THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

Special Board of Directors Meeting
AGENDA
Saturday, August 17, 2013

Retreat: 1 p.m. – 3:30 p.m.

Agnés Barrelet's House (Directions attached)
17342 Calle Serena
Rancho Santa Fe, CA 92067

I. CALL TO ORDER

II. CLOSED SESSION –None

III. PLEDGE OF ALLEGIANCE

IV. PRESENTATION – None

V. PUBLIC COMMENT

VI. APPROVAL OF AGENDA

Executive Director's Recommendation: Approve Agenda.

Moved by_____ Seconded by_____ Vote_____

VII. DISCUSSION ITEMS

1. Administrative Proposal and Titles……..……..**Page 5**
2. State Budget Update……..……..**Page 7**
3. Five-year Strategic Plan……..……**Page 17**
4. School Improvement/Teacher Compensation
5. CPR Training for all Staff
6. Review 2014-2019 Charter……..……**Page 18**

VIII. ACTION ITEMS

1. Approve the 2014-2019 Charter Renewal document……

Executive Director's Recommendation: Approve Action Item 1

Moved by_____ Seconded by_____ Vote_____

IX. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

All items listed under the Consent Calendar are considered by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion, unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

1. Approval of Minutes from the June 10, 2013 Board of Directors meeting.....**Page 91**

Executive Director's Recommendation: Approve Consent Calendar.

Moved by_____ Seconded by_____ Vote_____

X. ROUNDTABLE

XI. ADJOURNMENT

NOTICES

The next regular meeting of The O'Farrell Charter School Board of Directors will be **September 9, 2013** 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, Executive Director, 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 Executive Director at 6130 Skyline Drive, San Diego, CA 92114

Certification of Posting

I, Jonathan Dean, Executive Director, hereby certify that I posted this agenda on Thursday, July 17, 2013 at 3 p.m.

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

Trip to:

17342 Calle Serena

Rancho Santa Fe, CA 92067

30.11 miles / 39 minutes

6130 Skyline Dr, San Diego, CA 92114-5620

1. Start out going **west** on **Skyline Dr** toward **S 61st St.** Map	**0.2 Mi**	*0.2 Mi Total*
2. Turn **right** onto **Valencia Pky.** Map *Valencia Pky is just past Ozzie Way* *San Diego Unified School District Early Childhood Education Programs Office is on the corner* *If you reach S 59th St you've gone a little too far*	**0.6 Mi**	*0.7 Mi Total*
3. Turn **left** onto **Imperial Ave.** Map *Imperial Ave is 0.4 miles past Richeth Rd* *If you reach the end of Stevens Way you've gone about 0.2 miles too far*	**1.3 Mi**	*2.0 Mi Total*
4. Merge onto **I-805 N.** Map *If you reach West St you've gone about 0.1 miles too far*	**16.7 Mi**	*18.8 Mi Total*
5. **I-805 N** becomes **I-5 N.** Map	**2.8 Mi**	*21.5 Mi Total*
6. Take the **Del Mar Heights Road** exit, **EXIT 34.** Map	**0.2 Mi**	*21.8 Mi Total*
7. Turn **right** onto **Del Mar Heights Rd.** Map *Shell Station is on the right* *If you reach I-5 N you've gone about 0.2 miles too far*	**0.6 Mi**	*22.3 Mi Total*
8. Turn **left** onto **El Camino Real.** Map *El Camino Real is 0.3 miles past High Bluff Dr* *Burlap is on the corner* *If you reach Signature Pt you've gone about 0.1 miles too far*	**1.9 Mi**	*24.3 Mi Total*
9. Turn **right** onto **San Dieguito Rd.** Map *San Dieguito Rd is 0.8 miles past Sea Country Ln* *If you reach Via de La Valle you've gone about 0.4 miles too far*	**4.9 Mi**	*29.1 Mi Total*
10. Turn **right** onto **Circa Oriente.** Map *If you reach Montien Rd you've gone about 0.4 miles too far*	**0.7 Mi**	*29.8 Mi Total*
11. Take the 3rd **left** onto **Calle Serena.** Map *Calle Serena is just past Camino de Montecillo* *If you reach Via Cuesta Mansa you've gone about 0.4 miles too far*	**0.3 Mi**	*30.1 Mi Total*
12. **17342 CALLE SERENA** is on the **left.** Map		

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Proposed Administration Structure 2013

Executive Director/Superintendent or Principal/Superintendent
• Budget/Fundraising • Facilities • Personnel • Community Liaison • Curriculum

