THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

Board of Directors
AGENDA
June 6, 2016

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

Closed Session: 5:00 p.m. – 5:30 p.m.
Public Session: 5:30 p.m. – 7:00 p.m.

I. CALL TO ORDER

II. CLOSED SESSION

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

RECONVENE TO OPEN SESSION

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

IV. PLEDGE OF ALLEGIANCE

V. PUBLIC HEARING

Conduct a Public Hearing to notify the public of The O'Farrell Charter School's updated three-year plan for the Local Control and Accountability Plan (LCAP) for 2015-2018.....Page 6

Opened at_____ Closed at_____

Conduct a Public Hearing to notify the public of Ingenuity Charter School's updated three-year plan for the Local Control and Accountability Plan (LCAP) for 2015-2018.....Page 7

Opened at_____ Closed at_____

VI. PRESENTATION

1. College Acceptance: Five 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
3. New O'Farrell alma mater for the high school.

VII. 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.

VIII. APPROVAL OF AGENDA

Principal/Superintendent's Recommendation: Approve Agenda.

Moved by_____ Seconded by_____ Vote_____

IX. DISCUSSION ITEMS

1. Superintendent Announcements ..... **Page 8**
2. Charter Vision Board Report ..... **Page 13**
3. LCAP Discussion O'Farrell (see Item 2)
4. LCAP Discussion Ingenuity (see Item 4)

X. 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 May 9, 2016 Board of Directors meeting ..... **Page 20**
2. Approve/Ratify recommended actions on the personnel activity list ..... **Page 24**
3. Approve/Ratify check registers ..... **Page 25**

Superintendent's Recommendation: Approve Consent Calendar.

Moved by_____ Seconded by_____ Vote_____

XI. ACTION ITEMS

1. **Approve the ELA elementary textbook adoption in the amount of $81,373.25.....Page 31**

   Superintendent's Recommendation: Approve Action Item 1.

   Moved by_____ Seconded by_____ Vote_____

2. **Approve the updated three-year (2015-2018) Local Control and Accountability Plan (LCAP) Final for The O'Farrell Charter School.....Page 32**

   Superintendent's Recommendation: Approve Action Item 2

   Moved by_____ Seconded by_____ Vote_____

3. **Adopt the final Proposed Budget for 2016-2017 for The O'Farrell Charter School .....Page 89**

   Superintendent's Recommendation: Adopt Action Item 3

   Moved by_____ Seconded by_____ Vote_____

4. **Approve the updated three-year (2015-2018) Local Control and Accountability Plan (LCAP) Final for Ingenuity Charter School.....Page 91**

   Superintendent's Recommendation: Approve Action Item 4

   Moved by_____ Seconded by_____ Vote_____

5. **Adopt the final Proposed Budget for 2016-2017 for Ingenuity Charter School.....Page 129**

   Superintendent's Recommendation: Adopt Action Item 5

   Moved by_____ Seconded by_____ Vote_____

6. **Award the renewal for the commercial insurance package for the 2016-2017 school year to Johnson & Wood Insurance Services, Inc. in the amount not to exceed $122,166.. ...Page 131**

   Superintendent's Recommendation: Award Action Item 6

   Moved by_____ Seconded by_____ Vote_____

7. **Approve the 2016-2017 Board of Directors meeting calendar.....Page 132**

   Superintendent's Recommendation: Approve Action Item 7

   Moved by_____ Seconded by_____ Vote_____

8. **Approve the 2016-2017 Consolidated Application Part One for The O'Farrell Charter Schools.....Page 133**

   Superintendent's Recommendation: Approve Action Item 8

   Moved by_____ Seconded by_____ Vote_____

9. **Approve the 2016-2017 Consolidated Application Part One for Ingenuity Charter School.....Page 138**

   Superintendent's Recommendation: Approve Action Item 8

   Moved by_____ Seconded by_____ Vote_____

10. **Approve the total amount of additional revenues to Determine the Use of Education Protection Account (EPA) Spending Requirements for The O'Farrell Charter School through June 30, 2016.....Page 143**

    Superintendent's Recommendation: Approve Action Item 9

    Moved by_____ Seconded by_____ Vote_____

11. **Approve the total amount of additional revenues to Determine the Use of Education Protection Account (EPA) Spending Requirements for Ingenuity Charter School through June 30, 2016.....Page 144**

Superintendent's Recommendation: Approve Action Item 10

Moved by_____ Seconded by_____ Vote_____

12. **Approve the renewal term for Linda Logan to remain a member of the Board of Directors for another two years.....Page 145**

Superintendent's Recommendation: Approve Action Item 11

Moved by_____ Seconded by_____ Vote_____

13. **Appoint the new parent representative to the Board of Directors to fill the vacancy..... .....Page 146**

Superintendent's Recommendation: Appoint Action Item 12

Moved by_____ Seconded by_____ Vote_____

14. **Adopt Resolution for the Approval of Supporting San Diego Education Foundation Corporate Structure.....Page 147**

Superintendent's Recommendation: Adopt Action Item 13

Moved by_____ Seconded by_____ Vote_____

15. **Adopt Board Policy #6003 Into High School 9th Grade Math Policy.....Page 166**

Superintendent's Recommendation: Adopt Action Item 14

Moved by_____ Seconded by_____ Vote_____

16. **Adopt Board Policy #5008 Homeless Students Policy.....Page 168**

Superintendent's Recommendation: Adopt Action Item 15

Moved by_____ Seconded by_____ Vote_____

17. **Approve the purchase of office furniture from BKM for a total of $18,998.54 for Ingenuity Charter School.....Page 170**

Superintendent's Recommendation: Approve Action Item 16

Moved by_____ Seconded by_____ Vote_____

18. **Award additional services to the cleaning service contract for San Diego Facilities Maintenance in the amount not to exceed $709 per month for Ingenuity Charter School 's facilities beginning July 1, 2016.....Page 171**

Superintendent's Recommendation: Award Action Item 17

Moved by_____ Seconded by_____ Vote_____

19. **Award the renewal of our Medical/Dental/Vision/LTD/Life Package for the 2016-2017 school year with a proposed annual increase of $17,208 increase to Arthur J. Gallagher & Co**
.....Page 176

Superintendent's Recommendation: Award Action Item 18

Moved by_____ Seconded by_____ Vote_____

XII. ROUNDTABLE

XIII. ADJOURNMENT

NOTICES

The next regular meeting of The O'Farrell Charter Schools Board of Directors will be September 12, 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 Thursday, June 2, 2015 at 3 p.m.

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

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Public Hearing

RECOMMENDATION: Conduct a Public Hearing to notify the public of The O'Farrell Charter School's updated plan for the Local Control and Accountability Plan (LCAP) for 2015-2018.

BACKGROUND INFORMATION:

On Monday, May 12, 2014 and Monday, June 9, 2014, The O'Farrell Charter School conducted the first public hearing to introduce the Local Control and Accountability Plan (LCAP) to the community.

On June 9, 2014 the Board of Directors approved and adopted the three-year Local Control and Accountability Plan to begin July 1, 2014.

CURRENT INFORMATION:

The LCAP is a critical part of the new Local Control Funding Formula (LCFF).

Each charter school must engage parents, educators, employees and the community to establish these plans. The plans will describe the school's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the school's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Public Hearing

RECOMMENDATION: Conduct a Public Hearing to notify the public of Ingenuity Charter School's updated plan for the Local Control and Accountability Plan (LCAP) for 2015-2018.

BACKGROUND INFORMATION:

On June 8, 2015 the Board of Directors approved and adopted the three-year Local Control and Accountability Plan to begin July 1, 2014.

CURRENT INFORMATION:

The LCAP is a critical part of the new Local Control Funding Formula (LCFF).

Each charter school must engage parents, educators, employees and the community to establish these plans. The plans will describe the school's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the school's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Discussion Item 1
Superintendent Announcements

Student Demographics in PowerSchool as of June 1, 2016

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Native Hawaiian / Other Pac Islander	Black or African American	White	Hispanic / Latino	Two or More Race Categories	Unspecified
Elementary School Academy									
YOK	19								
K	53	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	48	0	5	0	10	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	**339**	1	45	3	69	13	190	17	1
Middle School Academy									
6	222	0	39	3	59	3	104	12	2
7	273	0	53	2	48	2	154	13	1
8	241	0	53	3	48	6	114	16	1
Total	**736**	0	145	8	155	11	372	41	4
High School Academy									
9	148	0	30	0	16	1	95	5	0
10	131	0	27	0	19	3	77	5	0
11	86	0	28	0	15	0	40	2	0
12	86	0	20	2	20	1	39	4	0
Total	**451**	0	106	2	70	6	251	16	0
Grand Total	**1529**								

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	7	0	0	0	3	0	2	1	0
7	6	0	0	0	2	2	1	1	0
8	6	0	0	0	2	0	4	0	0
9	19	0	0	1	10	4	4	0	0
10	15	0	1	0	5	1	9	0	0
11	26	0	1	1	5	3	15	1	0
12	14	0	3	0	2	0	8	1	0
Total	**93**	0	6	1	29	10	43	4	0

ENROLLMENT NUMBERS FOR 2016-2017 SCHOOL YEAR:

	Students in PowerSchool for 2015-16		Accepted for 2016-17	Waiting List
YOK	19		18	11
Kinder	53		50	54
1	47		55	53
2	50		53	30
3	48		55	45
4	63		58	19
5	59		79	27
6	224		166	0
7	273		225	0
8	241		273	0
9	149		172	37
10	131		150	32
11	86		142	20
12	86		86	0
	1529		**1582**	**328**

Elementary School Update		
Date	**Activity**	**Description**
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.
June 21-July 15	Summer School	We are offering 2 summer school courses for 2nd-5th graders to remediate deficient grades and offer extra academic support and practice this summer. Classes are from 7:30 am to 12:00 pm
August 8 - 19	ELL Camp	We are offering a camp for ELL students to practice language skills, writing, and oral fluency. The program will include project-based learning that develops English language skills and includes field trips during which students have opportunities to practice oral fluency.
Summer	Safety Patrol Training	We are training a new set of 4th grade recruits to serve as Safety Patrol members next year. We have one student competing for Colonel Candidate – she will compete against all students in San Diego for the title.
June 6	5th Grade Promotion Field Trip to Legoland	5th graders will go to Legoland to celebrate their promotion to middle school.
June 7, 9, 10	Great Attendance Race Field Trips	Students who only had one absence from December – March will go to the Wild Animal Park as a thank-you for their good attendance.

Middle School Update		
Date	**Activity**	**Description**
June 9	8th Grade Field Trip	Our annual 8th grade class trip to Knotts Berry Farm
June 9	6th Grade Field Trip	Sixth graders will celebrate their successful school year with an end of the year field trip to Crown Point. They will have lunch and participate in organized games and sports.
June 9-10	Evaluation Meetings	Annual teacher evaluation meetings with Dr. Dean.
June 10	Pink Shirt Day	Our last pink shirt day of the year. Stand up and say no to bullies!
June 14-15	Promotion	Rehearsals will take place for the 8th grade promotion ceremony.

	Rehearsals	
June 16	Promotion Ceremony	8th Grade Promotion Ceremony at 8:00 a.m. and 10:00 a.m.
June 20-July 15	Summer School	Summer school courses will be offered as remediation for students who failed a course during the school year.

High School Update		
Date	**Activity**	**Description**
May 31-June 3	ASB Campaigns	Students campaign for class and ASB offices ending in speeches on Friday.
June 1	Parent Night	Parents of next year's high schoolers come with their students to hear a presentation in the gym followed by grade level breakouts where they meet with homebase teachers and learn what to expect next year.
June 3	ASB Elections	Students vote for their 2016-17 ASB and class officers.
June 3	National Anthem Tryouts	Tryouts for the opportunity to sing the national anthem at the commencement ceremony.
June 4	Grad Night	Seniors will be traveling to Disneyland for a traditional grad night experience.
June 6	Senior Uniform Donation Day	Seniors will have the opportunity to donate their uniforms to be used by future needy students. In return they get to wear free dress for the final two weeks of school.
June 7	Make a Wish and Scholarship Townhall	The Make a Wish Foundation has asked to come to O'Farrell to thank our students for their support over the past three years and their unprecedented generosity. In addition Mike Lutosky will be surprising a deserving student with a $1000 college scholarship.
June 8	Cuyamaca Registration	Juniors and Sophomores will have an opportunity to sign up for two Cuyamaca College classes that will be offered on campus next year. These classes will earn students both high school and college credit at any CSU or UC school.
June 9	Awards Ceremony	9-12 Awards ceremony. Falcon Awards and classroom awards are given by teachers.
June 10-14	Finals	Second semester finals.
June 13	Cap and Gown	Seniors receive their cap and gown for graduation.
June 15	Graduation	2:00 - 4:00 Commencement Ceremony.
June 16	Last Day	Last day of classes.
June 17	Last Day	Last day for teachers.

Ingenuity Update		
Date	**Activity**	**Description**
06/01	Orientation	Sign MA's for River Valley students summer session
06/03	Programs Renewal	Work with Schoology, Edgenuity, and Oasis to renew programs for next year. MOU with EIS
06/05	Orientation	Sign MA's for Helix students summer session
06/06	UC Doorways	Complete A_G listing on UC Doorways
06/07	SDUSD Board meeting	Approval of New El Cajon Blvd Resource Center goes before the board
06/07	Orientation	First of several group orientations to increase summer session enrollment
06/08	Evaluations	Teacher evaluation meetings
06/08-06/13	Professional Development	Personalized training for Summer session teachers to include access to Edgenuity, Schoology and intro to Independent Study
06/15	Graduation	Anticipating 5 Ingenuity graduates
06/21-06/23	AVID summer institute	3 day intensive AVID training
06/23	Audit	Scheduled Wilkinson and Hadley audit
06/30	Summer session	First day of IS summer session on OCHS campus
7/01	2016/2017	Beginning of new school year and anticipated date of El Cajon Blvd opening.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 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 April 30, 2016

CharterVision®

Balance Sheet Summary

Liquidity Ratio	14.7
Assets	
Current Assets	
Cash	$9,863,728
Accounts Receivables	$91,976
Prepaid Expenses	$150,993
Other Current Assets	$600
Total Current Assets	*$10,107,297*
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	$95,050
Accumulated Depreciation	($134,522)
Total Fixed Assets	*$3,044,998*
Other Assets	
Security Deposits	$6,367
Total Other Assets	*$6,367*
Total Assets	*$13,158,663*

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	$180,123
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$69,167
Deposits held on behalf of other employees	$436,742
Total Current Liabilities	*$686,032*
Long Term Liabilities	
Total Long Term Liabilities	*$0*
Total Liabilities	*$686,032*
Net Assets	
Restricted Net Assets	$169,273
Unrestricted Net Assets	$9,196,104
Profit/Loss YTD	$3,107,253
Total Net Assets	*$12,472,631*
Total Liabilities and Net Assets	*$13,158,663*

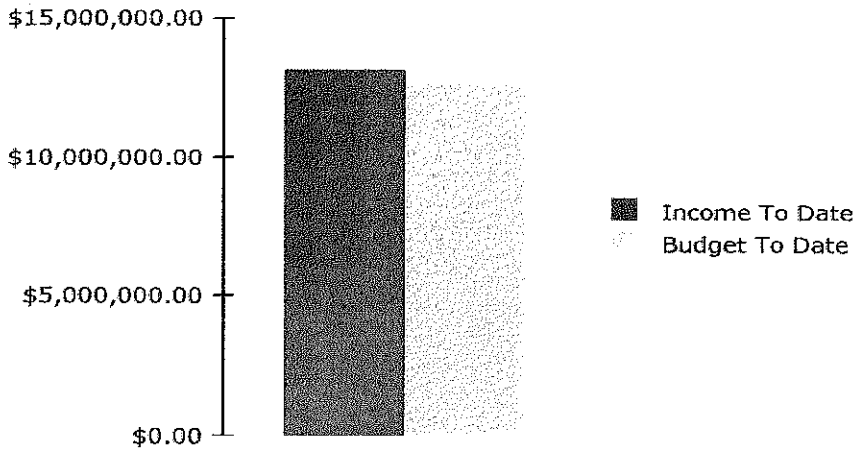
CharterVision®

Financial Snapshot

Total Cash on Hand

Book Balance: $9,863,728

Revenue To Date

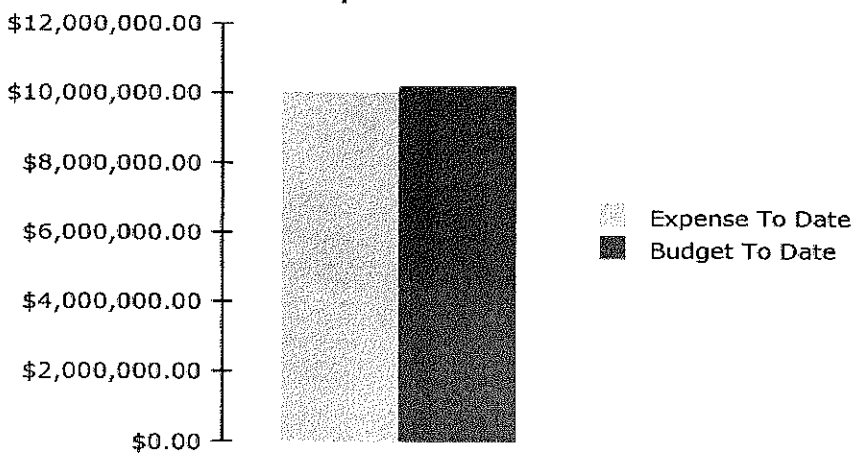


Revenue $13,155,042

Budget $12,698,898

Revenue To Budget 104 %

Expense To Date



Expense $10,047,789

Budget $10,207,082

Expense To Budget 98 %

CharterVision

Financial Health Report

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	14.73	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	1,437.79%	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	9.51	> 3 months
Debt Ratio	(Total Liabilties) / (Total Assets)	5.21%	< 33.00%
Asset Ratio	(Current Assets) / (Total Assets)	76.81%	> 50.00%
Cash on Hand	(Cash)	$9,863,728.21	>= $5,000,000.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	286.57	> 90
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	68.70%	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	0.35	> 0.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	0.31	> 0.00

