (books, music instruments, etc.), textbooks, and supplies in all content areas. Purchase and maintain an additional school bus for enrichment field trips, and employ a driver for two school buses and the school van.<br><br>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.<br><br>Continue to offer before and after school tutoring courses in all grade levels to support student learning including:<br>• Zero period math and ELA courses and the | LEA-Wide | X ALL | supplemental/ concentration $322,000<br><br>LCFF 3,000,000 |

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| purchase of materials necessary to facilitate courses<br>• Additional afterschool tutoring courses to support student learning and remediate basic grade level skills<br>• Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses<br>• Provide a one week Advanced Placement Camp over the summer.<br><br>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.<br><br>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.<br><br>Continue to purchase devices and software as necessary to maintain a 1-1 device-student ratio in all applicable classrooms.<br><br>Continue to purchase the following programs to provide students with practice opportunities and | LEA-Wide | X_ALL | supplemental/ concentration $602,000<br><br>LCFF $650,000 |

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| remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill development, and 21st century technology skills:<br>• Rosetta Stone<br>• Accelerated Reading<br>• Accelerated Math<br>• Typing Agent<br>• Spatial Temporal Math<br>• Reading A-Z & Raz Kids<br>• Reading Eggs<br>• IXL<br><br>Purchase ten additional sets of chromebooks and ten carts for use in K-8 classrooms for state testing and curriculum delivery.<br><br>Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum.<br><br>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 | |
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| 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:<br>• 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<br>• 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<br>• 100% of high school graduates will have completed all A-G requirements<br>• At least 50% of high school students will have successfully completed at least one Advanced Placement course |

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| | before graduation<br>• 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 |
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| Maintain a fully credentialed teaching staff (in each subject area) LEA-wide and lower class sizes when possible in impacted classes/subjects.<br><br>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.<br><br>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.<br><br>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.<br><br>Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes.<br><br>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.<br><br>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. | LEA-Wide | X ALL | supplemental/ concentration $301,000<br><br>LCFF $7,860,000 |

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| 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. | | | |

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| 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:<br>6. using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff<br>7. implementing co-teaching structures when applicable to meet the needs of diverse students<br>8. provide professional development in identified areas of need throughout the school year<br>9. develop capacity to collect and analyze data to improve teaching and learning<br>10. develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency | | | supplemental/ concentration $322,000<br><br>LCFF $3,300,000 |
| Maintain classrooms and school site facilities with up-to-date materials and to ensure student safety. | LEA-Wide | X_ALL | |
| 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:<br>• Zero period math and ELA courses and the purchase of materials necessary to facilitate courses<br>• Additional afterschool tutoring courses to support student learning and remediate basic grade level skills<br>• Additional Saturday school tutoring/homework | | | |

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| assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses<br><br>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. | | | |

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| 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.<br><br>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.<br><br>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.<br><br>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:<br>• Rosetta Stone<br>• Accelerated Reading<br>• Accelerated Math<br>• Typing Agent<br>• Spatial Temporal Math<br>• Reading A-Z & Raz Kids<br>• Reading Eggs<br>• IXL<br><br>Replace and repair technology (iPads and | LEA-Wide | X_ALL | supplemental/ concentration $500,000<br><br>LCFF $400,000 |

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| 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.<br><br>Continue to purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum.<br><br>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

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| 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:<br>• 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<br>• 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<br>• 100% of high school graduates will have completed all A-G requirements<br>• At least 50% of high school students will have successfully completed at least one Advanced Placement course before graduation<br>• 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 |
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| 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.<br><br>Maintain a fully credentialed teaching staff in every content area.<br><br>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.<br><br>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.<br><br>Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes.<br><br>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.<br><br>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.<br><br>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<br><br>LCFF $8,640,000 |

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| 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:<br>11. using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff<br>12. implementing co-teaching structures when applicable to meet the needs of diverse students<br>13. provide professional development in identified areas of need throughout the school year<br>14. develop capacity to collect and analyze data to improve teaching and learning<br>15. develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency | | | supplemental/ concentration $300,000<br><br>LCFF $3,000,000 |
| Maintain safe and secure school facilities for student use and keep classrooms and materials up-to-date and fully functioning.<br><br>Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations.<br><br>Continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation.<br><br>Continue to offer before and after school tutoring courses in all grade levels to support student learning including:<br>• Zero period math and ELA courses and the purchase of materials necessary to facilitate courses<br>• Additional afterschool tutoring courses to support student learning and remediate basic grade level skills | LEA-Wide | X ALL | |

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| • Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses<br><br>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. | | | |

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| 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.<br><br>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.<br><br>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.<br><br>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:<br>• Rosetta Stone<br>• Accelerated Reading<br>• Accelerated Math<br>• Typing Agent<br>• Spatial Temporal Math<br>• Reading A-Z & Raz Kids<br>• Reading Eggs<br>• IXL<br><br>Replace and repair technology (iPads and Chromebooks and technology accessories) as | LEA-Wide | X_ALL | supplemental/ concentration $500,000<br><br>LCFF $400,000 |

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| 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.<br><br>Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum.<br><br>Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment. | | | |

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

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| 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

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| 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 |
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| 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.<br><br>Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English.<br><br>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<br><br>LCFF $11,200 |
| Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements. Continue to maintain and update the school's website.<br><br>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.<br><br>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<br><br>LCFF $3,000 |

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| 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 | |
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| 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 |
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| 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.<br><br>Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English.<br><br>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<br><br>LCFF $3,000 |

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| Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements.<br><br>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.<br><br>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<br><br>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

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| 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 |
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| 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.<br><br>Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English.<br><br>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<br><br>LCFF $3,000 |
| Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements.<br><br>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.<br><br>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<br><br>LCFF $3,000 |

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| 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 |

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| **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:**<br>Category B, Priority 4: Pupil Outcomes<br><br>**Pupil Achievement**: Performance on standardized tests, English Language Learners that become English Proficient, and reclassification rates. |

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| 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

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| Expected Annual Measurable Outcomes: | The O'Farrell Charter School will:<br>• 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)<br>• Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population<br>• 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 |
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| Purchase AVID Excel for English Language Learner support in AVID courses.<br><br>Add AVID Elementary to the LEA's program.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $110,000 |

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| 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.<br><br>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.<br><br>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.<br><br>Continue to employ aides and AVID tutors in impacted classes to assist students.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $122,500<br><br>LCFF $47,000 |

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| 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.<br><br>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.<br><br>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.<br><br>Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students.<br><br>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.<br><br>Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $71,700<br><br>LCFF $30,000 |

| **LCAP Year 2**: 2016-2017 | |
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| 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)<br>• Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population<br>• Increase ELL student performance on the CAASPP by at least 2% from a baseline established in 2014-2015 |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Purchase AVID Excel for English Language Learner support in AVID courses.<br><br>Add AVID Elementary to the LEA's program.<br><br>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.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $110,000 |

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| Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors.<br><br>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.<br><br>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.<br><br>Continue to employ aides and AVID tutors to assist students in class in impacted areas.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $122,500<br><br>LCFF $54,100 |