K-5 Academy
Asst. Principal/Principal
- School Culture and Vision
- Curriculum
- Monitor Dept. Data Analysis
- Webpage/Newsletter
- Staff & Aide Supervision
- Staff Recognition
- Master Schedule
- Policy Enforcement
- Supervise Elementary Electives

- Parent Days
- Open House
- PAL Conferences
- Oversee Yearbook

- Student Discipline
- Schoolwide Title 3
- Schoolwide Primetime

Lead Math Teacher
Lead English Teacher

Middle Academy
Asst. Principal/Principal
- School Culture and Vision
- Curriculum
- Monitor Dept. Data Analysis
- Webpage/Newsletter
- Staff & Aide Supervision
- Staff Recognition
- Master Schedule
- Policy Enforcement
- Supervise Middle School Electives

- Parent Days
- Open House
- PAL Conferences
- Oversee Yearbook

- Schoolwide STAR Test
- Schoolwide Supervision
- Chair Family Meetings

6 - 8th – Family Leaders
- Monitor staff and depts
- Discipline & Suspension
- Grade Level Mtgs
- Scheduling (inc. Elec)
- Build Grade Culture
- Field Trips
- Policy Enforcement
- ASB

Department Lead Teachers

High Academy
Asst. Principal/Principal
- School Culture and Vision
- Curriculum
- Monitor Dept. Data Analysis
- Webpage/Newsletter
- Staff & Aide Supervision
- Staff Recognition
- Master Schedule
- Policy Enforcement
- Supervise High School Electives

- Parent Days
- Open House
- PAL Conferences
- Oversee Yearbook

- Student Discipline
- ASB

High School Counselor
Department Chair
Grade Level ASB Advisors

Director of SpEd
- Supervise/Observe
- Instructional Leader
- SpEd Testing

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: August 17, 2013
Discussion Item 1
Administrative Proposal and titles

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Finance Overview

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: August 17, 2013
Discussion Item 2
State Budget Update



Category: Finance

California Charter School Finance in a Nutshell

California's charter schools are funded much like other non-charter California public schools, but generally at lower rates. They receive funding from a mix of local property taxes, state education aid programs, the California Lottery, federal education aid programs, fundraising, and other sources. Charter schools are prohibited from charging tuition, but may charge fees for certain items to the same extent as non-charter public schools.

California's original charter school laws (1992) contained many unclear legal provisions that generally attempted to provide charter schools with a mix of funding entitlements that were similar to those received by the charter-granting school districts. This system, however, proved unworkable and was replaced in 1999 by a "new" system that attempted to simplify and clarify California charter schools' funding entitlements while also attempting to provide

charters schools with funding at rates more comparable to traditional public schools.

The following is a brief overview of California's charter school funding system. For more in-depth information, see the "For Additional Information" section at the bottom of this page.

How Much Funding do Charter Schools Receive?

Charter schools are entitled to funding from five primary sources:

- The "Charter School General Purpose Grant,"
- The "Charter School Categorical Block Grant,
- State categorical and special-purpose programs,
- The California Lottery, and
- Federal categorical programs.

In addition, many charter schools seek substantial grant funding and/or engage in various fundraising activities, sometimes raising considerable amounts of funds and/or in-kind support. A brief overview of each of these follows.

General Purpose Grant

The general purpose grant is the largest source of funding for most charter schools and provides several thousand dollars for each unit of "average daily attendance" (ADA, a metric used to gauge student attendance) generated by charter school students. The amount of funding provided varies by grade level as illustrated in the following table:

Table 1
Charter School General Purpose Grant Rates
Estimated 2012-13 Funding Rates Per ADA
See CSDC's online journal, *Charter Currents*, for the latest, up-to-date estimates.

Grade Range:	K-3	4-6	7-8	9-12
Amount per ADA:	$5,114	$5,192	$5,348	$6,190

Charter Categorical Block Grant

The Charter Categorical Block Grant ("Categorical Block Grant") was reformulated in 2005 and currently provides a per-ADA amount of funding to all charter schools. This block grant is provides in lieu of funding from dozens of state "categorical" aid programs, most of which are restricted, special-purpose programs designed to fund specific populations, services, or functions in school districts.

The intent of the Categorical Block Grant is to provide charter schools with a share of categorical funding that is comparable with that provided to school districts but free of "red tape." Unlike traditional school districts, charter schools may spend the funding from the block grant for any purpose and are not required to comply with the often-extensive "red tape" that usually accompanies categorical funding.

The 2005 reformulation of the block grant set the per-ADA funding rate at $400 per ADA for the 2005-06 fiscal year, $500 per ADA for the 2006-07 fiscal year, and called for annual cost-of-living and other adjustments in subsequent years. The law also called for triennial reviews of the list of programs that constitute the block grant, starting in fall of 2007.