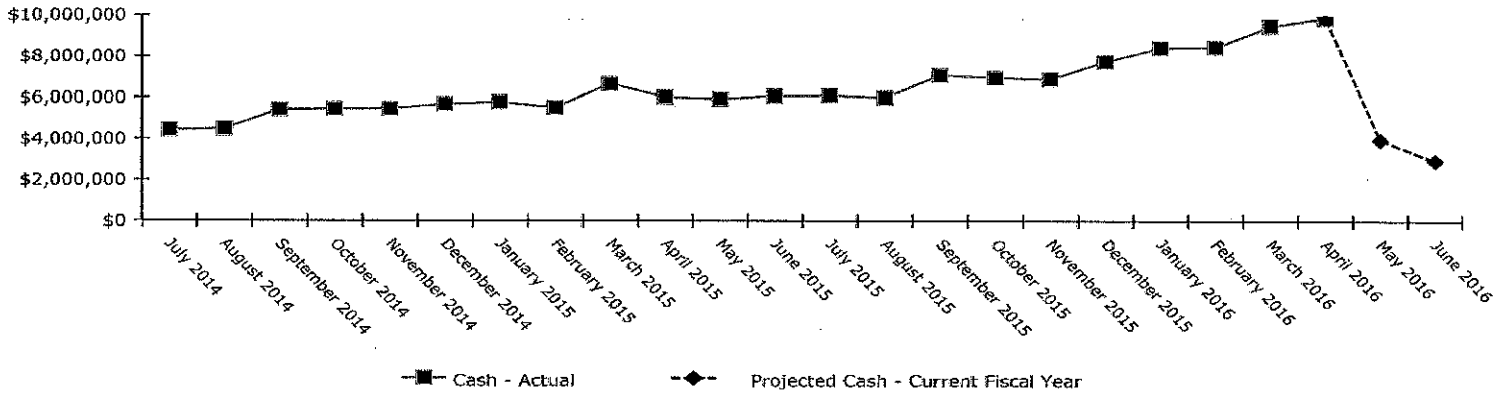
Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset 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 4/30/2016

Cash	$9,863,728.21
Securities	-
AR	$91,975.60
Current Assets	$10,107,297.18
Total Assets	$13,158,662.64
Current Liabilities	$686,031.74
Total Liabilities	$686,031.74
Last Closed Revenue	$1,500,043.77
Last Closed Expenses	$1,109,610.09
Budgeted Annual Expenses	$14,356,644.78
Average Expenses past 12 months	$1,046,374.85
Average monthly payroll expenses	$763,491.74
YTD Closed Revenue	$13,155,041.60
YTD Closed Expenses	$10,047,788.55

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	$9,863,728.21	Actual
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

YTD Actual to Budget Summary

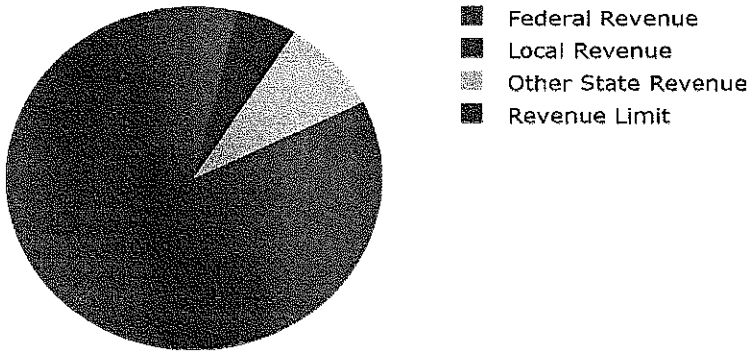
	July - April				2015 - 2016	
Account Description	**Actual**	**Budget**	**Variance $**	**Variance %**	**Total Budget**	**Remaining Budget**
Revenue Limit	$10,828,629	$10,827,839	$790	0.0%	$12,535,546	$649,022
Federal Revenue	$487,296	$426,403	$60,893	14.3%	$650,054	$162,758
Other State Revenue	$1,149,289	$678,302	$470,987	69.4%	$977,103	($209,686)
Local Revenue	$689,828	$766,355	($76,527)	-10.0%	$979,970	$173,448
Total Revenue	$13,155,042	$12,698,898	$456,143	3.6%	$15,142,673	$775,542
Certificated Salaries	$4,707,782	$4,748,637	$40,855	0.9%	$5,882,617	$1,174,835
Classified Salaries	$1,163,433	$1,028,582	($134,851)	-13.1%	$1,244,332	$80,899
Employee Benefits	$1,763,702	$1,833,893	$70,191	3.8%	$2,197,300	$346,590
Total Personnel Expenses	$7,634,917	$7,611,112	($23,805)	-0.3%	$9,324,249	$1,602,324
Books and Supplies	$911,867	$876,372	($35,495)	-4.1%	$1,466,372	$525,727
Services & Other Operating Expenses	$1,501,004	$1,719,598	$218,594	12.7%	$3,566,024	$1,933,337
Capital Outlay	-	-	-	0.0%	-	-
Other Outgo	-	-	-	0.0%	-	-
Total Operational Expenses	$2,412,871	$2,595,970	$183,099	7.1%	$5,032,396	$2,459,064
Total Expenses	$10,047,789	$10,207,082	$159,293	1.6%	$14,356,645	$4,061,388
Net Income	$3,107,253	$2,491,816	$615,437	24.7%	$786,029	($3,285,845)

CharterVision

Revenue By Category

Account Group	Description	Total	Percent
800	Revenue Limit	$10,828,629.00	82.32%
820	Federal Revenue	$487,296.00	3.70%
840	Other State Revenue	$1,149,288.79	8.74%
870	Local Revenue	$689,827.81	5.24%
	Total:	**$13,155,041.60**	

Revenue By Category

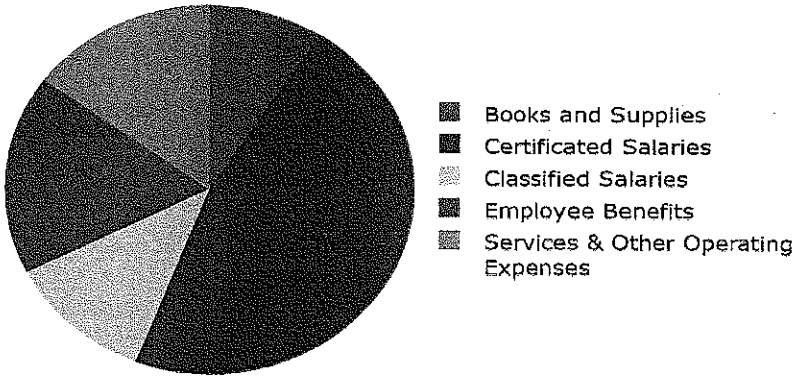


CharterVision®

Expenses By Category

Account Group	Description	Total	Percent
100	Certificated Salaries	$4,707,782.39	46.85%
200	Classified Salaries	$1,163,433.04	11.58%
300	Employee Benefits	$1,763,701.97	17.55%
400	Books and Supplies	$911,866.77	9.08%
500	Services & Other Operating Expenses	$1,501,004.38	14.94%
	Total:	**$10,047,788.55**	

Expenses By Category



BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the May 9, 2016 Board of Directors meeting.

MINUTES
May 9, 2016

Members Present:	Christian Scott, Tim Katzman, Shar Dela Cruz, Agnes Barrelet, Delano Jones, Linda Logan
Members Absent:	None
Guests:	Jill Andersen, Brian Rainey, Anne Mathews, Tiffany DeGraffenreid, Candace Austin, Eileen Logue. Lauren Ramers, Lavar Watkins, Kristina Hereford Watkins, Mary Skrabucha, Cristina Mendoza

I. CALL TO ORDER

Christian Scott called open session to order at 5:02 p.m.

II. CLOSED SESSION

Christian Scott called closed session to order at 5:03 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 6:27 p.m.

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

1. Personnel Matters: No discussion
2. Real Estate Matters: Discussed. No action taken.
3. Salary and Health and Welfare Matters: No discussion

IV. PLEDGE OF ALLEGIANCE

Christian Scott led the pledge of allegiance.

V. PARENT INTERVIEWS

The Board of Directors interviewed two candidates for the parent/legal guardian representative: Cristina Mendoza and Lavar Watkins.

VI. PUBLIC HEARING

Conducted a Public Hearing. Christian Scott opened the public hearing at 6:59 p.m. 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. Dr. Jonathan Dean gave an overview. No speakers came forward to be heard. The public hearing closed at 7:00 p.m.

VII. PRESENTATIONS

1. College Acceptance: Cancelled. Will schedule in June.
2. Aimee Alexander-Career Development- Cancelled. Will schedule in June.
3. Lauren Ramers - Critical Reading Professional Learning & Crucial Conversations Professional Learning.

VIII. PUBLIC COMMENT

Mary Skrabucha addressed the Board of Directors to give them a summary of this year's Family Support Services activities, in-kind contributions and partner agencies.

IX. APPROVAL OF AGENDA

Approved. Delano Jones moved and Agnes Barrelet seconded. Motion carried 6-0-0.

X. DISCUSSION ITEMS

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

XI. 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**
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.**
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.**

   Approved. Tim Katzman moved and Delano Jones seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

XII. ACTION ITEMS

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

   Approved. Tim Katzman moved and Shar Dela Cruz seconded. Motion carried 5-0-1.
   Ayes: Scott, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: Logan

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.**

   Ratified. Delano Jones moved and Linda Logan seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

3. **Adopt Resolution authorizing Approval of Budget and Granting of Signatory Authorization.**
   Adopted. Delano Jones moved and Agnes Barrelett seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

4. **Adopt Resolution authorizing Declaration of Official Intent.**
   Adopted. Tim Katzman moved and Shar Dela Cruz seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

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.**
   Awarded. Linda Logan moved and Agnes Barrelet seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

6. **Approve the 2016-2017 preliminary budget for The O'Farrell Charter School.**
   Approved. Agnes Barrelet moved and Shar Dela Cruz seconded. Motion carried 5-1-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet
   Nayes: Jones
   Absent: None
   Abstain: None

7. **Approve the 2016-2017 preliminary budget for Ingenuity Charter School.**
   Approved. Linda Logan moved and Tim Katzman seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

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.**
   Authorized. Agnes moved and Shar Dela Cruz seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

9. **Approve the 2016 Summer School Program in the amount not to exceed $55,000.**
   Approved. Delano Jones moved and Agnes Barrelet seconded. Motion carried 6-0-0.
   Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
   Nayes: None
   Absent: None
   Abstain: None

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.**
Ratified. Delano Jones moved and Tim Katzman seconded. Motion carried 6-0-0.
Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
Nayes: None
Absent: None
Abstain: None

11. **Ratify the El Dorado SELPA (MOE) Maintenance of Effort Expenditure Report for The O'Farrell Charter School and Ingenuity Charter School for 2015-2016.**
Ratified. Agnes Barrelet moved and Shar Dela Cruz seconded. Motion carried 6-0-0.
Ayes: Scott, Logan, Dela Cruz, Katzman, Barrelet, Jones
Nayes: None
Absent: None
Abstain: None

XIII. ROUNDTABLE
None.

XIV. ADJOURNMENT
Christian Scott adjourned the meeting at 7:41 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Consent Calendar Item 2

RECOMMENDATION: Approve/Ratify Personnel Activity List

NEW HIRES

Name	Position	Date
Astudillo, Bannerjee	Registrar	07/01/16
Pietrusiewicz, Kenneth	Budget/Accounts/Buyer Technician	05/19/16

RESIGNATION/NON-RENEWAL

Name	Position	Date
Love, Laneea	Extended Day Aide	06/03/16
Mytinger, Corinda	Budget/Accounts/Buyer Technician	06/30/16

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 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**
1302	5/3/2016	Jaquins Mexican Grill	Staff Event	$425.00
1303	5/11/2016	Fletcher Hills Printing	Envelopes & forms	$2,301.04
1304	VOIDED			
1305	5/25/2016	Kona Kai	Final payment for prom venue	$3,291.50
1306	5/25/2016	Dions International	Bus repair	$2,502.33
1307	5/27/2016	Julie Johnson	Interior Design for high school	$3,300.00

CharterVision®

Check Register Detail

O'Farrell Charter School Consolidated

Check Register 4/1/2016 through 4/30/2016

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
10003340	4/1/2016	Guardian	Cleared	$7,984.02	3403-020-62-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$7.22**
					3403-020-03-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$220.15**
					3403-020-01-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$120.18**
					3403-020-00-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$6,598.74**
					3403-020-66-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$28.96**
					3403-020-61-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$21.69**
					3403-020-02-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$28.26**
					3403-020-65-000	Health & Welfare Benefits	April 2016 Dental & Life Ins.	**$715.55**
10003341	4/1/2016	David Sciarretta	Cleared	$2,500.00	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	Academic & Field Research on Lang. Immersion Programs	**$2,500.00**
10003343	4/1/2016	San Diego Gas & Electric	Cleared	$27,462.62	5501-020-00-000	Utilities	Gas & Electric Charges - Previous Balance	**$15,003.39**
					5501-020-00-000	Utilities	Gas & Electric Charges 02/11/16 - 03/14/16	**$12,459.23**
10003345	4/6/2016	Aztec Leasing, Inc.	Cleared	$856.56	5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease OCS001 02/01/16 - 03/01/16	**$483.60**
					5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease 3500127Y 02/15/16 - 03/15/16	**$184.83**
					5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease 55006138 02/01/16 - 03/01/16	**$188.13**
10003346	4/6/2016	CDW-Government	Cleared	$8,601.05	4400-020-00-000	Noncapitalized Equipment	Corsair Carbide Air 540 Sil ED Cube - for IT	**$168.12**
					4400-020-00-000	Noncapitalized Equipment	Samsung 850 Evo 1TB (Qty 23)	**$8,432.93**
10003347	4/6/2016	CIF - San Diego Section	Cleared	$157.32	5300-020-00-206	Dues and Memberships	2015-16 Boys Basketball PlayOff Share Div. V Game 9	**$157.32**
10003348	4/6/2016	EDCO Disposal Corp	Cleared	$1,100.25	5501-020-00-000	Utilities	March 2016 Trash & Recycle Services	**$1,100.25**
10003349	4/6/2016	Educational Data Systems	Cleared	$45.00	4300-020-00-000	Materials and Supplies	2015-16 California English Language Development Test (CELDT)	**$45.00**
10003350	4/6/2016	Garrett Book Company	Cleared	$6,731.64	4200-020-14-000	Books and Other Reference Materials	Library Books PO# L1180 - Abraham Lincoln,Aliens,Etc.	**$6,731.64**
10003351	4/6/2016	Lookout Books	Cleared	$1,340.47	4200-020-14-000	Books and Other Reference Materials	Library Books - Beaver, Brown Bears, Etc.	**$1,340.47**

10003352	4/6/2016	Office Depot	Cleared	$4,428.58	4300-020-00-000	Materials and Supplies	Highlighters,Post It,Pens,Folders, & Sharpies	**$234.85**
					4400-020-00-000	Noncapitalized Equipment	Cabinet Keys	**$83.58**
					4400-020-00-000	Noncapitalized Equipment	File Lateral 4 Drawer 30"	**$532.45**
					4300-020-00-000	Materials and Supplies	Envelopes - Coin & Clasp	**$81.38**
					4300-020-00-000	Materials and Supplies	Storage File Letter	**$91.17**
					4300-020-00-000	Materials and Supplies	Battery, Papers, & Pencils, Folders, Etc.	**$178.25**
					4300-020-00-000	Materials and Supplies	Air Effects 10oz	**$99.34**
					4300-020-00-000	Materials and Supplies	Paper Filler, Gluestick,Highlighters, Etc.	**$112.11**
					4300-020-00-000	Materials and Supplies	Hard Drive Ext. Backup	**$103.67**
					4300-020-00-000	Materials and Supplies	Storage Organizer	**$140.39**
					4300-020-00-000	Materials and Supplies	Index Cards 3x5 Ruled White	**$17.17**
					4300-020-00-000	Materials and Supplies	Econo Grade Caution	**$13.60**
					4300-020-65-000	Materials and Supplies	Repairs - 2 Years	**$1,999.90**
					4300-020-61-000	Materials and Supplies	Papers, Eyes, Sequins, & Pom-Poms	**$150.71**
					4300-020-00-000	Materials and Supplies	Cleaner wipes Disinfectant	**$6.46**
					4300-020-00-000	Materials and Supplies	Envelopes, Folders, & Paper Clips	**$97.52**
					4300-020-00-600	Materials and Supplies	Certificate 8.5X11	**$129.49**
					4300-020-61-000	Materials and Supplies	Star Stickers & Bandages	**$19.95**
					4300-020-61-000	Materials and Supplies	Eyes Wiggle 1000 Pk	**$44.38**
					4300-020-00-000	Materials and Supplies	Labels,Sharpies,Glue, & Paint	**$199.11**
					4300-020-00-600	Materials and Supplies	Paper Prchmnt Bond	**$24.07**
					4300-020-00-000	Materials and Supplies	Bic Pens Round Stic & Medium Blue	**$69.03**
10003353	4/6/2016	Ricoh USA, Inc.	Cleared	$727.54	5605-020-00-000	Equipment Rental/Lease Expense	Copier Lease 03/02/16 - 04/01/16	**$727.54**
10003354	4/6/2016	San Diego Gas & Electric	Cleared	$6,282.91	5501-020-00-000	Utilities	Gas & Electric Charges 01/12/16 - 02/10/16	**$6,282.91**
10003355	4/6/2016	Mary Skrabucha	Cleared	$168.62	4300-020-00-208	Materials and Supplies	REIMB: Supplies for FSS - Muffin, White Forks, Etc.	**$168.62**
10003356	4/6/2016	Sharp Electronics Corporation	Cleared	$81.89	5605-020-00-000	Equipment Rental/Lease Expense	Copier Contract 44541 & Black/White Copier	**$81.89**