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| 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.<br><br>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.<br><br>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.<br><br>Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students.<br><br>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.<br><br>Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration<br>$71,700<br><br>LCFF<br>$30,000 |

| LCAP Year 3: 2017-2018 | | | |
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| Expected Annual Measurable Outcomes: | The O'Farrell Charter School will:<br>• 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)<br>• Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population<br>• 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.<br><br>Add AVID Elementary to the LEA's program.<br><br>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.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $110,000 |

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| Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors.<br><br>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.<br><br>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.<br><br>Continue to employ aides and AVID tutors as needed in impacted classes.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $122,500<br><br>LCFF $54,100 |

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| 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.<br><br>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.<br><br>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.<br><br>Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students (PALS conferences).<br><br>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.<br><br>Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support.<br><br>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<br>X Redesignated fluent English proficient | supplemental/ concentration $71,700<br><br>LCFF $30,000 |

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

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| 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

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| 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 |
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| Implement a positive attendance reward system that includes the following:<br>• Rewards each reporting period for students with good and perfect attendance<br>• Reward field trips each semester for good and perfect attendance | LEA-Wide | _X_ ALL<br>including:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient | supplemental/ concentration $23,000 |

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

| **LCAP Year 2**: 2016-2017 | | | |
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| 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 |

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| Implement a positive attendance reward system that includes the following:<br>• Rewards each reporting period for students with good and perfect attendance<br>• Reward field trips each semester for good and perfect attendance | LEA-Wide | _X_ ALL<br>Including:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>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.<br><br>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.<br><br>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<br>Including:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>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.<br><br>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<br>Including:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient | supplemental/ concentration $80,000<br><br>LCFF $20,000 |

| **LCAP Year 3**: 2017-2018 | |
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| 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: | | | |
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| 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:<br>• Rewards each reporting period for students with good and perfect attendance<br>• Reward field trips each semester for good and perfect attendance | LEA-Wide | _X_ ALL<br>Including:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>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.<br><br>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.<br><br>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<br>Including:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient | supplemental/ concentration $7,000 |

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| 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.<br><br>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<br>Including:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient | supplemental/ concentration $80,000<br><br>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.**

<table>
<tr><td>Original GOAL 1 from prior year LCAP:</td><td colspan="2">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.</td><td colspan="2">Related State and/or Local Priorities:<br>Category A, Priorities 1, 2, 7: Conditions of Learning<br>Category B, Priority 4, 8: Pupil Achievement & Other Pupil Outcomes<br><br>Basic: Degree to which teachers are appropriately assigned. Pupils have access to standards-aligned instructional materials.<br><br>Implementation of State Standards: implementation of academic content & performance standards<br><br>Course Access: Pupil enrollment in a broad course of study<br><br>Pupil Achievement: Performance on standardized tests<br><br>Other Pupil Outcomes: Pupil outcomes in the subject areas</td></tr>
<tr><td>Goal Applies to:</td><td colspan="4">Schools: The O'Farrell Charter School<br>Applicable Pupil Subgroups: Low income pupils, English language learners and RFEP, foster youth</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="2">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:<br>• The number of students scoring at grade level and above on annual state assessments in</td><td>Actual Annual Measurable Outcomes:</td><td>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:<br>• The number of students scoring at grade level and above on annual state assessments in math</td></tr>
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| | math increases by at least 1% from a baseline established in 2014-2015<br>• 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<br>• 100% of high school graduates will have completed all A-G requirements<br>• At least 50% of high school students will have successfully completed at least one Advanced Placement course before graduation<br>• 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 | | increased by _____ from a baseline established in 2014-2015<br>• 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<br>• 100% of high school seniors on track to graduate at the end of the 2015-2016 school year have completed all required A-G coursework.<br>• _____ students successfully completed an Advanced Placement course during the 2015-2016 school year.<br>• Staff completed a comprehensive academic assessment with approximately 90% 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 |
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| 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.<br><br>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.<br><br>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.<br><br>Continue to employ additional AVID tutors to assist | | A new Academic Coach was hired in the beginning of the 2015 – 2016 school year to assist with professional learning, develop department chairs to lead instructional improvement efforts, teacher coaching, BTSA mentoring, and to assist in other areas such as ELL coordination and WASC accreditation.<br><br>Professional development was offered in the following areas:<br>• Illuminate (Six participants) training through Illuminate Data System in February 2016<br>• ELA Common Core training (three participants) through SDCOE in November 2015<br>• Co-Teacher training (13 participants) through El Dorado SELPA in February 2016<br>• AP by the Sea in August 2015<br><br>Department chairs (twelve total) were each given one | Academic Coach salary: $77,000<br><br>Professional development: $25,000<br><br>Department chair stipends and release days for professional development and observations: |

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| students during tutorial processes in AVID classes.<br><br>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.<br><br>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.<br><br>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.<br><br>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. | | | release day to observe instruction and offer feedback to teachers within their department.<br><br>Two additional AVID tutors were employed during the 2015-2016 school year to work with student tutorials in AVID classes.<br><br>O'Farrell partnered with SAY San Diego to provide social-emotional services to 278 students in grades YOK through eight, by utilizing services from three advocates. Students served included those with incarcerated parents, foster youth, students in transition, and students with other social-emotional needs.<br><br>100% of O'Farrell teaching staff is credentialed in the subject area in which they taught for the 2015-2016 school year. Class sizes were lowered in several impacted areas, such as lower elementary classes (kindergarten through third grade), reading intervention and math intervention classes, and high school AP courses. The average class sizes in each academy were:<br>• Elementary: 26 students<br>• Middle: 22 students<br>• High: 20 students<br><br>Two school counselors were employed for the 2015-2016 school year to help transferring students obtain appropriate schedules and to assist all students with completion of appropriate coursework and class placement. O'Farrell plans to hire a registrar for the 2016-2017 school year as well. | $19,500<br><br>AVID tutors salary: $30,000<br><br>SAY San Diego contributions to FSS program: $100,000<br><br>Class size reduction and staff credentialing:<br><br>School counselors salary: $100,000 |
| Scope of service: | LEA-Wide | | Scope of service: | LEA-Wide | |

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| _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| 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:<br>16. using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff<br>17. implementing co-teaching structures when applicable to meet the needs of diverse students<br>18. provide professional development in identified areas of need throughout the school year<br>19. develop capacity to collect and analyze data to improve teaching and learning<br>20. develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency<br><br>Continue to rent and maintain facilities on campus that offer safe and comfortable classroom areas for students with up-to-date classroom materials (books, music instruments, etc.), textbooks, and supplies in all content areas. Purchase an additional school bus for enrichment field trips, upkeep school vehicles, and employ a bus driver for the school buses and school van.<br><br>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 | | The school year was extended by two additional instructional days for students and three additional days for staff. Additional staff days were August 25 and 26 and January 19. Additional student days were added on at the end of the traditional school year calendar.<br><br>Additional staff days were used for professional training, differentiated for teachers within each academy. Professional learning focused on the following:<br>• August 25 and 26: Illuminate and Power School program use and application<br>• January 19: AVID strategies, common core standards, and teacher collaboration on assessments and pacing guides<br><br>Facility was repaired as needed and classrooms were supplied with materials in the following areas:<br>• Elementary school playground<br>• Grounds keeping<br>• Temporary classrooms for teachers moving due to construction<br>• New benches for student lunch<br>• Paper and office materials for classrooms<br>• Additional music supplies<br>• Additional bus purchased April 2016<br><br>Spring break was implemented with 120 students in attendance in grades K-8, 4 teachers, and one administrator. High school offered a field trip-based intercession for students in grades 9-12 and utilized grant funds instead of LCFF funds for the program. | Extended school year:<br><br>Classroom and facility maintenance and supplies:<br><br>Spring Intersession $25,000<br><br>Zero Period, Saturday school, and after school tutoring: $23,000<br><br>Foster youth field trips: $1,000<br><br>Curriculum purchases:<br><br>Online programs: |