To the disappointment of charter school advocates, the grant was not re-benched after this review and currently hovers at around $400 per ADA due to recent state budget cuts—generally corresponding with the 20 percent cut to school district categorical aid programs. According to CSDC analysis, the block grant falls an estimated $225 per ADA short of what is needed to bring charter funding to parity with what traditional public schools receive from the constituent programs. Thus, the grant falls somewhat short of the stated intent of providing charter schools with categorical funding comparable to that of traditional public schools.

The Categorical Block Grant is supplemented with so-called "In-Lieu Economic Impact Aid." This funding is provided in lieu of a large categorical funding program for school districts called "Economic Impact Aid." The funding provided varies each year and, as with the above-described formulas, are based on statewide average figures for what the Economic Impact Aid program provides to school districts. These funds are provided to charter schools that serve economically disadvantaged students (students whose family incomes fall below specified federal poverty income levels) and students who are English learners. In 2012-13, this source provides a formula amount of approximately $338 per

qualifying student. Schools whose eligibility counts exceed 50 percent of their enrollment receive additional "concentration bonus" funding above the usual per-student rate. Schools serving small numbers of qualifying students receive a flat, "base" amount from this source in lieu of the per-student formula as follows:

- **1-10 eligible students**: $5,750
- **11 or more eligible students**: $8,675

Restricted State Categorical Programs

Charter schools may also qualify for funding from various state-funded, restricted categorical programs that are not encompassed within the above-referenced programs. Whether a charter school qualifies for funding from these programs depends on various factors specific to each funding program, usually related to student characteristics or the school's instructional program. Two of the largest such programs include the following:

- ***Grades K-3 Class Size Reduction.*** The large program provides around $1,070 per student in grades Kindergarten through three if the school maintains a student-to-teacher ratio of 20 or below.
- ***Supplemental Hourly ("Summer School") Instruction.*** This source includes four separate programs that provide funding on a student-hour basis to support instruction outside of the normal instructional day for specified student populations, mostly for students who are struggling academically.

Legislation enacted in 2009 gave both froze the funding entitlements (generally at the 2008-09 level) for both school districts and charter schools and gave them considerable additional flexibility in the use of these otherwise-restricted state categorical funds. The

flexibility is intended to allow schools and districts to accommodate major funding cuts related to the state's ongoing budget crises. This legislation is rife with technical problems, especially as it relates to providing funding to new and growing charter schools. To address this problem, the law now provides newer charter schools (those established prior to the 2008-09 base year) with an additional $127 per ADA—again based on statewide average figures for the related programs.

California Lottery Funding

Charter schools also qualify for a per-ADA share of funding from the California Lottery. The amounts provided vary each year, depending on the annual receipts of the Lottery Commission's sales. Estimated per-ADA rates for the 2012-13 fiscal year are in the range of $135 per ADA.

Restricted Federal Categorical Programs

The federal government supports K-12 schools through several programs. Most of these programs are provided for very specific student populations and/or programs and are associated with complex application and compliance requirements. One of the largest federal education funding programs is the Title I compensatory funding program. Charter schools generally receive a formula amount (around $425 in 2010) for each Title I-eligible, economically-disadvantaged student (based on whether students' family incomes qualify for free- or reduced-price meals).

Several other federal programs provide additional support for teacher training, reading instruction, English learner instruction, and other items, though amounts from these programs are very small relative to the large Title I program. In general, federal law mandates that states ensure that charter schools enjoy equal access to formula-driven federal programs, though California's track record here sometimes falls short of what federal law requires.

In 2009, the federal government enacted a major economic stimulus law that appropriated billions of dollars in one-time federal aid to help charter schools and school districts maintain programs despite deep state funding cuts. These one-time funds were allocated through several major formulas but have now largely been spent with little serious talk of additional economic stimulus funding for schools as the economy recovers.

Facilities Funding

Most California charter schools struggle to secure facilities funding. California's laws were amended by Proposition 39 in 2000, which took effect in 2003, to generally require school districts to provide facilities to charter schools. In practice, relatively few charter schools are housed under these laws and disputes over the law have generated many disputes and led to extensive litigation.

California also offers a state-funded facilities lease aid program for charter schools. This program provides up to $750 per ADA to reimburse up to 75 percent of an eligible school's facilities rent/lease costs. The funds are allocated to schools serving high

proportions (70 percent or higher) of students who qualify for free- or reduced-price meals, or charter schools located in areas serving such students. The California School Finance Authority also currently operates a federally-funded program that provides similar amounts —but also allows the funds to be used for facilities purchase/construction, not just rent/lease. These two programs are among the most popular of the facilities funding options for charter schools in California due to their relative flexibility and substantial funding provided.