10003357	4/6/2016	TCR Services	Cleared	$995.86	5605-020-00-000	Equipment Rental/Lease Expense	Printer Usage - March 2016	**$995.86**
10003358	4/6/2016	Verizon Wireless	Cleared	$175.67	5900-020-00-000	Communications (Tele., Internet, Copies,Postage,Messenger)	Internet & Phone Charges 01/03/16 - 02/02/16	**$205.16**
10003359	4/6/2016	Windfall	Cleared	$449.41	4200-020-14-000	Books and Other Reference Materials	Library Books - Dragonflies, Fleas,Etc.	**$449.41**
10003360	4/8/2016	Jill Andersen	Cleared	$170.98	5200-020-14-000	Travel and Conferences	REIMB - CCSA Conf. Long Beach, Mileage & Meals	**$170.98**
10003361	4/8/2016	Aztec Leasing, Inc.	Cleared	$856.56	5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease SMXM754N - March 2016	**$188.13**
					5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease, S623, 3/15 - 4/15/16	**$184.83**
					5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Lease - March 2016	**$483.60**
10003362	4/8/2016	AP* by the Sea	Cleared	$775.00	5210-020-14-800	Training and Development Expense	PD Registn: Computer Science Principles - Eric Rodirguez	**$775.00**
10003363	4/8/2016	Lisa Kowalski	Cleared	$164.85	5200-020-14-000	Travel and Conferences	REIMB - CCSA Conf. Long Beach, Mileage & Meals	**$164.85**
10003364	4/8/2016	Christian Lapis	Outstanding	$45.46	5200-020-14-000	Travel and Conferences	REIMB - CCSA Conf. Long Beach, Meals 3/14 & 3/15	**$45.46**
10003365	4/8/2016	Office Depot	Cleared	$1,108.59	4300-020-61-000	Materials and Supplies	ASES Supplies: Brushes, plates, paper, beads, etc.	**$119.49**
					4300-020-00-000	Materials and Supplies	Office Supplies: Steno pads, foldrs, papr clps, pens, etc	**$84.76**
					4300-020-61-000	Materials and Supplies	ASES Supplies: various markers, colored paper	**$131.65**
					4300-020-00-000	Materials and Supplies	Magnet Adhesive Tape, Adhesive Gel & Folders	**$24.81**
					4315-020-00-000	Classroom Materials and Supplies	Class Supplies: markers, filler paper, stapler, pens, etc.	**$398.42**
10003366	4/8/2016	Sharp Electronics Corporation	Cleared	$108.21	5605-020-00-000	Equipment Rental/Lease Expense	Sharp Copier Maint. - Meter Chrgs 2/24 - 3/23/16	**$108.21**
10003367	4/8/2016	Waxie Sanitary Supply	Cleared	$1,475.38	5500-020-00-000	Operation and Housekeeping Services	3 Cases - 5 Gal Waxie Dura Seal Concrete	**$628.72**
					5500-020-00-000	Operation and Housekeeping Services	Iron Stone Sealer, Floor Sealer & Dura Seal Concrete	**$846.66**
10003368	4/8/2016	Stacey Simpson	Cleared	$53.25	5200-020-14-000	Travel and Conferences	REIMB - CCSA Conf. Long Beach, Meals 3/15 & 3/16	**$53.25**
10003369	4/13/2016	Sharp Health Plan	Cleared	$77,165.13	3403-020-00-000	Health & Welfare Benefits	Group: 445010 / May 2016	**$77,165.13**
10003370	4/26/2016	Board of Regents	Outstanding	$450.00	5210-020-14-400	Training and Development Expense	Level III Registration Fee	**$450.00**
10003371	4/26/2016	BUSWEST	Outstanding	$32,000.03	9442-020	Transportation Equipment	DEPOSIT BUS	**$32,000.03**
10003372	4/27/2016	A+Educational Tours	Outstanding	$23,320.00	5505-020-62-800	Student Transportation/Field Trips	California University Tour June 28 - July 1, 2016	**$23,320.00**
10003373	4/27/2016	ACP Direct	Outstanding	$267.85	4400-020-00-000	Noncapitalized Equipment	36x30 Lam Table- Gray	**$267.85**
10003374	4/27/2016	Anthem Sports LLC	Outstanding	$160.87	4300-020-00-206	Materials and Supplies	SKLZ Quick Ladder	**$160.87**

10003375	4/27/2016	BLICK art materials	Outstanding	$58.57	4300-020-62-800	Materials and Supplies	Gloss Gal	**$58.57**
10003376	4/27/2016	CDW-Government	Outstanding	$322.32	4400-020-00-800	Noncapitalized Equipment	ACAD Adobe Acrobat Pro DC Perp L1	**$322.32**
10003378	4/27/2016	Demco	Outstanding	$511.22	4300-020-00-000	Materials and Supplies	Color-Coding Dot,Rubber Stamp,Removable Date Due,Etc.	**$511.22**
10003379	4/27/2016	Linda Logan	Outstanding	$44.29	4315-020-00-202	Classroom Materials and Supplies	REIMB: For Drum Sticks for Band	**$44.29**
10003380	4/27/2016	Metropolitan Transit System (MTS)	Outstanding	$3,913.00	5505-020-00-000	Student Transportation/Field Trips	March 2016 - Bus Passes	**$3,373.00**
					5505-020-01-000	Student Transportation/Field Trips	March 2016 - Bus Passes	**$108.00**
10003381	4/27/2016	Office Depot	Outstanding	$4,992.52	4300-020-00-800	Materials and Supplies	Director Desk, Desk Organizer, Calculator, Etc.	**$332.07**
					4400-020-00-000	Noncapitalized Equipment	Cable network	**$103.66**
					4300-020-00-000	Materials and Supplies	Dbl Sided Tape, RubberBands,Stamps, Etc.	**$2,160.36**
					4300-020-00-000	Materials and Supplies	Stamp Self Ink	**$95.00**
					4300-020-00-000	Materials and Supplies	Wall Hanging File, & Disinf. Wifes	**$93.29**
					4300-020-00-000	Materials and Supplies	Arrow Flags, Post It ValPk	**$15.10**
					4400-020-00-000	Noncapitalized Equipment	Desk 36" Off Adv. Calva/APP	**$203.43**
					4400-020-00-000	Noncapitalized Equipment	Cabinet Storage	**$245.98**
					4400-020-00-000	Noncapitalized Equipment	Cabinet, Strg, 30" 2D HNSN	**$431.99**
					4400-020-00-800	Noncapitalized Equipment	Mesh Cubes Onyx	**$330.45**
					4300-020-00-000	Materials and Supplies	Self Ink Stamps	**$64.78**
					4400-020-00-800	Noncapitalized Equipment	Recorder Time Payroll	**$254.01**
					4300-020-00-800	Materials and Supplies	Facial Tissue,Sandwich Bags, & Sticky Notes	**$63.60**
					4400-020-00-800	Noncapitalized Equipment	Desk Organizer, & Magazine Display	**$598.80**
10003382	4/27/2016	Ricoh USA, Inc.	Outstanding	$246.13	5605-020-00-000	Equipment Rental/Lease Expense	Copier Lease 02/02/16 - 03/01/16	**$246.13**
10003383	4/27/2016	San Diego Gas & Electric	Outstanding	$10,664.52	5501-020-00-000	Utilities	Gas & Electric Charges 03/14/16 - 04/13/16	**$10,664.52**
10003384	4/27/2016	Specialized Therapy Services	Outstanding	$3,127.13	5810-020-65-000	Educational Consultants	Adaptive Physical Educ. & OT Svc. & GOT Services	**$2,962.13**

10003385	4/27/2016	US Netservices, LLC	Outstanding	$497.50	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	Warranty Agreement Phone Master for 6/17/16 - 6/17/2017	**$497.50**
10003386	4/28/2016	Guardian	Outstanding	$8,151.13	3403-020-66-000	Health & Welfare Benefits	May 2016 Dental & Life	**$28.96**
					3403-020-01-000	Health & Welfare Benefits	May 2016 Dental & Life	**$120.18**
					3403-020-65-000	Health & Welfare Benefits	May 2016 Dental & Life	**$715.55**
					3403-020-03-000	Health & Welfare Benefits	May 2016 Dental & Life	**$220.15**
					3403-020-02-000	Health & Welfare Benefits	May 2016 Dental & Life	**$28.26**
					3403-020-61-000	Health & Welfare Benefits	May 2016 Dental & Life	**$10.87**
					3403-020-00-000	Health & Welfare Benefits	May 2016 Dental & Life	**$6,824.86**
10003387	4/29/2016	The Davey Tree Expert Company	Outstanding	$3,200.00	5601-020-00-000	Building Maintenance	Tree Trimming	**$3,200.00**
10003388	4/29/2016	Hands United for Children	Outstanding	$1,500.00	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	Sponsor 5th Annual HUFC GALA -2 Tables 1,500.00 ea. 5/13/16	**$1,500.00**
10003389	4/29/2016	Hands United for Children	Outstanding	$1,500.00	5800-020-00-000	Professional/Consulting Services and Operating Expenditures	Sponsor 5th Annual HUFC GALA -2 Tables 1,500.00 ea. 5/13/16	**$1,500.00**
10003390	4/29/2016	Young Life's Oakbridge	Outstanding	$1,000.00	5505-020-00-800	Student Transportation/Field Trips	Deposit for Senior Camp - May 25, 2016 - May 27,2016	**$370.00**
					5505-020-62-800	Student Transportation/Field Trips	Deposit for Senior Camp - May 25, 2016 - May 27,2016	**$630.00**
			Total Check Amount	**$247,939.90**			**Total GL Amount**	**$246,577.36**

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 1

RECOMMENDATION: Approve the ELA elementary textbook adoption in the amount of $81,373.25.

BACKGROUND INFORMATION:

This purchase is for the new Common Core Standards.

CURRENT INFORMATION:

Grade	Subject	Implement System	Student Textbooks	Total Sets	Total
K	Glencoe Wonders*	2	0	2	$12,877.44
1	Glencoe Wonders*	2	0	2	$14,702.80
2	Glencoe Wonders*	2	0	2	$9,226.36
				Tax	$2,944.53
				Subtotal	**$39,751.13**
3	Benchmark ELA**	2	0	2	$11,238.00
4	Benchmark ELA**	2	0	2	$11,238.00
5	Benchmark ELA**	3	0	3	$16,063.00
				Tax	$3,083.12
				Subtotal	**$41,622.12**
				Total	**$81,373.25**
*Ea Implement System for 30 students – 6 year					
**Ea Implement System for 30 students – 3 year					
Shipping is free grades K-8 contracted adoption					

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 2

RECOMMENDATION: Approve the updated three-year (2015-2018) Local Control and Accountability Plan (LCAP) Final for The O'Farrell Charter School.

BACKGROUND INFORMATION:

The LCAP was developed last year and 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 Thursday, May 26, 2016, a Public Hearing was held at the PTO/SSC meeting.

CURRENT INFORMATION:

Every year The O'Farrell Charter School will update the Local Control and Accountability Plan (LCAP).

ADDITIONAL INFORMATION:

See our attached Local Control and Accountability Plan Final

The draft was brought to the board in January, March, April and May for review.

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?

2015-18 Locally Controlled Accountability Plan (LCAP) timeline and involvement process	
September 2015 - May 2016	• OCS facilitates engagement of school staff, parents, and students through online survey. Survey is available in the "parent" section of the OCS website at www.ofarrellschool.org. • OCS shares LCAP with PTO and SSC and parent committees discuss LCAP goals, actions, and revisions, and provide feedback on program effectiveness and proposed changes to LCAP: October 2015, November 2015, January 2016, February 2016, March 2016, April 2016, May 2016 (SSC recommended final plan to Board), June 2016.
December 2015 - March 2016	• LCAP leadership committee meets and confers with Charter School Management Corporation (CSMC) regarding 2015-16, 2016-2017, and 2017-2018 LCFF budget: December 2015, April 2016, May 2016 • OCS School Board conducts reviews LCAP revisions, annual update, and 8 priority areas: January 2016, February 2016, March 2016, April 2016, May 2016 • OCS engages English Language Advisory Committee on LCAP annual update, goals, and action plan to gain feedback for LCAP revisions: October 2015, February 2016 • OCS facilitates school staff input and provides professional development on the 8 LCAP priorities. Staff completes surveys to gain input in revision of LCAP goals and services. Staff reviews annual progress on student achievement: September 2015, April 2016 • 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
March-May 2016	• OCS engages County child welfare agency, Foster youth and kinship organizations, and foster youth parents through Southeastern Collaborative meetings. • OCS presents LCAP initial findings to advisory committees. Committees provide additional feedback on findings. • OCS leadership team meets and analyzes findings from stakeholder meetings, teacher surveys, and online surveys: April 2016, May 2016 • OCS meets and confers with CSMC to share findings and draft of LCAP: April 2016, May 2016
April 2016	• OCS shares draft of revised LCAP with school staff
May – June 2016	• OCS holds public hearing to discuss LCAP draft: May 2016, June 2016 • OCS School Board Adopts final LCAP: June 2016 • OCS submits LCAP to San Diego Unified School District Board: June 2016

Impact of involvement process on 2015-18 Locally Controlled Accountability Plan (LCAP) and Annual Update	
Category A: Conditions of Learning	
PRIORITY 1: ***Basic***	**Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.** • Appropriate teacher assignment (e.g. HQT report) reviewed to ensure all teachers are fully credentialed for the content areas in which they teach • Staff ensured all pupils have access to sufficient instructional materials at home and at school, including text-based and online-based student resources • Superintendent coordinated with district and construction companies to ensure facilities are kept in good repair • Superintendent oversaw Improvements to school facilities (classrooms, common areas, playground, grounds, meeting areas)
PRIORITY 2: ***Implementation of State Standards***	**Implementation of academic content and performance standards adopted by the state board for all pupils.** • Students data was kept up-to-date and used for placement purposes by leadership team • Instructional Coach maintained data on student performance to help in decision-making about instructional practices • Additional Site Tech hired to monitor student data systems and maintain structures that facilitate stakeholder involvement (Powerschool, Parent Portal, Illuminate, Student database) • Additional Information Technologist hired to assist in maintaining technology structures to deliver quality curriculum and support student learning and access to course materials • Library updated with additional supplemental materials such as fiction and non-fiction books appropriate for each grade level served and to compliment the adopted curriculum • All classroom materials and curriculum up to date and common core aligned
PRIORITY 7: ***Course Access***	**Pupil enrollment in a broad course of study that includes all of the subject areas.** • All high school students were enrolled in courses that met A-G curriculum requirements • Scholarships offered to help students apply to colleges • OCS continued to employ an additional counselor to coordinate class placement • Honors and accelerated courses, as well as intervention courses offered in middle school • Additional co-teaching structures put in place to support student learning • Additional Advanced Placement Courses added (10 offered total), as well as a collaboration was created between Cuyamaca College and OCS to offer college coursework to students in the 2016-2017 school year
Category B: Pupil Outcomes	

PRIORITY 4: ***Pupil Achievement***	**Performance on standardized tests, score on Academic Performance Index, English learners that become English proficient, English learner reclassification rate, pupils that pass Advanced Placement exams with a 3 or higher, prepared for college by the Early Assessment Program (11th).** • Leadership team and staff work to ensure performance on state testing improves each year • Leadership Team created professional development plan for Department Chairs for the following year to facilitate teacher growth and coaching • Pupil achievement was monitored and reported out to all stakeholders throughout the school year (additional parent communication through Powerschool and Illuminate) • Performance on CELDT monitored and shared with stakeholders (Parent notified about testing at parent committee meetings and via phone calls in Spanish conducted by ELL staff) • Reclassification rates monitored for areas of improvement yearly by the Curriculum Coach and Principals, and a reclassification celebration took place in May to recognize students reclassified during the 2015-2016 school year • Additional systems put in place to support Curriculum Coach, Department Chairs, and Principals in efforts to coach, monitor, support, and evaluate teachers and paraprofessionals • Additional professional development provided to paraprofessionals and teaching staff • AP exam scores and course grades collected and monitored by Principal and Guidance Counselors. Additional financial assistance awarded to students to take AP exams
PRIORITY 8: ***Other Pupil Outcomes***	**Pupil outcomes in the subject areas.** **(e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)** • Students were given opportunities to take elective courses (parental input gained as well) and engage in extra-curricular learning to enhance their educational experience both during and after the regular school day • Additional field trips offered throughout the school year to coincide with and enrich curriculum, and expose students to colleges and universities • Physical fitness testing took place for all qualifying students • Additional classes in health and sexual education created, with opportunities for parents to review curriculum beforehand • Additional before and afterschool enrichment courses offered to students in the areas of physical fitness, health, visual and performing arts, and science
Category C: Engagement	
PRIORITY 3: ***Parental Involvement***	**Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.** • Fall Back to School Night/Spring Open House • Three parent/family days (Literacy Night, Fall Festival, Family Fun Day BBQ) • Newsletter circulated every six weeks and on website • Weekly parent communication through email, text, and dial-out system

	• Website features redesigned and kept up to date with information regarding school programs and events • ELAC/PTO/SSC/Donuts with Dean meetings scheduled throughout school year at times determined by parent members • Common core curriculum nights offered twice yearly to review curriculum and educate families about curricular shifts in math and English language arts • Additional information given out and opportunities given for parents to give input on goals during PALS (Partners in academic Learning) conferences in the fall and SLP (Supportive Learning Plan) conferences in the spring
PRIORITY 5: ***Pupil Engagement***	**School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.** • Support services maintained through FSS and SAY San Diego • Continued to employ additional School Counselor • Additional FSS Case Manager hired • Additional field trips for foster care youth offered over the summer • Additional field trips for attendance and academic enrichment offered throughout the school year • Additional rewards for good and perfect attendance offered to students • Attendance monitored through FSS by staff and interns • Summer school and Spring Intercession offered to targeted students • An additional summer ELL camp was created to support English language development, increase school-connectedness, and to facilitate student growth targets on the CELDT and SBAC assessments • Continued Supplemental Educational Tutoring Services
PRIORITY 6: ***School Climate***	**Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Decrease in suspensions** • Suspension rates were monitored monthly and actions were taken on a case-by-case basis by Principals with students in need to lower disciplinary issues and suspensions • Additional disciplinary steps and accountability systems were put in place to support student success and decrease the number of students earning suspension • Safety Patrol established • Peer mentoring program created to facilitate positive student relationships and peer coaching between elementary and high school academies • Restorative Justice practices implemented throughout the school as appropriate to each Academy • Parent involvement events are monitored, well-attended, and increase school spirit and connectedness • Additional training in maintaining positive student relationships and facilitating student success provided to staff

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

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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

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

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will facilitate staff understanding and implementation of common core state standards and in creating detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math increases by at least 1% from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increases by at least 1% from a baseline established in 2014-2015 • 100% of high school graduates complete all A-G requirements • At least 50% of high school students successfully complete at least one Advanced Placement course before graduation • Staff have completed a comprehensive academic assessment with at least 85% of all students, including homeless/foster youth, and have taken actions to create an individualized plan for success with the intent to

	increase achievement and support structures, and find additional avenues to remediate areas of need		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to employ an academic coach to assist in professional development, standards implementation, planning lessons and pacing guides, and analyzing assessment data to increase teacher effectiveness and student proficiency in all content area courses. Continue to create professional development opportunities for all staff, including additional training for department chairs in each academy, through the San Diego County Office of Education and other educational and professional development agencies. Continue to provide one release day per academic year for specific staff to observe best practices and to attend professional learning opportunities created through partnerships with neighboring high-achieving schools. Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes. Continue to employ an additional student advocate to provide additional student counseling, FSS and SAY San Diego case management, and to support foster youth through transitions. Hire and continue to employ additional part time classroom support staff (classroom paraprofessionals) to provide small group and one-on-one intervention push-in services in all academies. Purchase and maintain an additional school bus for enrichment field trips, and employ a driver for two school buses and the school van. Continue to maintain a fully credentialed teaching staff in all content areas and maintain lower class sizes in emphasized areas such as intervention classes, lower elementary classes, and other specialized content areas. Continue to employ and support school counselors to ensure every transferring student is enrolled in appropriate courses, students are awarded credit for all work completed, and appropriate course remediation is offered when appropriate.	LEA-Wide	X_ALL	supplemental/ concentration $1,225,000 LCFF $11,000,000

Continue to extend the school year by two additional instructional days and three additional staff days with the intent to provide in-depth coaching and professional development to teaching staff and support student achievement by:

- Using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff
- Implementing co-teaching structures when applicable to meet the needs of diverse students
- Provide professional development in identified areas of need throughout the school year
- Develop capacity to collect and analyze data to improve teaching and learning
- Develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency

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.

Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations and continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation.

Continue to offer before and after school tutoring courses in all grade levels to support student learning including:

- Zero period math and ELA courses and the purchase of materials necessary to facilitate courses
- Additional afterschool tutoring courses to support student learning and remediate basic grade level skills
- Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses
- Provide a one week Advanced Placement Camp over the summer.

Provide enrichment activities and field trips for homeless/foster youth and students receiving services through FSS after school and on weekends to promote social-emotional well-being and foster academic achievement.

Purchase materials for and continue to implement a comprehensive English language arts (including a comprehensive writing program) curriculum including materials

designated specifically to support students in need of an extensive intervention program and for English language learners. This includes the purchase of yearly consumables necessary to continue teaching Collage Board Springboard pre-AP curriculum aligned to common core state standards.

Purchase materials for and continue to implement a comprehensive common-core mathematics curriculum in each grade level including materials designated specifically to support students in need of extensive intervention, for English language learners, and students who require at least come level of differentiation to meet grade-level standards.

Continue to purchase devices and software as necessary to maintain a 1-1 device-student ratio in all applicable classrooms.

Continue to purchase the following programs to provide students with practice opportunities and remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill development, and 21st century technology skills:

- Rosetta Stone
- Accelerated Reading
- Accelerated Math
- Typing Agent
- Spatial Temporal Math
- Reading A-Z & Raz Kids
- Reading Eggs
- IXL

Purchase ten additional sets of chromebooks and ten carts for use in K-8 classrooms for state testing and curriculum delivery.

Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum.

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

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will facilitate staff understanding and implementation of common core state standards and in creating detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math increases by at least 2% from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increases by at least 2% from a baseline established in 2014-2015 • 100% of high school graduates will have completed all A-G requirements • At least 55% of high school students will have successfully completed at least one Advanced Placement course before graduation • Staff have completed a comprehensive academic assessment with at least 85% of all students, including homeless/foster youth, and have taken actions to create an individualized plan for success with the intent to increase achievement and support levels, and find supports to remediate areas of need			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain a fully credentialed teaching staff (in each subject area) LEA-wide and lower class sizes when possible in impacted classes/subjects. Continue to employ an academic coach to assist in professional development, standards implementation, planning lessons and pacing guides, and analyzing assessment data to increase teacher effectiveness and student proficiency in all content area courses. Continue to create professional development opportunities for all staff, including department chairs, in each academy through the San Diego County Office of Education and other educational and professional development agencies. Continue to provide one release day per academic year for specific staff to observe best practices and to attend professional learning opportunities created through partnerships with neighboring high-achieving schools. Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes. Continue to employ an additional student advocate to provide additional student counseling, FSS and SAY San Diego case management, and to support foster youth through transitions. Hire and continue to employ additional part time classroom support staff (classroom paraprofessionals) to provide small group and one-on-one intervention push-in services in all academies. Continue to employ and support school counselors to ensure every transferring student is enrolled in 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: • Using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff	LEA-Wide	X_ALL	supplemental/ concentration $1,123,000 LCFF $14,700,000

- Implementing co-teaching structures when applicable to meet the needs of diverse students
- Provide professional development in identified areas of need throughout the school year
- Develop capacity to collect and analyze data to improve teaching and learning
- Develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency

Maintain classrooms and school site facilities with up-to-date materials and to ensure student safety.

Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations.

Continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation.

Continue to offer before and after school tutoring courses in all grade levels to support student learning including:

- Zero period math and ELA courses and the purchase of materials necessary to facilitate courses
- Additional afterschool tutoring courses to support student learning and remediate basic grade level skills
- Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses

Provide enrichment activities and field trips for homeless/foster youth and students receiving services through FSS after school and on weekends to promote social-emotional well-being and foster academic achievement.

Continue to purchase consumable materials for and continue to implement a comprehensive English language arts (including a comprehensive writing program) curriculum including materials designated specifically to support students in need of an extensive intervention program and for English language learners. This includes the purchase of yearly consumables necessary to continue teaching Collage Board Springboard pre-AP curriculum aligned to common core state standards.

Purchase curriculum materials to implement a comprehensive math program including intervention and differentiation materials and yearly consumables necessary to teach

common core aligned, adopted math curriculum.

Purchase materials for and continue to implement a comprehensive common-core mathematics curriculum in each grade level including materials designated specifically to support students in need of extensive intervention, for English language learners, and students who require at least come level of differentiation to meet grade-level standards.

Continue to purchase the following programs to provide students with practice opportunities and remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill development, and 21st century technology skills:

- Rosetta Stone
- Accelerated Reading
- Accelerated Math
- Typing Agent
- Spatial Temporal Math
- Reading A-Z & Raz Kids
- Reading Eggs
- IXL

Replace and repair technology (iPads and Chromebooks and technology accessories) as necessary to maintain function for use in classrooms and for state testing. Continue to purchase chromebooks and technology-related accessories as necessary to maintain a 1-1 student-device ratio in all math and language arts classrooms, and in most history and science classrooms.

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

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

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will facilitate staff understanding and implementation of common core state standards and in creating detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math increases by at least 3% from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increases by at least 3% from a baseline established in 2014-2015 • 100% of high school graduates will have completed all A-G requirements • At least 55% of high school students will have successfully completed at least one Advanced Placement course before graduation • Staff have completed a comprehensive academic assessment with at least 85% of all students, including homeless/foster youth, and have taken actions to create an individualized plan for success with the intent to increase achievement and support levels, and find supports to remediate areas of need

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

Continue to employ an academic coach to assist in professional development, standards implementation, planning lessons and pacing guides, and analyzing assessment data to increase teacher effectiveness and student proficiency in all content area courses. Maintain a fully credentialed teaching staff in every content area. Continue to create professional development opportunities for department chairs in each academy through the San Diego County Office of Education and other educational and professional development agencies. Continue to provide one release day per academic year for specific staff to observe best practices and to attend professional learning opportunities created through partnerships with neighboring high-achieving schools. Continue to employ additional AVID tutors to assist students during tutorial processes in AVID classes. Continue to employ an additional student advocate to provide additional student counseling, FSS and SAY San Diego case management, and to support foster youth through transitions. Hire and continue to employ additional part time classroom support staff (classroom paraprofessionals) to provide small group and one-on-one intervention push-in services in all academies. Continue to employ and support school counselors to ensure every transferring student is enrolled in appropriate courses, students are awarded credit for all work completed, and appropriate course remediation is offered when appropriate. 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: • Using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff • Implementing co-teaching structures when applicable to meet the needs of diverse students • Provide professional development in identified areas of need throughout the school year • Develop capacity to collect and analyze data to improve teaching and learning • Develop and implement curriculum pacing guides and assessment schedules	LEA-Wide	X_ALL	supplemental/ concentration $1,101,000 LCFF $14,400,000

that increase student achievement and proficiency Maintain safe and secure school facilities for student use and keep classrooms and materials up-to-date and fully functioning. Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations. Continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation. Continue to offer before and after school tutoring courses in all grade levels to support student learning including: • Zero period math and ELA courses and the purchase of materials necessary to facilitate courses • Additional afterschool tutoring courses to support student learning and remediate basic grade level skills • Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses Provide enrichment activities and field trips for homeless/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 College Board Springboard pre-AP curriculum aligned to common core state standards. Continue to purchase additional curriculum materials to implement a comprehensive math program including intervention and differentiation materials and yearly consumables necessary to teach common core aligned, adopted math curriculum. Purchase materials for and continue to implement a comprehensive common-core mathematics curriculum in each grade level including materials designated specifically to support students in need of extensive intervention, for English language learners, and students who require at least come level of differentiation to meet grade-level			

standards. Continue to purchase the following programs to provide students with practice opportunities and remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill development, and 21st century technology skills: • Rosetta Stone • Accelerated Reading • Accelerated Math • Typing Agent • Spatial Temporal Math • Reading A-Z & Raz Kids • Reading Eggs • IXL Replace and repair technology (iPads and Chromebooks and technology accessories) as necessary to maintain function for use in classrooms and for state testing. Continue to offer a 1-1 device ratio in all applicable classrooms and purchase materials/software to keep devices functioning and up-to-date. Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment.			

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

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

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will maintain an increase of 40% parent/family participation rate in school events, meetings, and activities from a baseline established in 2013-2014.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide a minimum of four parent workshops (including common core curriculum nights, college application nights, etc.) and one open house each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising. Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English. Provide a minimum of two family/parent days during which families are invited to school for free lunch or dinner, games, and activities to increase school spirit and promote a positive school climate. 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. Use electronic communication and/or mailing systems and procedures necessary to communicate results of pertinent state, federal, and local assessments/initiatives such as the California Healthy Kids Survey, California Assessment of Student Performance and Progress, National Assessment of Educational Progress, and Local Control Accountability Plan. Purchase bumper stickers, postcards, postage, and other materials required to mail home notifications, letters, and maintain positive communication with families with the intent to increase school spirit, parental involvement, and positive school climate. 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 $32,000 LCFF $14,200

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will maintain an increase of 40% parent/family participation rate in school events, meetings, and activities from a baseline established in 2013-2014.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a minimum of four parent workshops (including common core curriculum nights, college application nights, etc.) and one open house each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising. Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English. Provide a minimum of two family/parent days during which families are invited to school for free lunch or dinner, games, and activities to increase school spirit and promote a positive school climate. Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements. Use electronic communication and/or mailing systems and procedures necessary to communicate results of pertinent state, federal, and local assessments/initiatives such as the California Healthy Kids Survey, California Assessment of Student Performance and Progress, National Assessment of Educational Progress, and Local Control Accountability Plan. Purchase bumper stickers, postcards, postage, and other materials required to mail home notifications, letters, and maintain positive communication with families with the intent to increase school spirit, parental involvement, and positive school climate. 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 $32,000 LCFF $6,000

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will maintain an increase of 40% parent/family participation rate in school events, meetings, and activities from a baseline established in 2013-2014.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a minimum of four parent workshops (including common core curriculum nights, college application nights, etc.) and one open house each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising. Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English. Provide a minimum of two family/parent days during which families are invited to school for free lunch or dinner, games, and activities to increase school spirit and promote a positive school climate. Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements. Use electronic communication and/or mailing systems and procedures necessary to communicate results of pertinent state, federal, and local assessments/initiatives such as the California Healthy Kids Survey, California Assessment of Student Performance and Progress, National Assessment of Educational Progress, and Local Control Accountability Plan. Purchase bumper stickers, postcards, postage, and other materials required to mail home notifications, letters, and maintain positive communication with families with the intent to increase school spirit, parental involvement, and positive school climate. 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 $32,000 LCFF $6,000

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

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

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will: • Decrease the number of long-term ELL students by 9% from the previous year (long-term students being those who have been classified as ELL for 5 or more years and have not made growth on CELDT, CAASPP, and/or local measures of success) • Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population • Increase ELL student performance on the CAASPP by at least 1% from a baseline established in 2014-2015

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase AVID Excel for English Language Learner support in AVID courses. Add AVID Elementary strategies to the LEA's program. Adopt an LEA-specific ELL reclassification system that mirrors that of San Diego Unified School District, but with LEA-specific goals and accountability systems that outline reclassification guidelines. Update library resources in the areas of research, non-fiction, and fiction for students in k-12, with an emphasis on leveled books that address the language development needs of ELL students. Facilitate implementation of ELL support in courses during the summer session through	LEA-Wide	X_English Learners X_Redesignated fluent English proficient	supplemental/ concentration $304,200 LCFF $77,000

push-in services provided by ELL aides and/or tutors.

Continue to employ three additional ELL aides (implemented during the 2014-2015 school year – exhaust all title III funds first, then use LCFF funds to supplement salary) to meet the needs of ELLs in need of support in grades k-12, with specific attention paid to students attaining reclassification through skills development and push-in/pull out support when appropriate. Estimated expenditures for this action are noted in Goal 1.

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. Estimated expenditures for this action are noted in Goal 1.

Continue to employ aides and AVID tutors in impacted classes to assist students.

Continue to monitor evidence of LEA-adopted teaching strategy implementation in classrooms, benchmark assessment administration and analysis, and allocation of collaboration time throughout the school year for vertical alignment of skills and grade level outcomes with the goal of increasing pupil enrollment in rigorous, high level courses.

Provide professional development for ELL paraprofessionals in-house through courses designed by the Academic Coach and through partnerships and workshops offered through SDCOE and other regional agencies.

Provide additional professional learning through LEA-specific workshops and trainings offered in collaboration with SDCOE and other regional organizations to select staff members with the intent to target specific instruction techniques to support ELL and RFEP students.

Continue to allow for increased time for instructional leaders and academic coaches to work with teachers and ELL staff and look at data/design programs to meet the educational needs of ELLs at the LEA.

Create an ELL camp to facilitate ELL student success and promote use of English in all content areas through project-based whole-language activities. Include opportunities to attend field trips that enable students to practice English and oral skills in real-world

contexts. Continue year-long professional learning for designated staff in common core writing and vocabulary development with an emphasis on text-dependent writing, citing evidence, and complex text analysis to increase rigor in ELA and ELD classes. Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support. Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops.			

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will: • Decrease the number of long-term ELL students by 8% from the previous year (long-term students being those who have been classified as ELL for 5 or more years and have not made growth on CELDT, CAASPP, and/or local measures of success) • Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population • Increase ELL student performance on the CAASPP by at least 2% from a baseline established in 2014-2015		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase AVID Excel for English Language Learner support in AVID courses. Add AVID Elementary to the LEA's program. Adopt an LEA-specific ELL reclassification system that mirrors that of San Diego Unified School District, but with LEA-specific goals and accountability systems that outline reclassification guidelines. Update library resources in the areas of research, non-fiction, and fiction for students in k-12, with an emphasis on leveled books that address the language development needs of ELL students. Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors.	LEA-Wide	X English Learners X Redesignated fluent English proficient	supplemental/ concentration $232,500 LCFF $54,100

Continue to employ three additional ELL aides (implemented during the 2014-2015 school year – use Title III funds, then supplement remaining salary costs with LCFF funds) to meet the needs of ELLs in need of support in grades k-12, with specific attention paid to students attaining reclassification through skills development and push-in/pull out support when appropriate. Continue to employ four department chairs in each academy (12 LEA-wide) and four lead-department chairs to lead instructional improvement efforts. The leadership team, including principals, school counselors, the academic coach, and instructional leaders will work as a team to conduct classroom observations and meet with teachers within PLCs with the intent to look for and implement school-wide strategies to improve student learning, specifically in strategic and intervention level classes. Continue to employ aides and AVID tutors to assist students in class in impacted areas. Continue to monitor evidence of LEA-adopted teaching strategy implementation in classrooms, benchmark assessment administration and analysis, and allocation of collaboration time throughout the school year for vertical alignment of skills and grade level outcomes with the goal of increasing pupil enrollment in rigorous, high level courses. Provide professional development for ELL paraprofessionals in-house through courses designed by the Academic Coach and through partnerships and workshops offered through SDCOE and other regional agencies. Provide additional professional learning through LEA-specific workshops and trainings offered in collaboration with SDCOE and other regional organizations to select staff members with the intent to target specific instruction techniques to support ELL and RFEP students.			

Continue to allow for increased time for instructional leaders and academic coaches to work with teachers and ELL staff and look at data/design programs to meet the educational needs of ELLs at the LEA. Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students. Continue year-long professional learning for designated staff in common core writing and vocabulary development with an emphasis on text-dependent writing, citing evidence, and complex text analysis to increase rigor in ELA and ELD classes. Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support. Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops.	LEA-Wide	X English Learners X Redesignated fluent English proficient	supplemental/ concentration $71,700 LCFF $30,000

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

Continue to employ three additional ELL aides (implemented during the 2014-2015 school year – exhaust all Title III funds for salary and subsidize remaining salary with LCFF funds) to meet the needs of ELLs in need of support in grades k-12, with specific attention paid to students attaining reclassification through skills development and push-in/pull out support when appropriate. Continue to employ four department chairs in each academy (12 LEA-wide) and four lead-department chairs to lead instructional improvement efforts. The leadership team, including principals, school counselors, the academic coach, and instructional leaders will work as a team to conduct classroom observations and meet with teachers within PLCs with the intent to look for and implement school-wide strategies to improve student learning, specifically in strategic and intervention level classes.		