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| academic assistance and remediation.<br><br>Continue to offer before and after school tutoring courses in all grade levels to support student learning including:<br>• Zero period math and ELA courses and the purchase of materials necessary to facilitate courses<br>• Additional afterschool tutoring courses to support student learning and remediate basic grade level skills<br>• Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses.<br><br>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.<br><br>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.<br><br>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. | | One math and one ELA before school (zero period) was offered for each middle school grade level for a total of six courses, targeting students approaching grade level in math and ELA.<br><br>Afterschool tutoring and homework club was offered in grades one through eight, with a focus on math and ELA skill development. A total of seven after school courses were offered.<br><br>Saturday school was offered in grades K-8 on a drop-in basis. One teacher was hired to teach this class.<br><br>Foster youth were identified during the 2015-2016 school year (there are five students at O'Farrell who are classified as foster youth, but several more, about 30%, who live with someone other than their biological parent) and will attend two to three field trips through Family Support Services during summer 2016. Summer field trip opportunities offer students the ability to connect with peers over the summer, which can help foster youth feel more connected to their school and peers, thus increasing self confidence and school achievement.<br><br>A new curriculum was adopted for grades K-5 in April 2016. Wonders (McGraw Hill) will be used for grades kindergarten through two and Benchmark (Benchmark Education) will be used for grades three through five. Both programs include an electronic component as well as ancillary materials to promote phonics instruction and writing.<br><br>Consumables for Springboard pre-AP courses in middle school were purchased for the 2015-2016 school year.<br><br>Curriculum for high school math and science classes was purchased. | |

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| Continue to purchase devices and software as necessary to maintain a 1-1 device-student ratio in all applicable classrooms.<br><br>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:<br>• Rosetta Stone<br>• Accelerated Reading<br>• Accelerated Math<br>• Typing Agent<br>• Spatial Temporal Math<br>• Reading A-Z & Raz Kids<br>• Reading Eggs<br>• IXL<br><br>Purchase ten additional sets of chromebooks and ten carts for use in K-8 classrooms for state testing and curriculum delivery.<br><br>Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum.<br><br>Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment. | | | 750 additional Chromebooks and 12 accompanying storage carts were ordered for grades one through eight.<br><br>The following programs were purchased to supplement curriculum used in classes in all three academies:<br>• Rosetta Stone: Elementary and Middle Academy<br>• Accelerated Reading: Elementary Academy<br>• Accelerated Math: Elementary Academy<br>• Typing Agent: Middle Academy<br>• Spatial Temporal Math: Elementary Academy<br>• Reading A-Z & Raz Kids: Elementary Academy<br>• Reading Eggs: Elementary Academy<br>• IXL: Middle Academy<br>• Naviance: High Academy<br>• Cappex: High Academy<br><br>An NGSS curriculum was not purchased during the 2015-2016 school year due to a lack of high quality programs available. The O'Farrell Charter School has instead led initiatives with science teachers to study the NGSS and write modifications to the curriculum while utilizing online resources to create an NGSS compliant science program. O'Farrell has plans to adopt a curriculum during the 2016-2017 school year, as more programs and research-based materials will become available. | | |
| Scope of service: | LEA-Wide | | Scope of service: | LEA-Wide | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other | | |

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| __Other Subgroups:(Specify)_____ | Subgroups:(Specify)_____ |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The O'Farrell Charter School decided to wait an additional year before purchasing an NGSS curriculum due to the scarcity of quality materials available for purchase in this content area. Staff will continue to attend trainings and modify current curriculum as need in the interim period. |

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| Original GOAL 2 from prior year LCAP: | Increase the percentage of parents involved in school events. | **Related State and/or Local Priorities:**<br>Category C, Priority 3: Engagement<br><br>**Parental Involvement**: Efforts to seek parent input in decision making and to promote parent participation in programs |
| Goal Applies to: | Schools: The O'Farrell Charter School<br>Applicable Pupil Subgroups: Low income pupils, English language learners and RFEP, foster youth | |

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| 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. | Actual Annual Measurable Outcomes: | The O'Farrell Charter School's parent participation in school events lowered from the previous year, with an average of ten parents attending each parent involvement meeting according to parent meeting sign-in sheets for ELAC, PTO, and SSC. Approximately 500 family members attended Back to School Night, approximately 500 family members attended the Family Fun Day BBQ, approximately 275 family members attended Literacy Night, approximately 300 family members attended the Fall Festival, and approximately 350 family members attended the Spring Open House. This attendance averaged to a 94% combined participation rate school-wide in all family/parent events. |

**LCAP Year**: 2015-2016

| Planned Actions/Services | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|
| Continue to provide a minimum of four parent workshops (including common core curriculum nights, college application nights, etc.) and one open house | | Common core curriculum nights were conducted on October 26, 2015 and April 11, 2016 for families in all three academies. A sex education curriculum review | |

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| each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising.<br><br>Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English.<br><br>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.<br><br>Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements.<br><br>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.<br><br>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. | | night was held on April 28, 2016, and _____.<br><br>Family Support Services offers twelve parenting classes during the 2015-2016 school year: six in English and six in Spanish, every month.<br><br>Family Events and parent meetings were held on the following dates:<br>• Back To School Night: September 3, 2015<br>• Fall Festival: October 30, 2015<br>• Literature Night: November 3, 2015<br>• Family Fun Day BBQ: March 9, 2016<br>• Spring Open House: April 19, 2016<br>• PTO/SSC Meetings: September 25, October 26, November 19, December 17, January 28, February 25, March 24, April 28, and May 26<br>• ELAC Meetings: _____<br><br>O'Farrell utilized a phone/communication system to notify parents of school information and notices every week and a text system to notify parents of upcoming events. A communication system was also used to dial out to parents of absent students each day.<br><br>O'Farrell purchased 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 were purchased and used throughout the 2015-2016 school year. Progress reports were mailed out on the following dates to all students:<br>• October 22<br>• December 10<br>• February 4<br>• March 17<br>• May 4<br>• June 23 | Parent/Family events:<br><br>Dial-out/text system:<br><br>Bumper stickers, postage, postcards, mailing materials, and supplies: |