In addition to the state lease aid program, voters have approved three state school facilities bond measures, one in 2002 (Proposition 47) a second in 2005 (Proposition 55), and a third (Proposition 1D) in 2007 that contained a total of $900 million in set-asides for charter school facilities needs. The program requires a 50 percent match by the charter school and title to funded facilities generally vests with the local school district, not the charter school. In practice, many charter schools have found these unfavorable provisions, combined with the myriad restrictions on using the bond funds, to make the program impractical or undesirable relative to the more simple per-ADA facilities aid programs.

These matters are addressed in more detail in the "Facilities" section of this site.

Special Education

Like traditional public schools, charter schools are prohibited from discriminating against students with exceptional needs (disabilities). A complex range of federal and state laws govern these matters. Both the federal and state governments provide substantial funding for these needs, though the amounts provided generally fall far short of the full costs of serving special needs students. As such, most school districts and charter schools must dip

in to their general-purpose funding to subsidize the costs of serving students with exceptional needs.

The state and federal funds for special education are not provided directly to charter schools, but are instead allocated to regional special education consortia of schools and districts called Special Education Local Plan Areas (SELPAs). Each of California's 120-odd SELPAs has its own policies on how to allocate their funding among member districts and schools. The law provides that SELPAs must share funding equitably with charter schools, though enforcing this concept often requires considerable negotiation at the local level.

In practice, most charter schools coordinate special education finance and service delivery with their local school district and pay a substantial fee, colloquially known as "encroachment," to the district to help the district defray excess special education costs. An increasing number of charter schools, however, opt to manage special education programs independently of school districts and receive funding more directly from their SELPA. Charter schools have also recently launched three new charter-specific SELPAs. These matters are addressed in more detail in the "Special Education" section of this site.

Funds Transfer and Cash Flow

Share of Local Property Taxes: Charter schools' General Purpose Grants are funded from a mix of state and local property tax funds. First, charter schools receive a per-ADA share of the property tax receipts of their sponsoring district. In most cases, these local property tax funds provide only a fraction of the total general purpose aid entitlement and the state "tops off" the remaining funding through the state's general purpose aid program.

Funds for the Categorical Block Grant and other state categorical programs are all funded through state aid.

Cash Flow: Each charter school funding program has its own schedule for apportioning funds to charter schools. The details are arcane and beyond the scope of this web page and can also vary from year-to-year. Due to recent state budget cuts, the state has deferred the flow of state aid to schools/districts, forcing many to engage in heavy short-term borrowing to meet cash flow needs.

"Direct" versus "Local" Funding: The above-referenced share of local property taxes must be provided by school districts to charter schools based on their attendance rates and according to a cash flow schedule specified in state law. Charter schools may opt to receive their state and federal funds either directly or through their charter-granting district. Schools that seek a high degree of fiscal autonomy generally opt for direct funding. Locally-funded schools must work in close coordination with their local district.

Financial Management

California's charter schools employ a broad range of strategies to manage their fiscal resources. Some schools function as free-standing enterprises and manage their own budgeting, accounting, payroll, banking, and business affairs with minimal involvement by their local district. Others may contract with their district, county office of education, or other agency (e.g., a "back office" support firm or consultant) to provide various business services.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: August 17, 2013
Discussion Item 3
Five-year Strategic Plan

STRATEGIC PLAN: 2014-2019

Mission Statement

Values Statement

1.0 Education and Curriculum

2.0 Staffing and Professional Development

3.0 Finance

4.0 Building and Ground

5.0 Outreach, Community, & Public Relations

6.0 Governance

Five year strategic plan

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: August 17, 2013
Discussion Item 6

Renewal Petition for 2014- 2019
Summary of Changes from 2009-2014 Charter

This is a summary of significant changes in the 2014-2019 charter compared to the charter of 2009-2014. Several amendments were made to the 2009-2014 charter. O'Farrell's status was changed to an independent 501(c)3 charter. The school aligned with a charter-friendly SELPA for the delivery of Special Education services. The instructional program expanded from serving grades 6-8 to grades K-12.

ELEMENT 1: EDUCATIONAL PROGRAM
The following sections were updated based on current school practices and plans for expanding the high school program through the twelfth grade:

- Building staff capacity
- Supports for students who are struggling

O'Farrell is planning for instruction to cover the Common Core State Standards beginning with the 2014-2015 school year.