Continue to employ aides and AVID tutors as needed in impacted classes. Continue to monitor evidence of LEA-adopted teaching strategy implementation in classrooms, benchmark assessment administration and analysis, and allocation of collaboration time throughout the school year for vertical alignment of skills and grade level outcomes with the goal of increasing pupil enrollment in rigorous, high level courses. Provide professional development for ELL paraprofessionals in-house through courses designed by the Academic Coach and through partnerships and workshops offered through SDCOE and other regional agencies. Provide additional professional learning through LEA-specific workshops and trainings offered in collaboration with SDCOE and other regional organizations to select staff members with the intent to target specific instruction techniques to support ELL and RFEP students. Continue to allow for increased time for instructional leaders and academic coaches to work with teachers and ELL staff and look at data/design programs to meet the educational needs of ELLs at the LEA. Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students (PALS conferences). Continue year-long professional learning for designated staff in common core writing and vocabulary development with an emphasis on text-dependent writing, citing evidence, and complex text analysis to increase rigor in ELA and ELD classes. Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support. Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops	LEA-Wide	X English Learners X Redesignated fluent English proficient	supplemental/ concentration $71,700 LCFF $30,000

GOAL 4	Increase student attendance rates school-wide and decrease the number of out-of-school suspensions.
	Related State and/or Local Priorities: Category C, Priority 5 & 6: Pupil Engagement & School Climate **Pupil Engagement**: School attendance rates and graduation rates **School Climate**: Pupil suspension rates, expulsion rates, safety, and school connectedness
Identified Need :	Decrease student truancy and out-of-school suspension rates.
Goal Applies to:	Schools: The O'Farrell Charter School
	Applicable Pupil Subgroups: Low income pupils, English language learners and RFEP, homeless/foster youth

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will decrease the number of out-of-school suspensions by 5% from the previous year and decrease the number of students missing 15 days or more each school year by 9%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a positive attendance reward system that includes the following: • Rewards each reporting period for students with good and perfect attendance • Reward field trips each semester for good and perfect attendance Create a school-wide positive behavior support system that utilizes a tiered reward system appropriate for each academy such that students are recognized and rewarded for meeting and exceeding school-wide expectations. Continue to implement an LEA-specific restorative justice system, including a	LEA-Wide	X ALL Including: Low Income pupils English Learners Homeless/Foster Youth Redesignated fluent English proficient	supplemental/ concentration $80,000

progressive discipline system with appropriate trainings given to staff, to increase student engagement, reduce disciplinary incidents, and reduce the number of out-of-school suspensions. Continue to appoint the necessary personnel and purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions. Continue to implement parent education classes and family events throughout the school year centered on the following topics: attendance, gradebook parent portal, family literacy, ELD supports, and college preparatory opportunities. Negate opportunity gaps by sustaining enrichment camps and field trips in all grade levels, with primary focus on sixth grade camp, high school retreats, and educational field trips that foster student engagement and contribute to a positive school culture. Provide additional student enrichment field trips that align to school-wide curricular and behavioral goals			

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will decrease the number of out-of-school suspensions by 5% from the previous year and decrease the number of students missing 15 days or more each school year by 10%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a positive attendance reward system that includes the following: • Rewards each reporting period for students with good and perfect attendance • Reward field trips each semester for good and perfect attendance 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	LEA-Wide	_X_ALL Including: Low Income pupils English Learners Homeless/Foster Youth Redesignated	supplemental/ concentration $110,000 LCFF $20,000

for meeting and exceeding school-wide expectations. Continue to implement an LEA-specific restorative justice system, including a progressive discipline system with appropriate trainings given to staff, to increase student engagement, reduce disciplinary incidents, and reduce the number of out-of-school suspensions. Continue to appoint the necessary personnel and purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions. Continue to implement parent education classes and family events throughout the school year centered on the following topics: attendance, gradebook parent portal, family literacy, ELD supports, and college preparatory opportunities. Negate opportunity gaps by sustaining enrichment camps and field trips in all grade levels, with primary focus on sixth grade camp, high school retreats, and educational field trips that foster student engagement and contribute to a positive school culture.		fluent English proficient

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will decrease the number of out-of-school suspensions by 5% from the previous year and decrease the number of students missing 15 days or more each school year by 10%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures

		service	
Implement a positive attendance reward system that includes the following: • Rewards each reporting period for students with good and perfect attendance • Reward field trips each semester for good and perfect attendance Continue a school-wide positive behavior support system that utilizes a tiered reward system appropriate for each academy such that students are recognized and rewarded for meeting and exceeding school-wide expectations. Continue to implement an LEA-specific restorative justice system, including a progressive discipline system with appropriate trainings given to staff, to increase student engagement, reduce disciplinary incidents, and reduce the number of out-of-school suspensions. Continue to appoint the necessary personnel and purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions. Continue to implement parent education classes and family events throughout the school year centered on the following topics: attendance, gradebook parent portal, family literacy, ELD supports, and college preparatory opportunities. Negate opportunity gaps by sustaining enrichment camps and field trips in all grade levels, with primary focus on sixth grade camp, high school retreats, and educational field trips that foster student engagement and contribute to a positive school culture.	LEA-Wide	_X_ALL Including: Low Income pupils English Learners Homeless/Foster Youth Redesignated fluent English proficient	supplemental/ concentration $110,000 LCFF $20,000

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?

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

Expected Annual Measurable Outcomes:	The O'Farrell Charter School will facilitate staff understanding and implementation of common core state standards and in creating detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math increases by at least 1% from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in English language arts increases by at least 1% from a baseline established in 2014-2015 • 100% of high school graduates will have completed all A-G requirements • At least 50% of high school students will have successfully completed at least one Advanced Placement course before graduation • Staff have completed a comprehensive academic assessment with at least 85% of all students, including foster youth, and have taken actions to	Actual Annual Measurable Outcomes:	The O'Farrell Charter School facilitated staff understanding and implementation of common core state standards and created detailed teaching and coaching plans focusing on measures of success to drive learning in all content areas and grade levels such that: • The number of students scoring at grade level and above on annual state assessments in math will be determined in the summer of 2016, after state assessment scores are received by the LEA, with the goal of scores improving from a baseline established in 2014-2015 • The number of students scoring at grade level and above on annual state assessments in math will be determined in the summer of 2016, after state assessment scores are received by the LEA, with the goal of scores improving from a baseline established in 2014-2015 • 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. • 161 students (36%) were enrolled in an AP course

	create an individualized plan for success with the intent to increase achievement and support levels, and find supports to remediate areas of need		during the 2015-2016 school (total AP course placement is 285) and 252 Advanced Placement tests were completed by students during the 2015-2016 school year. • Staff completed a comprehensive academic assessment with 90% of all students according to parent sign-in sheets, 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
Continue to employ an academic coach to assist in professional development, standards implementation, planning lessons and pacing guides, and analyzing assessment data to increase teacher effectiveness and student proficiency in all content area courses. Continue to create professional development opportunities for all staff, including additional training for department chairs in each academy, through the San Diego County Office of Education and other educational and professional development agencies. Continue to provide one release day per academic year for specific staff to observe best practices and to attend professional learning opportunities created through partnerships with neighboring high-achieving schools. Continue to employ additional tutors to assist students during tutorial processes in AVID classes. Continue to employ an additional student advocate to provide additional student counseling, FSS and SAY San Diego case management, and to support foster youth through transitions. Hire and continue to employ additional part time classroom support staff (classroom paraprofessionals) to provide small group and one-on-one intervention	supplemental/ concentration $1,225,000 LCFF $11,758,000	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. Professional development was conducted in the following areas/by the following organizations: • Illuminate training through Illuminate Data System in February 2016 • ELA Common Core training through SDCOE in November 2015 • Co-Teacher training through El Dorado SELPA in February 2016 • AP by the Sea in August 2015 • National Science Teachers Association • San Diego County Office of Education • San Diego County Superintendent of Schools • Association of African American Educators • UC Regents Department chairs (twelve total) were each given one release day to observe instruction and offer feedback to teachers within their department. Two additional AVID tutors were employed during the	$12,345,224

push-in services in all academies. Continue to maintain a fully credentialed teaching staff in all content areas and maintain lower class sizes in emphasized areas such as intervention classes, lower elementary classes, and other specialized content areas. Continue to employ and support school counselors to ensure every transferring student is enrolled in appropriate courses, students are awarded credit for all work completed, and appropriate course remediation is 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: • using coaching strategies that gradually release responsibility for implementing instructional practices to teaching staff • implementing co-teaching structures when applicable to meet the needs of diverse students • provide professional development in identified areas of need throughout the school year • develop capacity to collect and analyze data to improve teaching and learning • develop and implement curriculum pacing guides and assessment schedules that increase student achievement and proficiency 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		2015-2016 school year to work with student tutorials in AVID classes. Each tutor works with students 1-2 class periods (not full day). 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, homeless/foster youth, students in transition, and students with other social-emotional needs. 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: • Elementary: 26 students • Middle: 22 students • High: 20 students 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. 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. Additional staff days were used for professional training, differentiated for teachers within each	

van. Continue to offer a spring or winter break intercession for remediation and/or enrichment for targeted student populations and continue to provide summer school courses to extend learning opportunities and target instructional support to students in need of academic assistance and remediation. Continue to offer before and after school tutoring courses in all grade levels to support student learning including: • Zero period math and ELA courses and the purchase of materials necessary to facilitate courses • Additional afterschool tutoring courses to support student learning and remediate basic grade level skills • Additional Saturday school tutoring/homework assistance courses (8:00 am – 11:00 am on Saturdays) and staff and materials necessary to facilitate such courses. Provide enrichment activities and field trips for foster youth and students receiving services through FSS after school and on weekends to promote social-emotional well-being and foster academic achievement. Purchase materials for and continue to implement a comprehensive English language arts (including a comprehensive writing program) curriculum including materials designated specifically to support students in need of an extensive intervention program and for English language learners. This includes the purchase of yearly consumables necessary to continue teaching Collage Board Springboard pre-AP curriculum aligned to common core state standards. Purchase materials for and continue to implement a comprehensive common-core mathematics curriculum		academy. Professional learning focused on the following: • August 25 and 26: Illuminate and Power School program use and application • January 19: AVID strategies, common core standards, vertical alignment, and teacher collaboration on assessments and pacing guides Facility was repaired as needed and classrooms were supplied with materials in the following areas: • Elementary school playground • Grounds keeping • Temporary classrooms for teachers moving due to construction • New benches for student lunch • Paper and office materials for classrooms • Additional music supplies • Additional bus purchased April 2016 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. 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. 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. Saturday school was offered in grades K-8 on a drop-in basis. One teacher was hired to teach this class.	

in each grade level including materials designated specifically to support students in need of extensive intervention, for English language learners, and students who require at least come level of differentiation to meet grade-level standards. Continue to purchase devices and software as necessary to maintain a 1-1 device-student ratio in all applicable classrooms. Continue to purchase the following programs to provide students with practice opportunities and remediation in math and English language arts, foreign language exposure and mastery, keyboarding skill development, and 21st century technology skills: • Rosetta Stone • Accelerated Reading • Accelerated Math • Typing Agent • Spatial Temporal Math • Reading A-Z & Raz Kids • Reading Eggs • IXL Purchase ten additional sets of chromebooks and ten carts for use in K-8 classrooms for state testing and curriculum delivery. Purchase materials for and implement a comprehensive NGSS (Next Generation Science Standards) curriculum and a comprehensive history/social studies curriculum. Continue to purchase and use Naviance and Cappex to track high school course completion progress, college readiness and enrollment, and student assessment.		Homless/foster youth were identified during the 2015-2016 school year (there are five students at O'Farrell who are classified in Power School 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 homless/foster youth feel more connected to their school and peers, thus increasing self confidence and school achievement. 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. Consumables for Springboard pre-AP courses in middle school were purchased for the 2015-2016 school year. Curriculum for high school math and science classes was purchased. 750 additional Chromebooks and 12 accompanying storage carts were ordered for grades one through eight. The following programs were purchased to supplement curriculum used in classes in all three academies: • Rosetta Stone: Elementary and Middle Academy • Accelerated Reading: Elementary Academy • Accelerated Math: Elementary Academy • Typing Agent: Middle Academy • Spatial Temporal Math: Elementary Academy	

			• Reading A-Z & Raz Kids: Elementary Academy • Reading Eggs: Elementary Academy • IXL: Middle Academy • Naviance: High Academy • Cappex: High Academy 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 look at 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 OR: __Low Income pupils __English Learners __ Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To meet the LEA's goal of at least 50% of students taking an AP course, additional AP courses will be offered during the 2016-2017 school year. School counselors will meet with all students taking an AP course at least once during the school year and as needed to facilitate successful completion of the course. Additionally, to meet the needs of students who may not be able to take an AP course (due to scheduling issues, etc.) or who would benefit from acceleration, the LEA will provide courses offering college credit through a collaboration between the LEA and Cuyamaca Community College. Regarding curriculum, 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 needed in the interim period and department chairs and administrators will research possible curricula for purchase during the 2016-2017 school year.				

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

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 parent committees lowered from the previous year, with an average of ten parents attending (an average of twenty five for ELAC) 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 25% average participation rate school-wide in 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 each semester to increase the number of parents who are aware of school initiatives, student progress, and college preparatory advising. Provide parenting classes throughout the year in conjunction with Family Support Services offered in both Spanish and English. Provide a minimum of two family/parent days during	supplemental/ concentration $32,000 LCFF $14,200	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 night was held on April 28, 2016. Family Support Services offers twelve parenting classes during the 2015-2016 school year: six in English and six in Spanish. Family Events and parent meetings were held on the following dates: • Back To School Night: September 3, 2015	$15,450

which families are invited to school for free lunch or dinner, games, and activities to increase school spirit and promote a positive school climate. Continue to utilize a phone, email, and text alert/communication system to contact parents regarding upcoming events and school announcements. Use electronic communication and/or mailing systems and procedures necessary to communicate results of pertinent state, federal, and local assessments/initiatives such as the California Healthy Kids Survey, California Assessment of Student Performance and Progress, National Assessment of Educational Progress, and Local Control Accountability Plan. Purchase bumper stickers, postcards, postage, and other materials required to mail home notifications, letters, and maintain positive communication with families with the intent to increase school spirit, parental involvement, and positive school climate. 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.		• Fall Festival: October 30, 2015 • Literature Night: November 3, 2015 • Family Fun Day BBQ: March 9, 2016 • Spring Open House: April 19, 2016 • PTO/SSC Meetings: September 25, October 26, November 19, December 17, January 28, February 25, March 24, April 28, and May 26 • ELAC Meetings: May 9 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. 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: • October 22 • December 10 • February 4 • March 17 • May 4 • June 23 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: • Parent-Teacher-Organization: Every month during the 2015-2016 school year • School-Site-Council: Every month during the 2015-2016 school year	

			• English Language Advisory Committee: Every other month during the 2015-2016 school year • Donuts with Dr. Dean: Every month during the 2015-2016 school year		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL OR: __Low Income pupils __English Learners __ Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __ Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LEA increased its efforts during the 2015-2016 school year to involve parents in school events by adding in additional parent education nights and family involvement days, and moving PTO/SSC meetings to a time determined by the members of those organizations. Plans to continue to increase parental involvement with new events and parent involvement nights will continue throughout the upcoming school year. The LEA is planning on restructuring its efforts to involve parents in school events by providing parent education courses, meetings, and events at varied times throughout the day (morning, afternoon, and evening) in an effort in involve parents in school business and operations committees such as ELAC, PTO, and SSC, and to seek additional input on the LEA's LCAP goals.				

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: Category B, Priority 4: Pupil Outcomes **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		
	Applicable Pupil Subgroups:	English language learners and RFEP		
Expected Annual Measurable Outcomes:	The O'Farrell Charter School will: • Decrease the number of long-term ELL students by 9% from the previous year (long-term students being those who have been		Actual Annual Measurable Outcomes:	The O'Farrell Charter School has the following number of long term (classified for five or more years) students in each academy:

	classified as ELL for 5 or more years and have not made growth on CELDT, CAASPP, and/or local measures of success) • Demonstrate student outcomes such that it can reclassify at least 5% of the LEA's ELL population • Increase ELL student performance on the CAASPP by at least 1% from a baseline established in 2014-2015		• Elementary School: 22 • Middle School: 118 • High School: 12 The O'Farrell Charter School reclassified 57 students in May of the 2015-2016 school year, which is 17% of the school's English Language Learner population (331 ELL students total). 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: Math • Standards Exceeded: 3 (2%) • Standards Met: 21 (15%) • Standards Nearly Met: 38 (27%) • Standards Not Met: 82 (59%) ELA • Standards Exceeded: 0 (0%) • Standards Met: 12 (8%) • Standards Nearly Met: 37 (26%) • Standards Not Met: 87 (62%) 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	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Purchase AVID Excel for English Language Learner support in AVID courses. Add AVID Elementary to the LEA's program. Adopt an LEA-specific ELL reclassification system	supplemental/ concentration $304,200	AVID strategies were implemented in the Elementary Academy during the 2015-2016 school year through onsite professional development, AVID summer institute (July 2015), and AVID National Conference (January 2016).	$115,800

that mirrors that of San Diego Unified School District, but with LEA-specific goals and accountability systems that outline reclassification guidelines. Update library resources in the areas of research, non-fiction, and fiction for students in k-12, with an emphasis on leveled books that address the language development needs of ELL students. Facilitate implementation of ELL support in courses during the summer session through push-in services provided by ELL aides and/or tutors. Continue to employ three additional ELL aides (implemented during the 2014-2015 school year – exhaust all title III funds first, then use LCFF funds to supplement salary) to meet the needs of ELLs in need of support in grades k-12, with specific attention paid to students attaining reclassification through skills development and push-in/pull out support when appropriate. Continue to employ four department chairs in each academy (12 LEA-wide) and four lead-department chairs to lead instructional improvement efforts. The leadership team, including principals, school counselors, the academic coach, and instructional leaders will work as a team to conduct classroom observations and meet with teachers within PLCs with the intent to look for and implement school-wide strategies to improve student learning, specifically in strategic and intervention level classes. Continue to employ aides and AVID tutors in impacted classes to assist students. Continue to monitor evidence of LEA-adopted teaching strategy implementation in classrooms, benchmark assessment administration and analysis, and allocation of collaboration time throughout the	LCFF $77,000	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. 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. 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 twelve. 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. Two additional AVID tutors were employed to assist with tutorials in AVID courses in the middle and high school for the duration of one to two periods per day. 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. ELL aides (and all paraprofessionals) were provided with two, five-hour professional development workshops to target instructional strategies for struggling students. Department chairs were sent to professional learning workshops at the San Diego County Office of Education to continue common core curriculum	

school year for vertical alignment of skills and grade level outcomes with the goal of increasing pupil enrollment in rigorous, high level courses. Provide professional development for ELL paraprofessionals in-house through courses designed by the Academic Coach and through partnerships and workshops offered through SDCOE and other regional agencies. Provide additional professional learning through LEA-specific workshops and trainings offered in collaboration with SDCOE and other regional organizations to select staff members with the intent to target specific instruction techniques to support ELL and RFEP students. Continue to allow for increased time for instructional leaders and academic coaches to work with teachers and ELL staff and look at data/design programs to meet the educational needs of ELLs at the LEA. Include additional time at the start of the school year to establish strategic plans to address the needs of struggling students. Continue year-long professional learning for designated staff in common core writing and vocabulary development with an emphasis on text-dependent writing, citing evidence, and complex text analysis to increase rigor in ELA and ELD classes. Designated staff will attend AVID summer institute to learn strategies to enhance writing, critical reading, and ELL support. Designated staff will attend the California Charter School Association's annual conference to engage in professional learning through common core writing and reading workshops.		development. 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. Professional learning took place throughout the 2015-2016 school year with an emphasis on the following areas: • Peer observation • Formative assessment • Differentiation • AVID methodologies • Writing and text annotation 16 staff members attended AVID summer institute prior to the 2015-2016 school year. 15 staff members attended the California Charter School Association's annual conference and professional learning workshop in March 2016.	

Scope of service: LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __ Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __ Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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 AVID critical reading certification.		