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| Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | | | Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| 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. | | | The following committees were held and met at the following times throughout the 2015-2016 school year. Promotional materials such as marquee announcements, emails, phone calls, flyers, and community service offerings were created:<br>• Parent-Teacher-Organization: Every month during the 2015-2016 school year<br>• School-Site-Council: Every month during the 2015-2016 school year<br>• English Language Advisory Committee: Every other month during the 2015-2016 school year<br>• Donuts with Dr. Dean: Every month during the 2015-2016 school year | ELAC, PTO, SSC, Donuts with Dean:<br><br>Aides yearly OT for ELAC $600 |
| Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | No changes were made during the 2015-2016 school year in this area. Plans to continue to increase parental involvement with new events and parent involvement nights will continue throughout the upcoming school year. | | | |

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| Original GOAL 3 from prior year LCAP: | 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:**<br>Category B, Priority 4: Pupil Outcomes<br><br>**Pupil Achievement**: Performance on standardized tests, English Language Learners that become English Proficient, and reclassification rates. |
| Goal Applies to: | Schools: The O'Farrell Charter School<br>Applicable Pupil Subgroups: English language learners and RFEP | |

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| Expected Annual Measurable Outcomes: | The O'Farrell Charter School will:<br>• 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)<br>• Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population<br>• Increase ELL student performance on the CAASPP by at least 1% from a baseline established in 2014-2015 | Actual Annual Measurable Outcomes: | The O'Farrell Charter School decreased the number of long term (classified for five or more years) by ___%.<br><br>The O'Farrell Charter School reclassified ___ students in May of the 2015-2016 school year, which is ___% of the school's English Language Learner population.<br><br>140 ELLs took the CAASPP test during the 2014-2015 school year. A baseline was established for ELL performance on the CAASPP during the 2014-2015 school year, with the following student outcomes:<br><br>Math<br>• Standards Exceeded: 3 (2%)<br>• Standards Met: 21 (15%)<br>• Standards Nearly Met: 38 (27%)<br>• Standards Not Met: 82 (59%)<br><br>ELA<br>• Standards Exceeded: 0 (0%)<br>• Standards Met: 12 (8%)<br>• Standards Nearly Met: 37 (26%)<br>• Standards Not Met: 87 (62%)<br><br>CAASPP scores will be released in June of 2016, at which point The O'Farrell Charter School will determine its progress in this area. |

**LCAP Year**: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| Purchase AVID Excel for English Language Learner | Budgeted | AVID strategies were implemented in the Elementary | Estimated |

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| support in AVID courses.<br><br>Add AVID Elementary to the LEA's program.<br><br>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.<br><br>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.<br><br>Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors.<br><br>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.<br><br>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.<br><br>Continue to employ aides and AVID tutors in impacted classes to assist students. | Expenditures | Academy during the 2015-2016 school year through onsite professional development, AVID summer institute (July 2015), and AVID National Conference (January 2016).<br><br>A new reclassification system was created by the leadership team in winter 2015 to be implemented during the 2015-2016 school year. The ELL team and Title III Coordinator worked to reclassify and support students in the school's ELL program throughout the school year.<br><br>Library resources were updated with the purchase of class novel sets for middle school and elementary school, additions to the school's nonfiction collection, and additions to the high school's fiction collection.<br><br>Two classroom aides were employed during the 2014-2015 school year summer school program and two aides will be employed for the 2015-2016 school year summer school program to assist students in grades kindergarten through eight. Additional ELL aides were hired for the 2015-2016 school year such that a total of five ELL aides were employed to assist students in grades kindergarten through twelve.<br><br>AVID tutors were employed to assist with tutorials in AVID courses in the middle and highs school.<br><br>The instructional leadership team monitored student achievement, placement, and resource allocation throughout the 2015-2016 school year to ensure course access was equitable, student supports were put into place to promote student learning, and teaching practices were monitored frequently to note areas of strength and improvement. | Actual Annual Expenditures<br><br>AVID professional development (National conference and summer institute): $10,000<br><br>Classroom aides for summer school: $2,800<br><br>Additional ELL aides (additional salary after Title III funds are exhausted): $28,000<br><br>AVID tutors: $30,000 |

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| 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. | | | | |
| Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | | | Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| 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.<br><br>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.<br><br>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.<br><br>Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students.<br><br>Continue year-long professional learning for | | | ELL aides (and all paraprofessionals) were provided with two, five-hour professional development workshops to target instructional strategies for struggling students.<br><br>Department chairs were sent to professional learning workshops at the San Diego County Office of Education to continue common core curriculum development.<br><br>PALS conferences were conducted with at least 80% of the school's student population during the month of September. During this time, individual instructional plans were created for every student as well as an extensive review of academic history and goal setting for the upcoming school year.<br><br>Professional learning took place throughout the 2015-2016 school year with an emphasis on the following areas:<br>• Peer observation<br>• Formative assessment<br>• Differentiation | Professional Development: |

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| 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.<br><br>Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support.<br><br>Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops. | | • AVID methodologies<br>• Writing and text annotation<br><br>___ staff members attended AVID summer institute prior to the 2015-2016 school year.<br><br>15 staff members attended the California Charter School Association's annual conference and professional learning workshop in March 2016. | |
| Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | AVID Excel was not purchased during the 2015-2016 school year due to a relocation of staffing in other areas such as paraprofessional support and to reduce class sizes in middle and high school. More professional learning for staff was offered in-house during the 2015-2016 school year than through outside sources. Professional learning was lead by the Academic Coach and was targeted to specific areas of need as identified by administration and members of the leadership team. Plans for the upcoming school year include a professional learning plan that will target developing leadership skills among the leadership team (including department chairs and family leaders) and ensuring 100% of the teaching staff earn critical reading AVID certification. | | |

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| Original GOAL 4 from prior year LCAP: | Increase student attendance rates school-wide and decrease the number of out-of-school suspensions. | **Related State and/or Local Priorities:**<br>Category C, Priority 5 & 6: Pupil Engagement & School Climate<br><br>**Pupil Engagement**: School attendance rates and graduation rates |

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| | | **School Climate**: Pupil suspension rates, expulsion rates, safety, and school connectedness |

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

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| 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%. | Actual Annual Measurable Outcomes: | The O'Farrell Charter School recorded a total of ___ suspensions during the 2015-2016 school year, a ___% change from the previous year.<br><br>The number of students missing 16 days or more over the course of the 2015-2016 school year in all three academies totaled ___, a ___% change from the previous school year. |

**LCAP Year**: 2015-2016

| Planned Actions/Services | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|
| Implement a positive attendance reward system that includes the following:<br>• Rewards each reporting period for students with good and perfect attendance<br>• Reward field trips each semester for good and perfect attendance<br><br>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.<br><br>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.<br><br>Continue to appoint the necessary personnel and | | A positive attendance and behavior system was put into place that utilized grade-appropriate incentives to promote increased attendance and decreased behavior infractions. Reward field trips were given to approximately 650 students with good attendance in May-June 2016.<br><br>Restorative justice techniques were developed by family leaders and members of the leadership team and students with discipline concerns were counseled and assigned alternatives to suspension whenever possible.<br><br>Disciplinary issues were tracked using the school's Power School system and EdClick, a web-based behavior tracking system. | EdClick and Powerschool online programs: |

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| purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions. | | | | |
| Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | | | Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| 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.<br><br>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.<br><br>Provide additional student enrichment field trips that align to school-wide curricular and behavioral goals | | | Parent education classes were offered and mentioned more in depth in goal three. Approximately 150 students attended sixth grade camp in March 2016. Approximately 150 ninth grade and 90 twelfth grade students attended a yearly retreat. | Camps and retreats: |
| Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA-Wide<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of | The O'Farrell Charter School is reconsidering its efforts to involve parents in school events. Providing | | | |

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| reviewing past progress and/or changes to goals? | parent education courses at various times throughout the day (morning, afternoon, and evening) is one consideration in an effort in involve parents in school business and operations and to seek additional input. The positive behavior plan put in place in each academy helped decrease the number of suspensions school wide and will be an area of focus for the upcoming school year to improve these efforts even more. |

**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.)

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| Total amount of Supplemental and Concentration grant funds | $12,723,857 |
| | |

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.

| 51.97 | % |
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## 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]

**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.<br><br>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:<br>***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.**<br>• Appropriate teacher assignment (e.g. HQT report)<br>• Sufficient instructional materials<br>• Facilities in good repair |
| PRIORITY 2:<br>***Implementation of State Standards*** | **Implementation of academic content and performance standards adopted by the state board for all pupils.**<br>• Staff common core state standards training<br>• Adoption of common core aligned Edgenuity online curriculum |
| PRIORITY 7:<br>***Course Access*** | **Pupil enrollment in a broad course of study that includes all of the subject areas.**<br>• All HS students have access to A-G curriculum |
| **Category B: Pupil Outcomes** | |
| PRIORITY 4:<br>***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).**<br>• NWEA maps assessment<br>• Strategy of the month staff professional development<br>• Hired a program administrator, instruction/curriculum coach (T. DeGraffenreid)<br>• Two additional English Language Learner aides<br>• Skills and strategies intervention class |
| PRIORITY 8:<br>***Other Pupil Outcomes*** | **Pupil outcomes in the subject areas.**<br>**(e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)**<br>• Addition of technology equipment<br>• Expanded Professional development -Next Generation Science Standards/Stem/AVID/AP summer institute/Charter School Conference, etc.) |

| | |
|---|---|
| | Category C: Engagement |
| PRIORITY 3:<br>***Parental Involvement*** | **Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.**<br>• Fall Parent Night/Spring Open House<br>• Newsletter/Blog Increased parent communication through use of technology<br>• ELAC/PTO/SSC |
| PRIORITY 5:<br>***Pupil Engagement*** | **School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.**<br>• SAY San Diego<br>• Additional School Counselor<br>• Summer school<br>• Cont. Supplemental Educational Tutoring Services |
| PRIORITY 6:<br>***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**<br>• New online survey for parents, students and staff members concerning school safety |

**Timeline:**

| 2014-15 Locally Controlled Accountability Plan (LCAP) timeline | |
|---|---|
| January-<br>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.<br>• OCS School Board conducts public meeting to discuss LCAP, annual update, and 8 priority areas.<br>• OCS engages to English Language Advisory Committee on LCAP annual update<br>• OCS facilitates school staff input and provides professional development on the 8 LCAP priorities of LCAP. Staff reviews annual progress on student achievement<br>• 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.<br>• OCS presents 2014-15 LCAP initial findings to advisory ELAC, SSO and PTO committees. Committees provide additional feedback on findings<br>• OCS leadership team meets analyzes findings and from stakeholder meetings and online surveys.<br>• 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<br>• OCS presents 2014-15 LCAP to School Board for initial review<br>• OCS shares initial advisory ELAC, PTO, SSO, committees |
| May 2015 | • OCS holds public hearing to discuss 2014-15 LCAP draft.<br>• OCS presents initial draft of LCAP to advisory committees (SSC & PTO). Public is provided additional venue to offer input and feedback.<br>• OCS School Board Adopts 2014-15 LCAP.<br>• 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:<br>1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $3,000 |
| Implement parent nights focused on academics, college preparatory advising, and access to post secondary options | LEA-Wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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:<br>1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__<br>COE only: 9__ 10__<br>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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $8,228 |
| | LEA-Wide | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | | | |
|---|---|---|---|
| | | | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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:<br>1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__ |

| | | |
|---|---|---|
| | actions will be taken to remediate academic deficiencies as needed. | COE only: 9__ 10__<br>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<br>OR:<br>__Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $5,000 |
| Foster youth will receive case management and counseling from Family Support Services and SAY San Diego | LEA-Wide | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |

| | | | |
|---|---|---|---|
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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:<br>1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__<br>COE only: 9__ 10__<br>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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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:<br>1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_<br>COE only: 9__ 10__<br>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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $38,000 |
| Implement an extended school track to support blending, student-centered learning. | LEA-Wide | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | | | |
|---|---|---|---|
| | | | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__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: May 9, 2016**
**Discussion Item 4**

**DISCUSSION:** Hands United For Children 5th Annual Fundraising Gala

Please join us for the

## 5th Annual Fundraising Gala

**Friday, May 13, 2016 | 6 – 10 pm**
**The Prado Ballroom at Balboa Park**

Hosted Cocktail Reception & Silent Auction

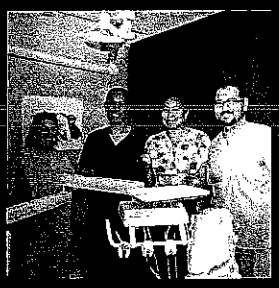
Three-Course Gourmet Dinner & Live Auction

Live Entertainment

**Your charitable contribution benefits:**



**The Children's Nature Retreat**
San Diego County



**HUFC Dental Clinic**
Southeast San Diego



**The HUFC Preschool & Nursery**
Burkina Faso, West Africa

Tickets: $195 per person. $1,500 per table. Cocktail attire.

For details and to buy your tickets online, please visit
**HandsUnited4Children.org**
or email matilde@handsunited4children.org

Mail checks to: Hands United For Children
5178 Japatul Spur, Alpine, CA 91901

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501(c)3 non-profit organization

**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Discussion Item 5**

**RECOMMENDATION:** Review the 2016-2017 Board of Directors meeting calendar. All meetings will be held at The O'Farrell Charter School in the Library Classroom unless noted otherwise.

August Board Retreat: Saturday, August 6, 13, 20 or 27

September 12, 2016

October 3, 2016

December 5, 2016

January 9, 2017

February 6, 2017

March 6, 2017

April 10, 2017

May 9, 2016

June 6, 2016

1. Board meetings could possibly be cancelled if no significant action needs to be taken.
2. Closed Session begins at 5:00 p.m. Adjourn to Public Session at 5:30 p.m.

**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Discussion Item 6**

**RECOMMENDATION:** Review our Internal Control Policy.

**BACKGROUND INFORMATION:**

As we grow we need to continue to revise our internal control policies to make sure we have a process in place that provides a comprehensive and cohesive process that protects public monies.

**CURRENT INFORMATION:**

Example of Cash Receipt Procedures

1. All mail received at this location is opened by the Administrative Assistant.

2. A check log is kept by the Administrative Assistant. The payer, check number, check date and amount are logged for each check.