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:** Category C, Priority 5 & 6: Pupil Engagement & School Climate **Pupil Engagement**: School attendance rates and graduation rates **School Climate**: Pupil suspension rates, expulsion rates, safety, and school connectedness			
Goal Applies to:	Schools: The O'Farrell Charter School Applicable Pupil Subgroups: Low income pupils, English language learners and RFEP, Homeless/foster youth			
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 114 suspensions during the 2015-2016 school year, a 56% decrease from the previous year. The number of students missing 16 days or more over the course of the 2015-2016 school year in all three academies totaled 76, a 38% decrease from the

			previous school year (123 during the 2014-2015 school year).

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Implement a positive attendance reward system that includes the following: • Rewards each reporting period for students with good and perfect attendance • Reward field trips each semester for good and perfect attendance Create a school-wide positive behavior support system that utilizes a tiered reward system appropriate for each academy such that students are recognized and rewarded for meeting and exceeding school-wide expectations. Continue to implement an LEA-specific restorative justice system, including a progressive discipline system with appropriate trainings given to staff, to increase student engagement, reduce disciplinary incidents, and reduce the number of out-of-school suspensions. Continue to appoint the necessary personnel and purchase resources to track student disciplinary actions and offer student and family supports as necessary to reduce incidents of repeated out-of-school suspensions. Continue to implement parent education classes and family events throughout the school year centered on the following topics: attendance, gradebook parent portal, family literacy, ELD supports, and college preparatory opportunities. Negate opportunity gaps by sustaining enrichment camps and field trips in all grade levels, with primary focus on sixth grade camp, high school retreats, and	Budgeted Expenditures supplemental/ concentration $80,000	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. 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. Disciplinary issues were tracked using the school's Power School system and EdClick, a web-based behavior tracking system. 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.	Estimated Actual Annual Expenditures $174,939

educational field trips that foster student engagement and contribute to a positive school culture. Provide additional student enrichment field trips that align to school-wide curricular and behavioral goals					
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL OR: __Low Income pupils __English Learners __ Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __ Homeless/Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The positive behavior plan put in place this year 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 upon these efforts. This was an area of success this year and the LEA would like to continue these efforts. Additional rewards and positive behavior supports such as attendance field trips, honor roll field trips, and good behavior rewards will continue to be implemented during the next school year in all academies. Additional recruitment in all academies to seek parental involvement and awareness in the area of attendance is planned for the upcoming school year. The LEA would like to decrease the number of students missing more than 15 days of school and will supplement its efforts this year with additional rewards and incentives for good attendance next year, as well as increased parent outreach (through the website, dial-out system, and newsletter) on the importance of attendance and attendance-related issues.				

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:	**Total LCFF: $12,723,857** **Total Supplemental/Concentration: $1,641,200**

The supplemental and concentration funds are being expended on actions and services that are directed toward unduplicated student groups. LCFF funds are being expended on actions and services that are directed toward all student groups.

Additional professional development and programmatic supports to increase the success and support levels of English Language Learners and students in need of additional academic support are being provided to instructional staff LEA-wide, as well as training on and materials for carrying out discipline protocols to facilitate restorative practices and students at risk of disciplinary action, as these are both priorities of the LEA. Curricular programs are being expanded to include materials to promote success of students at multiple learning levels (at-risk, intervention, ELL, students in special education, GATE, and students in honors courses)

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	**%**

The LEA's LCAP demonstrates an increase in services for unduplicated students as compared to the services provided to all pupils during the 2015-2018 school years. LCFF expenditures provide for additional personnel and professional development, as well as curriculum and ancillary materials targeted primarily to facilitate academic improvement among students, including unduplicated students. Supplemental/concentration funding provides services above and beyond those provided for all students.

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).

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 3

RECOMMENDATION: Adopt The O'Farrell Charter Schools proposed budget for 2016-17.

BACKGROUND INFORMATION:

The May Revision marks Governor Jerry Brown's last statutory opportunity to formally amend his January Budget to reflect current economic realities.

CURRENT INFORMATION:

The May Revise budget proposal is still favorable to K-12 budgets, in spite of state tax revenues as of the May revise, being reported as lower than expected.

While the GAP funding rate has gone up to 54.84%, resulting in slightly higher per pupil revenues for 16/17 though there is no Statutory Cola (in other words the COLA is 0%).

There continues to be ongoing concerns regarding the structural problems with STRS and PERS underfunded pensions leading to higher ER contributions to both programs for the coming years.

See the table for STRS and PERS proposals.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
STRS	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%
PERS	11.771%	11.847%	13.888%	15.50%	17.10%	18.60%

ADDITIONAL INFORMATION:

See the attached Proposed Budget Worksheet and with revenue per the May Revision.

THE FARRELL CHARTER SCHOOL

Revenue

Five Year Budget, 2016-17 to 2020-21

CSMC

Assumed revenue rate increase over previous year:

2.1%	2.3%	2.5%	2.6%

SACS		2016-17	2017-18	2018-19	2019-20	2020-21	Revenue Rates 2016-17	2017-18	2018-19	2019-20	2020-21	
State												
8011	LCFF; state aid portion	5,651,714	6,224,735	6,572,584	8,070,330	8,070,332						Calculated per latest FCMAT template
8012	LCFF; EPA portion	1,025,180	1,025,180	925,662	-	-						Calculated per latest FCMAT template
8096	In-Lieu of Property Taxes, all grades	7,389,929	7,389,929	7,389,929	7,389,929	7,389,929						Calculated per latest FCMAT template
8019	Prior Year Income / Adjustments											
8520	State Child Nutrition program											
8560	Lottery	284,604	284,604	284,604	284,604	284,604	181.00	181.00	181.00	181.00	181.00	per current year ADA
8550	Mandate Block Grant	35,185	35,185	35,185	35,185	35,185						
8591	SB 740 Rent re-imbursement program	4,763	4,886	5,018	5,154	5,288	applicability					Generally, if >70% free/reduced priced lunch students
8590	All Other State Revenue / Clean Energy							-	-	-	-	$14 per ADA for K-8, $42 per ADA for 9-12
8599	Prior Year State Income											20099 1Xmoney, ASES
	State Revenue	**$ 14,391,375**	**$ 14,964,520**	**$ 15,212,982**	**$ 15,785,202**	**$ 15,785,338**						
Federal												
8181	Special Education, federal	195,000	195,000	195,000	195,000	195,000						possible formula, uses 12-13 rates, 185 days, all eligible kids take food
8220	Federal Child Nutrition Programs											based on nonprofit status, high free/reduced counts
8290	All Other Federal Revenue, inc Facilities Incentiv	127,000										Century 21
8291	Title I	548,625	560,146	573,029	587,355	602,626	appl	350	357	366	375	384 per prior year Free/Reduced price lunch enrollment
8292	Title II											if applicable
8293	Title III	30,000	30,000	30,000	30,000	30,000		100				if applicable
8295	Title V											if applicable
8299	Prior Year Federal Revenue											if applicable, this year's amount
	Federal Revenue	**$ 900,625**	**$ 785,146**	**$ 798,029**	**$ 812,355**	**$ 827,626**						
Local												
8660	Interest											if applicable
8782	All Other Transfers from County Offices											if applicable
8784	All Other Transfers from Other Locations											if applicable
8785	CMO Management fee											if applicable
8792	SPED State / Other Transfers from County	750,000	750,000	750,000	750,000	750,000						if applicable
8980	Student Lunch Revenue											if applicable
8982	Foundation Grants / Donations											if applicable
8983	All Other Local Revenue											if applicable
8984	Student Body (ASB) Fundraising Revenue											if applicable
8985	School Site Fundraising											
8986	Rental Income											
8999	Revenue Suspense											if applicable
	Local Revenue	**$ 750,000**	**$ 750,000**	**$ 750,000**	**$ 750,000**	**$ 750,000**						
Total Revenue		**$ 16,042,000**	**$ 16,499,666**	**$ 16,761,012**	**$ 17,347,557**	**$ 17,362,964**						

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 4

RECOMMENDATION: Approve the updated three-year (2015-2018) Local Control and Accountability Plan (LCAP) Final for Ingenuity Charter School.

BACKGROUND INFORMATION:

On September 8, 2014, the Board of Directors approved the Ingenuity Charter for 2015-2019 with its preliminary LCAP and budget.

CURRENT INFORMATION:

Every year Ingenuity Charter School will update the Local Control and Accountability Plan (LCAP).

ADDITIONAL INFORMATION:

The draft was brought to the board in January, March, April and May for review.

See our attached Local Control and Accountability Plan Final

Introduction:

LEA: Ingenuity Charter School **Contact: Jonathan Dean, Superintendent, jonathan.dean@ofarrellschool.org** **LCAP Year: 2016-2017**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

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

Annual Update:

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

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

Timeline:

2015-16 Locally Controlled Accountability Plan (LCAP) timeline	
January- April, 2016	• OCS, including Ingenuity Charter, 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 2016-716 LCFF budget. • OCS; including Ingenuity Charter School, Board conducts public meeting to discuss LCAP, annual update, and 8 priority areas. • OCS; including Ingenuity Charter, facilitates school staff input and provides professional development on the 8 LCAP priorities of LCAP. Staff reviews projected student achievement
March 2016	• OCS; including Ingenuity Charter, engages County child welfare agency, Foster youth and kinship organizations, and foster youth parents through Southeastern Collaborative meeting. • OCS leadership team, including Ingenuity Charter, meets to analyze findings from stakeholder meetings and online surveys. • OCS, including Ingenuity meets and confers with CSMC to share findings and initial draft of Ingenuity 2016-17 LCAP.
April 2016	• OCS; including Ingenuity Charter, presents 2016-17 LCAP initial findings to advisory SSO and PTO committees. Committees provide additional feedback on findings. • OCS; Including Ingenuity shares initial draft of 2015-16 LCAP with school staff
May 2016	• OCS; including Ingenuity Charter, holds public hearing to discuss 2016-17 LCAP draft. • OCS presents initial draft of Ingenuity LCAP to advisory committees (SSC & PTO). Public is provided additional venue to offer input and feedback. • OCS School Board Adopts Ingenuity 2016-17 LCAP. • OCS submits 2016-17 Ingenuity LCAP to San Diego Unified School District Board.

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Seek parent involvement in school programs.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

LCAP Year 1: 2016-2017

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2400
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2713

Subscription to Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,500

LCAP Year 2: 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 Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a minimum of four parent workshops and one Open House annually to increase the number of parents trained in academic initiatives, and implement a Spring Open House with dinner offered to families in attendance.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5,000.00
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6,200.00
Subscription to Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8,092.00

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of parents involved in school initiatives and programs by 35%, as measured by event sign-in archives.

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

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

GOAL 2:	Increase the number of students who score proficient or above in math and English language arts on the SBAC assessment each year from a baseline year score in 2015-2016.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Increase the number of students who score proficient or above in math and English language arts on the SBAC assessment.	
Goal Applies to:	Schools:	The O'Farrell Charter Schools (Ingenuity Charter School)
	Applicable Pupil Subgroups:	English Language Learners, Low Income, and Foster Youth

LCAP Year 1: 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	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Purchase additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$32,600.00
Implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year. Add additional resources based on student results	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7500.00
Develop additional California Common Core curriculum	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,100

LCAP Year 2: 2017-2018

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

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

Add additional resources based on student results			
Develop additional California Common Core curriculum	LEA-Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	22,200.00

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts (Baseline +3).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.	LEA-Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	43,800.00
Implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year. Add additional resources based on student results	LEA-Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	13,800.00
Develop additional California Common Core curriculum	LEA-Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	12,200.00

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

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

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

LCAP Year 1: 2016-2017

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

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

LCAP Year 2: 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	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Provide supplemental educational services to included college, career fair, future planning field trips.	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _XFoster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2344.00
Provide extended learning opportunities that target instructional support to students in need of assistance and/or academic remediation through Schoology/NWEA resources/field trips	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9,000.00
Foster youth will receive case management and counseling from Family Support Services and SAY San Diego	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,300.00

LCAP Year 3: 2018-2017

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide supplemental educational services to included college, career fair, future planning field trips.	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	3398.00
Provide extended learning opportunities that target instructional support to students in need of assistance and/or academic remediation through Schoology/NWEA resources	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	9,000.00

Foster youth will receive case management and counseling from Family Support Services and SAY San Diego	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	3,335.00

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

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Decrease the number of student suspensions and expulsions, chronic absenteeism rates, and drop outs by 5% using baseline established in 2015-2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to staff on positive student relationship building. Improve school climate by focusing on teacher-student relationships and helping students gain perspective on their actions.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,200
Institute Restorative Justice system to increase student engagement and achievement, and to reduce suspensions. Restorative Justice emphasizes a focus on problem solving by expressing feelings and needs, and on exploring how to address future problems. Through a dialogue involving all parties involved, restitution	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

as a means of restoring both parties is a way to achieve a mutually desired outcome.			
Provide opportunity for counseling from Family Support Services and SAY San Diego to support non-academic issues that are impacting behavior, absenteeism, and/or at –risk status.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,800.00

LCAP Year 2: 2017-2018

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

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

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Decrease the number of suspensions and expulsions, chronic absenteeism rates, and drop outs for all students by 5% form previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to staff on positive student relationship building. Improve school climate by focusing on teacher-student relationships and helping students gain perspective on their actions.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	12,700.00
Institute Restorative Justice system to increase student engagement and achievement, and to reduce suspensions. Restorative Justice emphasizes a focus on problem solving by expressing feelings and needs, and on exploring how to address future problems. Through a dialogue involving all parties involved, restitution as a means of restoring both parties is a way to achieve a mutually desired outcome.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No cost
Provide opportunity for counseling from Family Support Services and SAY San Diego to support non-academic issues that are impacting behavior, absenteeism, and/or at –risk status.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	27,000.00

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

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

LCAP Year 1: 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
Hire educational consultants to serve as instructional coaches who assist teachers with standards implementation, planning lessons and personalizing curriculum, and analyzing assessments throughout the year.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$22,000
Train teachers through Leading Edge Certification in blended learning through the COE	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,200
Provide for opportunities for teaching staff to observe best practices and to attend professional learning community discussions and host opportunities created through partnerships with successful local schools.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000

LCAP Year 2: 2016-2017

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

Outcomes:	drive learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire educational consultants to serve as instructional coaches who assist teachers with standards implementation, planning lessons and personalizing curriculum, and analyzing assessments throughout the year.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	22,000.00
Train teachers through Leading Edge Certification in blended learning through the COE	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,200.00
□Provide in depth coaching and professional development to teaching staff which supports student achievement by: Analyzing teacher practices through ongoing classroom observations, data analysis, and examination of student work. □Providing clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess effectiveness of coaching. Developing teachers' capacity to collect and analyze multiple sources of data to improve student learning.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	42,000.00
LCAP Year 3: 2017-2018			
Expected Annual	LEA will facilitate Highly Qualified teachers' understanding and implementation of the common core state		

Measurable Outcomes:	standards, with the intent to create detailed teaching and coaching plans focusing on measures of success to drive learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire educational consultants to serve as instructional coaches who assist teachers with standards implementation, planning lessons and personalizing curriculum, and analyzing assessments throughout the year.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	39,000.00
Train teachers through Leading Edge Certification in blended learning through the COE	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	13,000.00
□Provide in depth coaching and professional development to teaching staff which supports student achievement by: Analyzing teacher practices through ongoing classroom observations, data analysis, and examination of student work. □Providing clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess effectiveness of coaching. Developing teachers' capacity to collect and analyze multiple sources of data to improve student learning.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	42,000.00

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

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

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.	Actual Annual Measurable Outcomes:	Created a baseline of parent participation rates in 15-16.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual 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.	$695.00	09/26/15 Open house completed at Euclid Resource Center 01/14/2016 Parent night completed with a 60% parent attendance rate. Turn out at both events was much greater than expected	$3200.00
Implement parent nights focused on academics, college preparatory advising, and access to post secondary options.	$1200.00	Feb-Mar small group parent meeting conducted The focus included student progress, academics, college preparatory advising, and access to post secondary options.	$200.00
Purchase Learning Management System that will help to implement a text alert/reminder system for upcoming events to increase communication with parents.	$5000.00	Schoology Learning Management system was purchased for the 15-16 school year. This LMS is used communicate with parents and students along with Edgenuity and direct email.	$6200.00

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Ingenuity was able to complete both the open house and parent night but completed the other parent meetings in small groups rather than a large setting. Ingenuity would like to develop more focused parent meetings in the coming year and complete the previous goal of 4 meetings with a specific focus for each such as qualities of a successful independent study student, career/college paths, assessing academic achievement, long term goal planning.

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

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.	Actual Annual Measurable Outcomes:	Ingenuity has successfully completed the SBAC testing and is awaiting scores to establish a baseline to be improved upon.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase and adopt additional Edgenuity online A-G approved, Common Core curriculum, to be used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.	$5625.00	Purchased and implemented additional Edgenuity online A-G approved, Common Core curriculum, used by all students to promote the development of 21st century students and enhance student centered, blended learning instruction.	$5625.00
Implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year. Add additional resources based on student results	$700.00	Implement MAPS (Measures of Academic Progress) testing twice yearly through NWEA (North West Educational Association) to monitor student achievement throughout the school year. Add additional resources based on student results	$985.00
Develop additional California Common Core curriculum	$3,600.00	California Common Core curriculum was adjusted and revised to further personalize education for students	$2,500

Scope of service:	LEA Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	At this time no changes will be made. As SBAC scores are released we will go back to parents, students and staff to determine if our goal needs to be updated or changed.				

Original GOAL 3 from prior year LCAP:	All foster youth will have a comprehensive academic assessment completed by the supervising teacher of record, Family Support Services, and the Foster Liaison, and actions will be taken to remediate academic deficiencies as needed	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: The O'Farrell Charter Schools (Ingenuity) Applicable Pupil Subgroups: Foster		
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	Actual Annual Measurable Outcomes:	No foster students enrolled in the 15-16 school year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide supplemental educational services to included college, career fair, and future planning	$2,344	Although Ingenuity was prepared to assist foster students, there were no students that enrolled	$0

field trips. Provide extended learning opportunities that target instructional support to students in need of assistance and/or academic remediation through Schoology/NWEA resources Foster youth will receive case management and counseling from Family Support Services and SAY San Diego		No cost $1,800	during the 15-16 school year so no LCAP monies were spent on this goal. We anticipate with continued growth in enrollment that we will have the opportunity to serve this student population in the 16-17 school and the years that follow.		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As we did not have the opportunity to serve foster students Ingenuity's goal will remain the same.				

Original GOAL 4 from prior year LCAP:	Decrease the number of student suspensions and expulsions, chronic absenteeism rates, middle school dropout rates, and high school dropout rates, with a baseline established in 2015-2016		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: The O'Farrell Charter Schools (Ingenuity) Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners				
Expected Annual	Decrease the number of student suspensions and expulsions, chronic absenteeism rates, and drop	Actual Annual	Baseline information collected on number of student suspensions and expulsions, chronic		

Measurable Outcomes:	outs with a baseline established in 2015-2016.	Measurable Outcomes:	absenteeism rates, and dropouts with the goal to decrease these numbers in coming years.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual 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.	No Cost	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.	No Cost
Institute Restorative Justice system to increase student engagement and achievement, and to reduce suspensions. Restorative Justice emphasizes a focus on problem solving by expressing feelings and needs, and on exploring how to address future problems. Through a dialogue involving all parties involved, restitution as a means of restoring both parties is a way to achieve a mutually desired outcome.	No Cost	Institute Restorative Justice system to increase student engagement and achievement, and to reduce suspensions. Restorative Justice emphasizes a focus on problem solving by expressing feelings and needs, and on exploring how to address future problems. Through a dialogue involving all parties involved, restitution as a means of restoring both parties is a way to achieve a mutually desired outcome.	No Cost
Provide opportunity for counseling from Family Support Services and SAY San Diego to support non-academic issues that are impacting behavior, absenteeism, and/or at –risk status.	$3200	Opportunities were provided.	
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____	__Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As this was Ingenuity's first year in operation, baseline data was collected in order to decrease the number of student suspensions and expulsions, chronic absenteeism rates, and dropouts. Ingenuity will continue with our previously planned goal now that we have a baseline to start from.

Original GOAL 5 from prior year LCAP:	Fully implement common core state standards in all grade levels and areas and support student learning and Highly Qualified teacher preparedness in content areas	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: The O'Farrell Charter Schools (Ingenuity)		
	Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners		
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.	Actual Annual Measurable Outcomes:	LEA facilitates 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.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual 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.	$92,000	A qualified Administrator was hired to serve as an instructional coach who assists teachers with standards implementation, planning lessons and personalizing curriculum, and analyzing assessments throughout the year.	$92,000 See previous

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. Implement an extended school track to support blending, student-centered learning.		See previous Edgenuity price No Cost	Edgenuity, Common Core aligned online curriculum, was purchased and implemented. Tools available through Edgenuity are used to monitor student engagement, progress, and achievement. An extended school track to support blended, student-centered learning was implemented		Edgenuity price No Cost
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Ingenuity was able to complete all actions and services in this category. Parents have expressed great confidence in the curriculum and current delivery system. Therefore, Ingenuity will keep this goal unchanged for the coming year.				

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 101,284

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

- In Goal 4 this includes additional counselor time to provide additional support to unduplicated students
- In Goal 3 the S/C funds are being used to improve access for foster youth to college and career planning programs.
- In Goal 2 an increase classroom resources will assist student achievement using results from NWEA baseline scores
- In Goal 2 the purchase of CCSS aligned curriculum has built-in supports for unduplicated students
- In Goal 5 this includes specific professional development aimed at equal access for all students , specifically unduplicated.

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.

10.84	%

The services in the LCAP demonstrate a _10.84__% in increased or improved services for unduplicated students as compared to the services provided to all pupils in the 2015-16 school year. This increase in services is documented below.

- Quantitatively - The expenditure of LCFF S/C funds for additional personnel, materials or services targeted primarily to unduplicated

students as detailed in 3A, provides services above and beyond those provided for all students.

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

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of

first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(3) Divide (1) by (2)

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 5

RECOMMENDATION: Adopt Ingenuity Charter School's proposed budget for 2016-17.

BACKGROUND INFORMATION:

The May Revision marks Governor Jerry Brown's last statutory opportunity to formally amend his January Budget to reflect current economic realities.

CURRENT INFORMATION:

The May Revise budget proposal is still favorable to K-12 budgets, in spite of state tax revenues as of the May revise, being reported as lower than expected.

While the GAP funding rate has gone up to 54.84%, resulting in slightly higher per pupil revenues for 16/17 though there is no Statutory Cola (in other words the COLA is 0%).

There continues to be ongoing concerns regarding the structural problems with STRS and PERS underfunded pensions leading to higher ER contributions to both programs for the coming years.

See the table for STRS and PERS proposals.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
STRS	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%
PERS	11.771%	11.847%	13.888%	15.50%	17.10%	18.60%

ADDITIONAL INFORMATION:

See the attached Proposed Budget Worksheet and with revenue per the May Revision.

Ingenuity Charter School
Budget Summary
Five Year Budget, 2016-17 to 2020-21

CSMC

SACS Code	Description	2016-17	2017-18	2018-19	2019-20	2020-21
Revenue						
	State	1,074,261	2,500,141	3,560,423	3,833,613	3,867,770
	Federal	34,080	56,410	133,136	240,903	245,670
	Local	35,855	54,288	125,947	223,665	223,665
Total Revenue		**$ 1,144,196**	**$ 2,610,838**	**$ 3,819,506**	**$ 4,298,180**	**$ 4,337,104**
Expenses						
1000	Certificated Salaries	474,446	849,263	1,476,015	1,851,070	1,972,002
2000	Classified Salaries	44,200	90,168	183,943	234,527	239,218
3000	Benefits	178,386	184,919	365,929	495,921	520,333
4000	Books and Supplies	111,968	220,389	401,948	412,801	414,865
5000	Services and Other Operating Expenses	240,596	972,695	1,144,488	1,072,689	1,028,053
6000	Capital Outlay					
7000	Other Outgoing		72,500	132,226	135,796	136,475
Total Expenses		**$ 1,049,595**	**$ 2,389,935**	**$ 3,704,549**	**$ 4,202,805**	**$ 4,310,945**
Surplus / (Deficit)		**$ 94,601**	**$ 220,904**	**$ 114,956**	**$ 95,375**	**$ 26,158**
	As a % of LCFF revenue	9%	9%	3%	3%	1%
Beginning Balance		50,000	144,601	365,504	480,461	575,836
	Cash + Net AR/AP					
Loan / Charter School Revolving Loan Repayment (Principal)						
Ending Balance		**$ 144,601**	**$ 365,504**	**$ 480,461**	**$ 575,836**	**$ 601,994**
	As a % of LCFF revenue	14%	15%	14%	15%	16%

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 6

RECOMMENDATION: Award the renewal for the commercial insurance package to Johnson & Wood Insurance Services, Inc in the amount not to exceed $ 122,166

BACKGROUND INFORMATION:

We were able to renew with Johnson & Wood for a seventh year. We received proposals to include the following:

Part One:
*General Liability
*Educators Professional Liability
*Employee Benefits Liability
*Sexual Abuse/Molestation Liability
*Auto Insurance
*Business Personal Property
*Business Interruption
*Excess Liability (Umbrella)
*Employee Dishonesty

Part Two:
*Directors & Officers Insurance
*Employment Practices Liability

Part Three:
*Workers' Compensation

Part Four:
*Excess Medical/Accident Insurance

CURRENT INFORMATION:

Last year's package was $142,154.52. The overall effect is a decrease of $19,988.52 from last year's cost.

School Package – Hanover	$ 44,293
Workers Compensation - Hartford.	$ 73,585
Student Accident - QBE.	$ 4,288
Total Premium.	$ 122,166

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 7

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 13, 2016

September 12, 2016

October 10, 2016

December 12, 2016

January 9, 2017

February 13, 2017

March 13, 2017

April 10, 2017

May 8, 2017

June 12, 2017

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: June 6, 2016
Action Item 8

RECOMMENDATION: Approve the 2016-2017 Consolidated Application Part One for The O'Farrell Charter Schools.

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

CURRENT INFORMATION:

Title I, Part A Basic Grant- NCLB/ESEA- **$449,357**
Required Set-Asides because of Program Improvement Status
Professional Development (10% of total allocation): **$44,936**

1. Support and training for department chairs.
2. Support for staff development to help English Learners.
3. Support for staff development in building quality relationships with students.
4. Institutional membership in the California Charter School Association.
5. Support for teachers to attend conferences related to standards-based lesson planning.

Supplemental Educational Services (20%): **$89,872**
Homeless (1%; administered by FSS for transportation, clothing and school supplies): **$4,494**
Parent Involvement (1%; for parent meetings and communication): **$4,494**

Total of set aside expenditures: **$143,796**

***Title I, Part A Discretionary Spending in support of single plan for student achievement*: $305,506**
- Salaries for up to four and a half language arts or mathematics teachers to reduce class sizes in those content areas.

Title II, Part A, Teacher Quality - $68,777
Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and NCLB credentialing requirements.

1. Salary and training for Family Leaders to provide instructional leadership..
2. Training and stipend for one instructional coach from the teaching staff.

Title III, Part A, Limited English Proficient (LEP) - $29,322
Funds are used to hire teaching assistants (TAs) for English learners. The total cost of one TA per grade level is $45,000. Money from the general fund has been set aside to help pay for three TAs.

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp.

CDE Program Contact:
Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at https://cmt.cde.ca.gov/cmt/logon.aspx.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://ofarrellschool.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Jonathan Dean
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/07/2016

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jonathan Dean
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/07/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/02/2016

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Lauren Ramers
DELAC review date	03/02/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	http://ofarrellschool.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	minutes are kept at the school site

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at http://www.cde.ca.gov/fg/ac/sa/.

2016-17 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 9

RECOMMENDATION: Approve the 2016-2017 Consolidated Application Part One for Ingenuity Charter School.

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

CURRENT INFORMATION:

Amounts for Ingenuity are still unknown as the school has not received an entitlement as of yet. We hope to hear from the CDE in the Fall 2016, or the Spring 2017 with amounts.

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp.

CDE Program Contact:
Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at https://cmt.cde.ca.gov/cmt/logon.aspx.

State Board of Education approval date	No Data
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://ofarrellschool.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Jonathan Dean
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/03/2016

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jonathan Dean
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/03/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/03/2016

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Ingenuity Charter School has fewer than 50 EL students

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	No

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at http://www.cde.ca.gov/fg/ac/sa/.

2016-17 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 10

RECOMMENDATION: Approve the Final Education Protection Account (EPA) spending plan for The O'Farrell Charter School through June 30, 2015 for $880,575.

BACKGROUND INFORMATION:

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

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

CURRENT INFORMATION:

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

Estimated EPA Amount 15/16: $ 880,575

Intended Use and Purpose of EPA funds for 15/16: $ 880,575 for teacher salaries (object code 1,000) - non-administrative instructional salary only

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

RECOMMENDATION: Approve the Final Education Protection Account (EPA) spending plan for Ingenuity Charter School through June 30, 2015 for $11,836.

BACKGROUND INFORMATION:

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

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

CURRENT INFORMATION:

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

Estimated EPA Amount 15/16: $ 11,836

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

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 12

RECOMMENDATION: Approve the renewal term for Linda Logan to remain a member of the Board of Directors for another two years, 2016-2018.

BACKGROUND INFORMATION:

The regular term of each Director shall be two years.

CURRENT INFORMATION:

Linda has served on the Board since January 2008. This shall be her fifth term.

Board Member Original Approval Date: January 2008

Term 1: June 2008-2010
Term 2: June 2010-2012
Term 3: June 2012-2014
Term 4: June 2014-2016

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 13

RECOMMENDATION: The O'Farrell Charter Schools' Board of Directors will take action on the appointment of a new "parent representative" to the O'Farrell Board of Directors to fill the vacancy.

BACKGROUND INFORMATION:

On May 9, 2016, at a board meeting held at The O'Farrell Charter School, the board conducted interviews and reviewed and considered the applicants Cristina Mendoza and Lavar Watkins for the "parent representative" board vacancy.

CURRENT INFORMATION:

If the parent board candidates receives a majority of the O'Farrell board vote, the position will be considered "filled." The oath of office will be administered at the conclusion of the meeting. The appointee will serve a two year term with the possibility of board renewed extension.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 14

RECOMMENDATION: Adopt Resolution authorizing approval of Supporting San Diego Education Foundation Corporation, a California nonprofit public benefit corporation ("SDEF"), to be formed and operate exclusively to support O'Farrell.

BACKGROUND INFORMATION:

On April 11, 2016, the Board of Directors announced that they approved Dr. Dean's request to purchase property at 5275 Market St., San Diego, CA and property at 5125 Market St., San Diego, CA (Property) in the amount not to exceed $5 million in order to open a new K-8 school.

CURRENT INFORMATION:

The O'Farrell Charter School and San Diego Education Foundation propose to acquire the Property, renovate and/or construct additional improvements on the Property, and lease the Property to the School.

This resolution appoints Todd Plate and Miles Durfee as the initial directors of San Diego Education Foundation Corporation.

ADDITIONAL INFORMATION:

Please "Exhibit A" the Articles of Incorporation and "Exhibit B" Bylaws for San Diego Education Foundation attached.

BOARD OF DIRECTORS

THE O'FARRELL CHARTER SCHOOLS

RESOLUTION

Approval of Supporting San Diego Education Foundation Corporation

WHEREAS, The O'Farrell Charter Schools, a California nonprofit public benefit corporation ("O'Farrell" or the "Corporation"), is organized for charitable purposes;

WHEREAS, on April 27, 2016, Todd Plate ("Plate"), acting on behalf of O'Farrell, incorporated San Diego Education Foundation, a California nonprofit public benefit corporation ("SDEF"), by filing Articles of Incorporation in the form attached hereto as Exhibit A with the California Secretary of State;

WHEREAS, SDEF was organized and will operate exclusively to support O'Farrell;

WHEREAS, Plate, as incorporator of SDEF, appointed himself and Miles Durfee ("Durfee") as the initial directors of SDEF;

WHEREAS, SDEF has adopted Bylaws in the form attached hereto as Exhibit B granting O'Farrell the power to designate and remove the members of the Board of Directors of SDEF and granting certain other powers to O'Farrell; and

WHEREAS, the Board of Directors of O'Farrell (the "Board") finds that the organization and operation of SDEF as a supporting corporation for O'Farrell is in the best interest of the Corporation and in furtherance of the charitable purposes of the Corporation;

NOW, THEREFORE, BE IT RESOLVED, that the Board ratifies and approves the organization of SDEF and the appointment of Plate and Durfee as the initial directors of SDEF;

RESOLVED FURTHER, that the Board assumes the power to designate and remove the members of the Board of Directors of SDEF and the other powers granted to O'Farrell in the Bylaws of SDEF;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any or all of the foregoing resolutions are hereby repealed to the extent of such conflict; and

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately after their adoption by the Board.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of The O'Farrell Charter Schools (the "Corporation"), a California nonprofit public benefit corporation, and that the foregoing Resolutions were duly adopted by a majority vote of the members of the Board of Directors (the "Board") of the Corporation then in office at a meeting of the Board duly held on June 6, 2016, in compliance with the bylaws of the Corporation and in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act, and that a quorum of the Board was in attendance at the meeting at the time the resolutions were adopted.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this 6th day of June 2016.

_____

Delano Jones, Secretary Date

EXHIBIT A

SDEF ARTICLES OF INCORPORATION

3901008

FILED
Secretary of State
State of California
APR 27 2016

ARTICLES OF INCORPORATION

OF

SAN DIEGO EDUCATION FOUNDATION

ARTICLE I

CORPORATE NAME

The name of this corporation is San Diego Education Foundation.

ARTICLE II

CORPORATE PURPOSE

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. This corporation is organized, and shall be operated, exclusively for the benefit of, to perform the functions of, and to carry out the purposes of The O'Farrell Charter Schools, a California nonprofit public benefit corporation (the "Sponsor").

C. The specific purpose of the corporation is to operate and maintain an educational institution; to facilitate the development of charter schools; to lease, own, manage, and maintain charter school facilities; to provide charter school facilities and operational and other support to charter schools; to assist philanthropists and foundations in accelerating the growth of high quality charter schools; and to provide and otherwise obtain or assist in obtaining charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated public and charitable public purposes, or in any other charitable activities.

D. The corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code ("Code").

E. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

F. All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. No part of the net income or assets of the corporation shall inure to the benefit of any of its directors, officers or other private persons.

ARTICLE III

SERVICE OF PROCESS

The name of the corporation's initial agent for service of process is:

California Corporate Agents, Inc.

ARTICLE IV

CORPORATE ADDRESSES

The initial street and mailing address of the corporation is:

2673 Jaffa Court
Escondido, California 92027

ARTICLE V

DISSOLUTION

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to the Sponsor, if the Sponsor then is an organization that is described in, and has established its tax exempt status under, Section 501(c)(3) of the Code or, if not, to one or more organizations each of which then is described in, and has established its tax exempt status under, Section 501(c)(3) of the Code.

Notwithstanding the foregoing, assets, if any, which are not subject to attachment, execution or sale for the corporation's debts and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provides for:

(a) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.

(b) Except as provided in subparagraph (a), assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE VI

POWERS

This corporation shall have all the powers of a natural person, subject only to limitations imposed by these Articles, the Bylaws of this corporation and applicable laws. Notwithstanding any such powers or any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VII

AMENDMENTS

Any amendment of these Articles of Incorporation must be approved by the Sponsor in writing.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit public benefit corporation under the laws of the State of California, the undersigned has executed these Articles of Incorporation.

Todd Plate, Incorporator

I hereby certify that the foregoing transcript of 4 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAY 04 2016

Date: _____

ALEX PADILLA, Secretary of State

EXHIBIT B

SDEF BYLAWS

BYLAWS

OF

SAN DIEGO EDUCATION FOUNDATION

ARTICLE I

OFFICES AND SEAL

Section 1. OFFICES. The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of California as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors may from time to time establish.

Section 2. CORPORATE SEAL. The corporation may adopt and use a corporate seal.

ARTICLE II

NON-MEMBERSHIP CORPORATION

The corporation shall not have members. Any action that would otherwise require approval of members shall require only approval of the Board of Directors.

ARTICLE III

BOARD OF DIRECTORS

Section 1. POWERS. The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board of Directors (the "Board"). The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS. The authorized number of Directors shall be not less than 3 and not more than 7, until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by The O'Farrell Charter Schools, a California nonprofit public benefit corporation (the "Designator").

No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. The provisions of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3. DESIGNATION AND TERM. The Designator shall designate the Directors of the corporation. Unless the Director dies or resigns, each Director shall hold office until removed or replaced.

Section 4. RESIGNATION. A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

Section 5. REMOVAL OF DIRECTORS. A Director may be removed at any time with or without cause by the Designator or by a majority vote of the Directors then in office with the written consent of the Designator.

Section 6. VACANCIES. A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or, if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law, or if the authorized number of Directors is increased, or if the Designator fails to designate the authorized number of Directors.

In the event of any vacancy on the Board, the vacancy shall be filled by the Designator pursuant to Section 3 of this Article III.