3. The Accountant should compare the check log with the checks received from the Administrative Assistant. The account log is signed be the person receiving the checks. A copy of the log is included with the checks and supporting documentation to the Accountant for further processing. Administrative Assistant keeps the original log.

4. The Accountant prepares the checks for deposit. Deposits are made once a week. Courier picks up the deposits on Thursday. The check log should be included as supporting documentation.

5. On the day the checks are deposited, the Accountant will prepare a Revenue Allocation is for CSMCI with the coding. Copies of checks should be included for large or unusual checks. The Revenue Allocations and copies sent to CSMCI on the same day the deposit is made.

6. Any checks that have not been deposited are secured in the safe at the end of the day. A log should be maintained of checks being stored in the safe.

**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Consent Calendar Item 1**

**RECOMMENDATION: Approve the Minutes from the April 11, 2016 Board of Directors meeting.**

# MINUTES
## April 11, 2016

| | |
|---|---|
| **Members Present:** | Christian Scott, Tim Katzman, Shar Dela Cruz, Agnes Barrelet<br>Delano Jones (left at 7 p.m.) |
| **Members Absent:** | 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 5:24 p.m.

## II. CLOSED SESSION
Christian Scott called closed session to order at 5:25 p.m.

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

## RECONVENE TO OPEN SESSION
Christian Scott reconvened to open session at 6:50 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**
   Christian Scott announced that the board members approved Dr. Dean's request to purchase property at 5275 Market St., San Diego, CA and property at 5125 Market St., San Diego, CA in the amount not to exceed $5 million in order to open a new K-8 school. Christian Scott moved and Agnes seconded. Motion carried 5-0-0.
   Ayes: Scott, Jones, Dela Cruz, Barrelet, Katzman
   Nayes: None
   Absent: Logan
   Abstain: None

3. **In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: SALARY AND HEALTH AND WELFARE MATTERS**
   Discussed. No action taken.

## IV. PLEDGE OF ALLEGIANCE
Christian Scott 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: Scott, Jones, Dela Cruz, Barrelet
Nayes: None
Absent: Logan, Katzman (stepped out)
Abstain: None

## VIII. DISCUSSION ITEMS
1. Superintendent Announcements
2. Charter Vision Board Report
3. LCAP discussion
4. Parent board member
5. Possible future locations for Ingenuity Charter School
6. New bus purchase
7. Concept development schedule and partial costs of a possible TK-8 School

## IX. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS
1. **Approval of Minutes from the April 11, 2016 Board of Directors meeting**
2. **Approve/ratify recommended actions on the personnel activity list**
3. **Approve/ratify check registers**

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

## X. ACTION ITEMS

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

   Ratified. Agnes Barrelet moved and Tim Katzman seconded. Motion carried 4-0-0.
   Ayes: Scott, Dela Cruz, Barrelet, Katzman
   Nayes: None
   Absent: Logan, Jones
   Abstain: None

2. **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.**

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

3. **Approving Education Protection Account (EPA) spending plan for The O'Farrell Charter School through June 30, 2015.**
   Approved. Tim Katzman moved and Shar Dela Cruz seconded. Motion carried 4-0-0.
   Ayes: Scott, Dela Cruz, Barrelet, Katzman
   Nayes: None
   Absent: Logan, Jones
   Abstain: None

4. **Approving Education Protection Account (EPA) spending plan for Ingenuity Charter through June 30, 2015.**
   Approved. Tim Katzman moved and Shar Dela Cruz seconded. Motion carried 4-0-0.
   Ayes: Scott, Dela Cruz, Barrelet, Katzman
   Nayes: None
   Absent: Logan, Jones
   Abstain: None

## XI. ROUNDTABLE

1. Placing a new Ingenuity Resource Center location on the next agenda
2. Place as a discussion item for next board meeting a possible new classroom, staff lounge, and meeting room
3. Place as a discussion item about changing the corporate name from The O'Farrell Charter Schools" to "The O'Farrell Charter Public Schools"

## XII. ADJOURNMENT

Christian Scott adjourned open session at 7:32 p.m.

**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Consent Calendar Item 2**

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

## NEW HIRES

| Name | Position | Date |
|---|---|---|
| Davis, Jennifer | Long-Term Substitute | 4/28/16 |

## RESIGNATION/NON-RENEWAL

| Name | Position | Date |
|---|---|---|
| Zamora, Elisa | Special Education Aide | 4/15/16 |

**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Consent Calendar Item 3**

## Consolidated Registers for The O'Farrell Charter School and Ingenuity Charter School

**RECOMMENDATION:** Ratify Monthly Check Registers

| General Account | | | | |
|---|---|---|---|---|
| **Check#** | **Date** | **Vendor Name** | **Transaction Description** | **Check Amount** |
| 1289 | 4/1/2016 | San Diego County Music Exchange | Musical instruments repairs | $553.10 |
| 1290 | 4/1/2016 | Girl Force USA | DIVE club services | $400.00 |
| 1291 | VOIDED | | | |
| 1292 | 4/7/2016 | San Diego UT | Contracted services for advertising | $4,050.00 |
| 1293 | 4/7/2016 | Jose's Mobil | Bus repair | $521.24 |
| 1294 | 4/7/2016 | Girl Force USA | DIVE club services | $400.00 |
| 1295 | 4/8/2016 | El Dorado County | BTSA Program teacher enrollment | $2,000.00 |
| 1296 | 4/8/2016 | Rhonda Stephens | Glee Club Services for DIVE | $1,925.00 |
| 1297 | 4/13/2016 | RJ Brown Services | Painting services for Ingenuity | $1,350.00 |
| 1298 | 4/13/2016 | Viet Mai | DIVE Poetry Club services | $1,000.00 |
| 1299 | 4/18/2016 | San Diego Area Writing | Registration fee for Mayer, Kowalski, Hopkins | $75.00 |
| 1300 | 4/18/2016 | Julia LeBlanc | Cooking Club Services for ASES & ASSETS | $700.00 |
| 1301 | 4/26/2016 | DCT Holdings LLC | Security deposit and lease for Ingenuity site | $7,492.00 |

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 | Cleared | $79.92 | 4300-020-14-600 | Materials and Supplies | REIMB - Donuts LCAP Attendance Awards | **$79.92** |
| 10003238 | 3/1/2016 | CDW-Government | Cleared | $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 | Cleared | $2,936.80 | 4400-020-00-000 | Noncapitalized Equipment | Mag One Radio QTY 15 | **$2,936.80** |
| 10003240 | 3/1/2016 | Chris Colton | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $569.29 | 4300-020-00-800 | Materials and Supplies | Seat Covers, Tissue, Kellenline 2 Ply, ETC | **$569.29** |
| 10003252 | 3/1/2016 | Michael Whitley | Cleared | $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 | Cleared | $451.22 | 4300-020-00-000 | Materials and Supplies | REIMB - (70) Restroom Keys for High School | **$451.22** |
| 10003254 | 3/1/2016 | Candace Austin | Cleared | $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 | Cleared | $21,925.15 | 9504-010 | Accrued PERS | February 2016 PERS | **$21,925.15** |
| 10003256 | 3/2/2016 | State Teachers Retirement System | Cleared | $106,344.38 | 9503-010 | Accrued STRS | February 2016 STRS | **$106,344.38** |
| 10003257 | 3/8/2016 | Guardian | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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. | Cleared | $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 | Cleared | $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 | Cleared | $15,471.97 | 4400-020-65-000 | Noncapitalized Equipment | IMAC -Qty 10 | **$15,471.97** |
| 10003270 | 3/11/2016 | San Diego Facility Maintenance, Inc | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $775.00 | 5805-020-00-000 | Legal Services and Audit | Final Billing -2014-15 Annual Audit | **$775.00** |

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|---|---|---|---|---|---|---|---|---|
| 10003274 | 3/17/2016 | Accrediting Commission for Schools | Cleared | $650.00 | 5800-020-00-000 | Professional/Consulting Services and Operating Expenditures | Initial Visit 15/16 | **$650.00** |
| 10003275 | 3/17/2016 | AVID Center | Cleared | $3,675.00 | 4300-020-00-000 | Materials and Supplies | Avid Contr Fees | **$3,675.00** |
| 10003276 | 3/17/2016 | Aztec Leasing, Inc. | Cleared | $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 | Cleared | $4,248.00 | 5800-020-00-000 | Professional/Consulting Services and Operating Expenditures | Security Office 01/06/16 - 01/25/16 | **$4,248.00** |
| 10003279 | 3/17/2016 | Bernie Balikian | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $217.88 | 4315-020-00-809 | Classroom Materials and Supplies | Biology Class Supplies | **$217.88** |
| 10003286 | 3/17/2016 | Eduardo Cuan | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $64.00 | 5800-020-00-206 | Professional/Consulting Services and Operating Expenditures | Varsity Soccer Official 02/04/16 | **$64.00** |

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| 10003293 | 3/17/2016 | Randall L. Jones | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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. | Cleared | $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 | Cleared | $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 | Cleared | $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. | Cleared | $981.54 | 5810-020-01-000 | Educational Consultants | January 2016 SES Tutoring | **$981.54** |
| 10003310 | 3/17/2016 | Mary Skrabucha | Cleared | $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 | Cleared | $769.64 | 5605-020-00-000 | Equipment Rental/Lease Expense | Copier Contract: 34821 Charges & Copies | **$769.64** |
| 10003312 | 3/17/2016 | Guillermo Amaya Salcido | Cleared | $64.00 | 5800-020-00-206 | Professional/Consulting Services and Operating Expenditures | Boys Varsity Soccer Official 01/26/16 | **$64.00** |

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| 10003313 | 3/17/2016 | San Diego County Office of Education | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $774.79 | 5605-020-00-000 | Equipment Rental/Lease Expense | Printer Usage - January 2016 | **$774.79** |
| 10003317 | 3/17/2016 | Carlos Tapia | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $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 | Cleared | $1,215.00 | 5600-030-00-000 | Space Rental/Leases Expense | Apr 2016 Rent | **$1,215.00** |
| 10003325 | 3/23/2016 | Julie Jane Joinson | 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 | Cleared | $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 | Cleared | $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 | Cleared | $1,232.32 | 4200-020-14-000 | Books and Other Reference Materials | Library Books | **$1,232.32** |
| 10003329 | 3/31/2016 | CDW-Government | Cleared | $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 | Cleared | $60.00 | 3403-020-00-000 | Health & Welfare Benefits | February 2016 COBRA Admin Services | **$60.00** |
| 10003331 | 3/31/2016 | Alec Hopkins | Cleared | $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** |

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| 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 | Cleared | $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 | Cleared | $2,374.11 | 4200-020-14-000 | Books and Other Reference Materials | Library Books | **$2,374.11** |
| 10003336 | 3/31/2016 | Brian Rainey | Cleared | $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 | Cleared | $126.39 | 5200-020-14-000 | Travel and Conferences | REIMB - Mileage | **$126.39** |
| 10003339 | 3/31/2016 | Varsity Spirit, LLC | Cleared | $822.16 | 4300-020-62-800 | Materials and Supplies | Fitness Shirts for DIVE Club - Adult Unisex, Screen Print ET | **$822.16** |
| | | | **Total Check Amount** | **$385,307.17** | | | **Total GL Amount** | **$358,356.15** |

**BOARD OF DIRECTORS AGENDA ITEM**
**Agenda Date: May 9, 2016**
**Consent Calendar Item 4**

**RECOMMENDATION**: Award the contract to support the operations of Family Support Services for 2016-2017 in the amount not to exceed $91,652 to the County of San Diego.

**BACKGROUND INFORMATION:**

The O'Farrell Charter School is in a 20-year partnership with the Community Action Partnership (CAP) of San Diego County's Department of Health and Human Services to operate the Family Support Services program.

O'Farrell and CAP selected Social Advocates for Youth (SAY) to operate Family Support Services. CAP administers the contract with SAY and monitors the performance benchmarks required of SAY to receive payment.

**CURRENT INFORMATION:**

The COUNTY shall: Contract with SAY San Diego to provide personnel to staff Family Support Services at The O'Farrell Charter School.

Through the SAY staff assigned to Family Support Services at O'Farrell, provide services to the SCHOOL, including the following:

- Engaging in extensive outreach to parents, local community groups and service agencies, local businesses, and local governmental offices by:
- Working with educational families and the Board of Directors to identify family needs.
- Developing services in cooperation with community organizations to address needs.
- Developing and providing specific activities to include but not be limited to:

    - Crisis intervention
    - Positive parenting workshops
    - Staff training
    - Conflict resolution
    - Self-esteem development
    - Cross-cultural understanding
    - Drug abuse prevention
    - Delinquency and gang prevention
    - Bullying prevention
    - Sexual harassment prevention
    - Developing mechanisms to increase opportunities for parental involvement at The O'Farrell Charter School
    - Community referrals

**ADDITIONAL DATA:**

SAY will have the following employees working on our campus next year: Mary Skrubucha, coordinator and three advocates: Diana Sandoval, Mardene Esparza, and Belvien Sumabat

**AGREEMENT BETWEEN THE**
**THE O'FARRELL CHARTER SCHOOL**
**AND**
**COUNTY OF SAN DIEGO**
**2016-2017**

This agreement, entered into on this 9th day of May, 2016, by and between THE O'FARRELL CHARTER SCHOOL, 6130 Skyline Drive, San Diego, California 92114, hereinafter referred to as SCHOOL, and the COUNTY OF SAN DIEGO, 1600 Pacific Highway, San Diego, California 92101, hereinafter referred to as COUNTY.