Section 7. COMPENSATION. The Directors shall serve without compensation from the corporation for their services as Directors; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with the performance of duties as Directors.

Section 8. MEETINGS.

(a) Call of Meeting. Meetings of the Board may be called by the Chair, the President, the Secretary or any two (2) Directors.

(b) Place of Meetings. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by resolution of the Board.

(c) Annual Meetings. The annual meetings of the Board shall be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(d) Regular Meetings. Regular meetings of the Board may be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(e) Special Meetings. Special meetings of the Board may be called by the Chair, the President or the Secretary or any two (2) Directors. Special meetings shall be held on four (4) days prior written notice by first-class mail, postage prepaid, or on forty-eight (48) hours notice delivered personally or by telephone, including a voice messaging system, or by electronic transmission by the corporation. Notice of the special meeting need not be given to any Director who signs a waiver of notice or a written consent to the holding of the meeting or approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of such notice to such Director. All such waivers and consents need not specify the purpose of the meeting but shall be filed with the corporate records or made a part of the minutes of the meetings.

(f) Quorum. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office and one-fifth of the authorized Directors.

(g) Transactions of Board. An act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors; provided, however, that any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for such meeting.

(h) Conduct of Meetings. The Chair, or, in his or her absence, the Vice-Chair, if any, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

(i) Participation in Meeting. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

(j) Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment to another time or place must be given prior

to the time of the adjourned meeting to the Directors who were not present at the time of adjournment.

(k) Electronic Transmission by the Corporation. Electronic transmission by the corporation shall be valid only for communication:

(i) delivered by (a) facsimile telecommunication or electronic mail when directed to the facsimile number or electronic mail address, respectively, for that recipient on record with the corporation, (b) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (c) other means of electronic communication,

(ii) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communications, and

(iii) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

Section 9. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the Board may be taken without a meeting if all Directors individually or collectively consent in writing to that action and if, subject to subdivision (a) of Section 5224 California Corporations Code, the number of directors then in office constitutes a quorum. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as a unanimous vote of the Directors. For purposes of this Section 9 only, "all Directors" does not include an "interested director" as defined in subdivision (a) of Section 5233 of the California Corporations Code or a "common director" as described in subdivision (b) of Section 5234 of the California Corporations Code who abstains in writing from providing consent, where (1) the facts described in paragraph (2) or (3) of subdivision (d) of such Section 5233 are established or the provisions of paragraph (1) or (2) of subdivision (a) of such Section 5234 are satisfied, as appropriate, at or prior to execution of the written consent or consents, (2) the establishment of those facts or satisfaction of those provisions, as applicable, is included in the written consent or consents executed by the noninterested or noncommon Directors or in other records of the corporation, and (3) the noninterested or noncommon Directors, as applicable, approve the action by a vote that is sufficient without counting the votes of the interested Directors or common Directors.

ARTICLE IV

COMMITTEES

Section 1. COMMITTEES GENERALLY. The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) approve any action that would have required approval of the members or approval of a majority of all members if the corporation had members, regardless of the fact that the corporation does not have members; (ii) fill vacancies on the Board or in any committee which has the authority of the Board;

(iii) fix compensation of the Directors for serving on the Board or on any committee; (iv) amend or repeal these Bylaws or adopt new Bylaws; (v) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (vi) appoint committees of the Board or the members thereof; (vii) expend corporate funds to support a nominee or applicant for Director; or (viii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall at all times be subject to the control of the Board.

Section 2. MEETINGS OF COMMITTEES. Unless otherwise provided in these Bylaws, the Board, or if the Board does not act, the committees, shall establish rules and regulations for meetings generally conforming to those set forth in Article III hereof and shall meet at such times as are deemed necessary. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

Section 3. STANDING AND SPECIAL COMMITTEES. The standing committees of the Board shall consist of an Audit Committee, if the appointment of an Audit Committee is required by paragraph (2) of subdivision (e) of Section 12586 of the Government Code or the Board elects to appoint an Audit Committee, and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board.

Section 4. AUDIT COMMITTEE. If the Board appoints an Audit Committee, the Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with applicable standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm. The Audit Committee may be part of the board of directors of the Designator.

Section 5. ADVISORY COMMITTEES. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

Section 6. APPOINTMENT. The members of a committee shall be appointed by a majority vote of the Directors then in office.

Section 7. TERM OF OFFICE. Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

Section 8. VACANCIES. Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article IV.

Section 9. REMOVAL OF MEMBERS. The Board may remove, with or without cause, a member or members of any committee.

Section 10. QUORUM AND VOTING. A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members present at a meeting at which a quorum is present or be approved by the unanimous written consent of all members of the committee.

ARTICLE V

OFFICERS

Section 1. NUMBER AND TITLE OF OFFICERS. The officers of the corporation shall be a Chair, a President, a Secretary, a Chief Financial Officer (the "Treasurer"), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, if any, or the President.

Section 2. ELECTION OF OFFICERS. The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be members of the Board except that the Chair and the Vice-Chair, if any, each must be a Director. Each officer shall hold office until removed or replaced or until the officer resigns. Officers shall be eligible for re-election without limitation on the number of terms they may serve.

Section 3. SUBORDINATE OFFICERS; ASSISTANTS. The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine. The Board may authorize one or more officers of the corporation to appoint subordinate officers of the corporation.

Section 4. REMOVAL AND RESIGNATION OF OFFICERS. Any officer may be removed at any time, either with or without cause, by the vote of the Board. Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving written notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

Section 5. VACANCIES IN OFFICES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to that office.

Section 6. CHAIR. The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

Section 7. VICE-CHAIR. The Board may appoint a Vice-Chair. The Vice-Chair, if any, shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair, if any, shall also perform such other duties as are assigned by the Board.

Section 8. PRESIDENT. Subject to the control of the Board, the President shall be the chief executive officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

Section 11. APPROVAL OF COMPENSATION. The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE VI

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 1. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VI, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

Section 2. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VI.

ARTICLE VII

CORPORATE RECORDS AND REPORTS

Section 1. CORPORATE RECORDS. The corporation shall keep adequate and correct books and records of account and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

Section 2. INSPECTION. Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.

Section 3. ANNUAL REPORT. The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements of the corporation for both general and restricted purposes, during the fiscal year; and

(e) Any information required by Section 4 of this Article VII.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation. The report shall be prepared, audited, and made available in the manner required by paragraph (1) of subdivision (e) of Section 12586 of the Government Code, if applicable.

This requirement of an annual report shall not apply if the corporation receives less than $25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required above for inclusion in an annual report must be furnished annually to all Directors.

Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION. The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VII.

ARTICLE VIII

GENERAL CORPORATE MATTERS

Section 1. VOTING SHARES. The corporation may vote any and all shares of stock held by it in any other corporation by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or the Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares.

Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.

Section 3. CORPORATE CONTRACTS, ETC., HOW EXECUTED. The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

ARTICLE IX

AMENDMENTS

Section 1. AMENDMENT. These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted, by the Board, but only with the written consent of the Designator.

ARTICLE X

DISSOLUTION, MERGER AND SUSPENSION

Section 1 DISSOLUTION OR MERGER OF CORPORATION. The corporation shall not dissolve or enter into any merger agreement without the prior written approval of the Designator.

Section 2. DISSOLUTION OR SUSPENSION OF DESIGNATOR. If the Designator is dissolved or if the Designator is suspended and such suspension continues for more than one year, thereafter all rights and powers of the Designator under these Bylaws shall be exercised by the Board, and any action that would otherwise require approval of the Designator shall require only approval of the Board.

Certificate of Secretary

The undersigned Secretary of San Diego Education Foundation (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Bylaws were adopted by the incorporator of the Corporation on April 27, 2016, and were adopted and approved by the unanimous written consent of all directors of the Corporation then in office effective as of April 27, 2016, in compliance with the Bylaws of the Corporation.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this 27th day of April 2016.

_____

Miles Durfee, Secretary

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 15

RECOMMENDATION: Adopt Board Policy #6003 Into High School 9th Grade Math Policy

BACKGROUND INFORMATION:

Effective July 1, 2010, The O'Farrell Charter School became a 501(c)(3) non-profit organization. Our Board of Directors will continually add new board policies as the need arises.

CURRENT INFORMATION:

The Board of Directors recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, engineering and mathematics (STEM). A student's 9th grade mathematics placement in particular is crucial to ensuring future educational success.

The O'Farrell Charter School

BOARD POLICY
#6003

Into High School 9th Grade Math Policy

Math Progression:
Students that completed 8th grade math will be placed in Integrated Math I.
Students that completed Integrated Math I will be placed in Integrated Math II.
Students that completed Integrated Math II will be placed in Integrated Math III.

Placement:
Placement will be determined by final grades, statewide assessments, interim and summative assessments, and classroom assignments.

Students progress toward state-adopted content standards will be monitored every three weeks to determine proper placement.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 16

RECOMMENDATION: Adopt Board Policy #5008 Homeless Students Policy

BACKGROUND INFORMATION:

Effective July 1, 2010, The O'Farrell Charter School became a 501(c)(3) non-profit organization. Our Board of Directors will continually add new board policies as the need arises.

CURRENT INFORMATION:

Ensures the educational rights and protections of children and youths experiencing homelessness. It requires all local educational agencies (LEASs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

The O'Farrell Charter School

BOARD POLICY
#5008
Homeless Students

The O'Farrell Charter School Board of Directors recognizes the right of all students residing, including those who are homeless, the opportunity to enroll in, and participate in the charter schools educational and support programs.

Student Rights

Homeless students who are enrolled in The O'Farrell Charter Schools have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs;
- Continue to attend The O'Farrell Charter Schools for the duration of homelessness or the current school year, whichever ends first;
- Attend The O'Farrell Charter Schools while homeless, unless there exists a legitimate reason for requiring attendance at another school; and
- Receive all educational services for which they are eligible (i.e., special education, gifted and talented, and LEP).

LEA's Responsibilities

The O'Farrell Charter School will develop strategies for meeting the needs of homeless students and eliminating barriers to their attendance at school, including identification, and the provision of appropriate support services.

Transportation

The O'Farrell Charter Schools shall provide homeless students with transportation services comparable to those offered to other students at the school. At this time, The O'Farrell Charter Schools offer a transit ticket, free of charge, to all students living outside of three miles from any of its schools or resource centers.

Legal Reference:

Elementary and Secondary Education Act (2001)
McKinney-Vento Homeless Assistance Act (2001, Section 724(g)

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 17

RECOMMENDATION: Approve the purchase of office furniture from BKM for a total of $18,998.54 for Ingenuity Charter School.

BACKGROUND INFORMATION:

Ingenuity Charter School is opening a new office at 6530 El Cajon Blvd.

CURRENT INFORMATION:

This purchase consists of:

(12) Arm chairs
(2) Student tables
(4) Dual computer tables
(2) Meeting area tables
(1) Whiteboard
(6) Bar stools
(2) Bar height tables
(1) Verb meeting table
(5) Node stools
(2) Lounge seating
(1) Campfire paper table

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Consent Calendar Item 18

RECOMMENDATION: Award additional services to the cleaning service contract for San Diego Facilities Maintenance in the amount not to exceed $709 per month for Ingenuity Charter School 's facilities beginning July 1, 2016.

BACKGROUND INFORMATION

On December 7, 2015, the Board of Directors awarded the night time cleaning service to San Diego Facilities Maintenance in the amount not to exceed $16,950 per month for O'Farrell's campus and portables on the hill and Ingenuity's Jacob Center Site.

CURRENT INFORMATION:

We are adding services two times each week/location for Ingenuity Charter School's new 1,100 square foot facility located at 6530 El Cajon Ave. and adding 1 classroom and 1 restroom at 342 Euclid Ave., Suite 401.



San Diego Facility Maintenance, Inc.

1607 Linda Sue Lane

Encinitas, CA 92024

Dave LaRoche 661-378-3888 (p)

Kevin Maxwell 619-322-5968 (p)

Service Agreement

Agreement, made this 1st day of July, 2016, by and between San Diego Facility Maintenance, with offices at 1607 Linda Sue Lane, Encinitas, CA 92024.

and

The O'Farrell Charter Schools, 6310 Skyline Drive, San Diego, CA 92114

The parties hereto, intending to be legally bound, agree as follows:

1. Scope of Work:

SDFM will provide all necessary management, supervision, labor to perform the janitorial services on the premises of the 1,100 square feet Facility located at El Cajon Blvd, San Diego, CA 92114 and 1 classroom, and 1 restrooms at the Ingenuity Campus located at 342 Euclid Ave., Suite 401, San Diego, CA 92114. The scope of work described will be in compliance with the specifications and schedules attached hereto as Exhibit 1 to this service agreement located on page 4.

2. Contract Amount:

In consideration of SDFM providing the aforesaid services, the Facility will pay to SDFM the sum of $709 monthly. The sum will be paid monthly. The facility will be billed on the last day of each month with payment due upon receipt.

3. Term:

The term of this Service Agreement shall commence on 1st day of July, 2016, and will continue unless cancelled in accordance with the provisions contained herein. This Service Agreement can be cancelled by either party 3 months after the services begin, provided a (30) day written notice has been given. In the event of the services being cancelled, the entire balance outstanding is due and payable on the last service date.

4. Insurance Coverage, Employee Taxes, Rates, Wages, and Benefits:

SDFM will provide and pay Worker's Compensation, Liability, FICA, State and Federal Unemployment for its employees. Should any rate increase occur in any of these categories or Federal, State, or local government mandated wage increases, the billing will be adjusted to reflect these changes. SDFM will notify the Facility in writing of the increase and effective dates of these changes. Increases that do not exceed 2.5% per year will not require contract negotiation.

5. Customer Cooperation:

During the term of this Service Agreement, the facility will make all of its facilities available to SDFM so that the aforesaid services may be performed by SDFM. Further, during the term of this Service Agreement, the facility will provide SDFM personnel with the necessary utilities, including but not limited to electricity and water, so that its services may be performed by SDFM.

6. General Provisions:

6.1 Any notices given either party may be given by mail, registered or certified mail, postage prepaid, with a return receipt requested. Mailed notices shall be deemed communicated five (5) days after mailing and should be addressed to the parties at the addresses in the introductory paragraph of this Service Agreement, but each party may change its address by written notice in accordance with this paragraph.

6.2 This Service Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the engagement of SDFM by the facility and contains all the covenants and agreements between the parties with respect to its subject matter. This Service Agreement shall not affect or modify any other agreements between the parties with respect to the payment of any existing debts or obligations owed by the facility to SDFM.

6.3 This Service Agreement shall be governed and construed in accordance with the laws in California.

6.4 To the best of SDFM's ability, the janitorial services will be in compliance with all state and federal regulatory agencies.

6.5 Neither party, in the performance of this Service Agreement, shall discriminate against any patient, employee, or other person because of race, color. creed. sex, ancestry, national origin, or handicap. Both parties to the Service Agreement shall comply with the requirements of Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

6.6 This Service Agreement shall be binding upon, and insure to the benefit of, the parties and their respective heirs, successors, personal representatives and assigns.

6.7 During the term of this Agreement, and for a period of one year after the termination of this Agreement, neither party shall hire management personnel (i.e, managers or supervisors) (a) still employed by the other; or (b) who had been employed by the other at any time within one year before or after the termination agreement.

San Diego Facility Maintenance

Name:_____ Title: _____

Signature: _____ Date:_____

The O'Farrell Charter Schools

Name: Jon Ikeda (O'Farrell) Title: Superintendent

Signature: _____ Date: 5/31/16

Exhibit 1

SDFM will provide:

Full-Services Janitorial

2 times each week /

each location

All staffing and payroll

responsibilities,

including:

Hourly wages, Taxes, Management Salaries Employee advertising and recruiting Uniforms (Date TBD)

Weekly inspections and regular visits from District Managers

Regular employee in-service program per state regulations

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 6, 2016
Action Item 18

RECOMMENDATION: Award the renewal of our Medical/Dental/Vision/LTD/Life Package for the 2016-2017 school year with a proposed annual increase of $17,208 increase to Arthur J. Gallagher & Co.

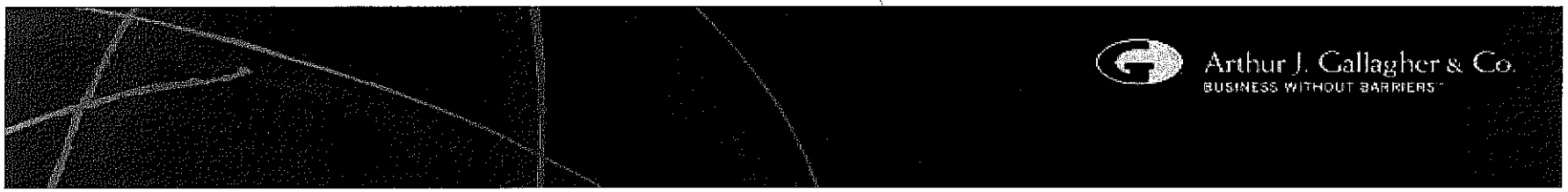
BACKGROUND INFORMATION:

The Board of Directors have awarded our medical, dental, vision, life, disability, chiropractic and employee assistance plan to Arthur J. Gallagher & Co for the second year.

CURRENT INFORMATION:

This year's 1% increase is based on 105 employees.

See attached overview.



O'Farrell Charter School
Financial Overview
July 1, 2016 Renewal Meeting
Presented by Arthur J. Gallagher - April 2016

Coverage	CURRENT Annual Costs	FINAL NEGOTIATED RENEWAL Annual Costs	Percentage Difference	Dollar Difference
Medical HMO - SHARP	$909,582	$930,470	2.3%	$20,889
TOTAL MEDICAL	**$909,582**	**$930,470**	**2.3%**	**$20,889**
Dental PPO - Guardian	$73,628	$69,948	-5.0%	-$3,681
Dental DHMO - Guardian	$9,732	$9,732	0.0%	$0
TOTAL DENTAL	**$83,360**	**$79,679**	**-4.4%**	**-$3,681**
Vision - EBAM	$6,906	$6,906	0.0%	$0
TOTAL VISION	**$6,906**	**$6,906**	**0.0%**	**$0**
Basic Life and AD&D - Guardian	$5,769	$5,769	0.0%	$0
TOTAL LIFE AD&D	**$5,769**	**$5,769**	**0.0%**	**$0**
LTD - Guardian	$5,855	$5,855	0.0%	$0
TOTAL LTD	**$5,855**	**$5,855**	**0.0%**	**$0**
GRAND TOTALS (Gross Costs)	**$1,011,471**	**$1,028,679**	**1.7%**	**$17,208**

© 2016 GALLAGHER BENEFIT SERVICES, INC.