WITNESSETH

WHEREAS, The O'Farrell Charter School is a charter school focused on meeting both the Academic and Social/Emotional needs of all students; and services; and

WHEREAS, a formal partnership has been initiated between The O'Farrell Charter School and the County of San Diego Health and Human Services Agency to meet these needs; and

WHEREAS, the Board of Directors for O'Farrell has recommended the selection of Social Advocates for Youth (SAY) San Diego to operate a school-based self-sufficiency program known as Family Support Services after a competitive procurement process completed in July 2003; and

NOW, THEREFORE, the parties hereto do mutually agree as follows:

I

RESPONSIBILITIES OF THE COUNTY

The COUNTY shall:

A. Contract with SAY San Diego to provide personnel to staff Family Support Services at The O'Farrell Charter School.

B. Through the SAY staff assigned to Family Support Services at O'Farrell, provide services to the SCHOOL, including the following:

1. Engaging in extensive outreach to parents, local community groups and service agencies, local businesses, and local governmental offices by:

a. Working with educational families and the Board of Directors to identify family needs.

b. Developing services in cooperation with community organizations to address needs.

c. Developing and providing specific activities to include but not be limited to:

- Crisis intervention
- Positive parenting workshops
- Staff training
- Conflict resolution
- Self-esteem development
- Cross-cultural understanding
- Drug abuse prevention
- Delinquency and gang prevention
- Bullying prevention
- Sexual harassment prevention
- Developing mechanisms to increase opportunities for parental involvement at The O'Farrell Charter School

- Community referrals

2. Interfacing with THE O'FARRELL CHARTER SCHOOL by developing opportunities for students, parents, staff, and the general community to become involved and contribute to the quality of life in the THE O'FARRELL CHARTER SCHOOL by:

a. Assisting the school in educating the THE O'FARRELL CHARTER SCHOOL of O'Farrell's mission.

b. Developing community service placements for students.

c. Identifying local resources to provide special activities, such as parent education activities and after school activities for students.

d. Disseminating flyers and press releases, to local organizations and media.

e. Developing joint community/school activities.

3. Providing direct counseling and related services for students' welfare special needs by:

a. Working with the educational families to provide student support and counseling services as required by referral from school staff, parents, and community organizations.

b. Developing and screening list of referral services.

c. Referring students and families, as needed, to community agencies.

d. Following up and evaluating referrals.

C. Be responsible for the compensation of the agency operating Family Support Services. SCHOOL shall contribute a sum not to exceed $91,652 pursuant to Section III below.

II

RESPONSIBILITIES OF THE SCHOOL

The SCHOOL agrees, during the term of this Agreement to:

A. Provide the SAY staff operating Family Support Services with direction from Jonathan Dean, Superintendent.

B. Interpret SCHOOL policies and procedures to the SAY staff operating Family Support Services.

C. Provide the SAY staff operating Family Support Services with office space, equipment, supplies and other resources necessary to facilitate compliance with the terms of the Agreement.

III

COMPENSATION

A. SCHOOL agrees to pay the COUNTY a sum not to exceed $91,652 for services performed during the term of the Agreement and COUNTY agrees that said sum shall be full compensation for all services in performing the Agreement.

B. Payment shall be made no later than September 2016 in one lump sum.

IV

INDEPENDENT CONTRACTOR

A. The COUNTY is, for all purposes arising under this Agreement, an independent contractor. No officer, agent or employee of COUNTY or SCHOOL shall be deemed an officer, agent or employee of the other party hereto. Neither COUNTY nor SCHOOL, nor officer, agent or employee thereof shall be entitled to any benefits to which employees of the other party hereto are entitled, including, but not limited to overtime, retirement benefits, workers' compensation benefits, and injury leave or other leave benefits.

B. Social Advocates for Youth (SAY) of San Diego will be the employer of Family Support Services staff identified in their program proposal. SAY will be responsible and required to make all deductions from the Coordinators and Student Advocates salary as required by law.

C. SAY will remove the Coordinator and/or the Student Advocates if the SCHOOL determines it is in the best interest of the school and SAY will replace those positions.

V

ASSIGNMENT

Neither COUNTY nor SCHOOL may assign and/or transfer any interest in the Agreement, without the prior written consent of the other party hereto.

VI

INDEMNIFICATION

A. COUNTY agrees to defend, indemnify, and save free and harmless the SCHOOL, its officers, agents and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from, or alleged to have arisen from COUNTY's performance or lack thereof under this Agreement.

B. SCHOOL agrees to defend, indemnify, and save free and harmless the COUNTY, its officers, agents and employees against any and all losses, injuries, claims, actions, causes of actions, judgment, and liens arisen from, or alleged to have arisen from DISTRICT's performance or lack thereof, under this Agreement.

VII

OWNERSHIP

A. All reports, studies, information, data statistics, forms, designs, plans, procedures, systems, and any other materials or properties produced under this Agreement shall be the sole and exclusive property of SCHOOL. No such materials or properties produced in whole or in part under this Agreement shall be subject to private use, copyright or patent right by COUNTY in the United States or in any other country without the express written consent of SCHOOL.

B. SCHOOL shall have unrestricted authority to publish, disclose, distribute and otherwise use, copyright or patent, in whole or in part, any such reports, studies, data, statistics, forms or other materials or properties produced under the Agreement.

VIII

## AMENDMENT

No changes in the responsibilities of SCHOOL and/or COUNTY to be performed hereunder shall become effective until mutually agreed upon by the SCHOOL and COUNTY in writing. Such changes as are mutually agreed to by the SCHOOL and COUNTY which require additional services or a reduction in services to be performed by COUNTY under the Agreement and an adjustment to the amount to be paid to COUNTY under the Agreement and an adjustment to the amount to be paid to COUNTY as provided herein shall be incorporated in written amendments to this Agreement.

IX

## TIMELY PERFORMANCE

It is understood and agreed that the services herein contemplated will require the timely efforts and performances of each of the contracting parties in order that the sequential phases of the assignments can be accomplished, and in the event either party shall fail in this requirement, the other party shall not be penalized for a delay in any phase of the process occasioned by the delaying party.

X

## TERM AND TERMINATION OF AGREEMENT

A. The term of the Agreement shall commence on September 1, 2016 and shall continue until August 31, 2017.

B. Notwithstanding the foregoing, this Agreement may be terminated upon thirty (30) (or whatever time has been agreed upon by the parties) days written notice by either party hereto. Said termination shall not be deemed to be a breach of this Agreement and/or tortious conduct.

XI

## NOTICES

Any notice permitted or required under the provisions of the Agreement shall be in writing and signed by the party giving or serving the same and either in person or delivered by certified mail, addressed to the party as follows:

COUNTY:

Juana Duenas, Manager
Community Action Partnership
Health and Human Services Agency
County of San Diego
1255 Imperial Ave., Ste. 743
San Diego, CA 92101
(619) 338-2002

SCHOOL:

Jonathan Dean, Ed.D.
Superintendent
The O'Farrell Charter School:
Center for Advanced Academic Studies
6130 Skyline Dr.
San Diego, CA 92114
(619) 263-3009

XII

## CONTRACT DOCUMENTS

The contract documents consist of this agreement.

XIII

AFFIRMATIVE ACTION

COUNTY agrees to comply with all federal, state and local laws with respect to employer/employees.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the dates shown below.

THE O'FARRELL CHARTER SCHOOL

Jonathan Dean, Superintendent — Date

COUNTY OF SAN DIEGO

DAVID HALL, CCB
Clerk of the Board of Supervisors — Date

Board Approval Date: May 9, 2016