Accountability/Renewal Criteria
The state established student achievement criteria renewing charters in AB 1147, which was enhanced by SB1260. For a charter to be renewed, it must meet one of three criteria:

1. Attained the API growth target in the prior year (i.e., Spring 2013 for O'Farrell) or in two of the last three years; Under SB1290, this criteria now includes meeting targets for ALL student subgroups receiving an API score.
2. Rank in the statewide decile 4 in the prior year or in two of the last three years;
3. Rank in decile 4 for "similar schools" in the prior year or in two of the last three years.

In the spirit of SB1290, all student achievement data in the charter reports on numerically significant student subgroups. This includes data on charter-specific outcomes in Element 2.

School Structure
The charter introduces the concept of O'Farrell being divided into three academies:
The K-12 O'Farrell program will be structured around three semiautonomous academies that have common values, educational philosophy and expectations for students: Elementary (K-5), Middle (6-8) and Senior (9-12). The common values and frequent communication among teachers in the three academies provide a clear and consistent pathway to college from kindergarten through the twelfth grade. The autonomy provides age-appropriate flexibility to help students meet the long range academic goals of the school. Each academy is managed by an assistant principal who is responsible for the supervision and evaluation of all staff in the academy. The middle school academy, which has the largest student enrollment, is divided into grade level teaching teams called educational families. There will be a teacher family leader for each Middle Academy grade level.

A summary of the school day for each academy is found in the table below. The Senior Academy starts and ends its school day later than the Elementary and Middle Academy.

Level	Start	End-Regular	End-Modified	Lunch
K-5	7:30 a.m.	K-5 - 2:40 p.m.	12:25 p.m.	10:25 a.m.
6-8	7:30 a.m.	2:50 p.m.	12:25 p.m.	11:25 a.m. 12:00 p.m.
9-12	8:00 a.m.	3:15 p.m.	12:55 p.m.	12:45 p.m.

Senior Academy Program

O'Farrell will expand to a full senior high school program with the introduction of a twelfth grade class in 2015-2016. O'Farrell is expected to provide the District with information about text book adoptions and course descriptions as new grade levels are introduced.

The course of study and high school graduation requirements are found in Appendices D and E. O'Farrell is expected to submit all high school course outlines to the University of California Doorway web site for approval as a-g courses.

Students in the Senior Academy maintain the same Homebase teacher from grades nine through twelve.

All students in the Senior Academy will participate in at least one field trip to examine career and high education options during their four year program. Seniors will be to apply for one-semester internships in local companies or agencies. O'Farrell will work with the District's Office of College, Career and Technical Education to assure that the internship program complies with all state and federal regulations.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Minor modifications were made to the table of student outcome in this Element, based on current and planned practice. The most significant addition was the plan to track the percentage of high school graduates who meet the UC a-g course requirements.

The Charter Specific Outcome was amended:

All O'Farrell students present an exhibition of their work during the last six weeks of the school year. In the eighth and TWELFTH GRADES, students present before a panel composed of teachers, family members, student peers and community leaders. Exhibitions provide an assessment tool of student progress and are presented in a public forum. Student evidence of academic, social-emotional, and personal health growth during their time spent at O'Farrell. The exhibitions must also demonstrate the use of age-appropriate technology as described by the International Society for Technology in Education (ISTE). For a charter specific outcome, O'Farrell monitors the percentage of

eighth AND TWELFTH grade students who earn a grade of "C" or higher on the exhibition.

ELEMENT 3: ASSESSMENT
Recognition of Student Achievement was amended.

O'Farrell regularly celebrates student achievement at all grade levels. Student achievement is recognized in the following categories:

a. DEAN'S LIST: 3.5 GPA or better in scholarship and no grade lower than a "Good" in citizenship in all classes.
b. HONOR ROLL: Minimum of 3.0 GPA in scholarship and no grades lower than a "Good" in citizenship in all classes.

ELEMENT 4: GOVERNANCE
Additional Statement:
The governing board could serve as a non-profit charter management organization for additional charters at different locations.

Current language on Board membership: The Board of Directors has a membership of between five and seven members, with O'Farrell staff consisting of no more than 20% of the total membership, but with a minimum of one employee on the Board. The remainder of the membership includes parents and community members. Board members have a two-year term.

The day-to-day operations of the elementary, middle and senior high school academies are managed by Assistant Principals who report to the Executive Director.

ELEMENT 5: EMPLOYEE QUALIFICATIONS
Assistant Principals manage each of the three academies.

Added the position of High School Counselor.

Amended Grade Level Lead Teacher to Grade Level/Subject Matter Lead Teacher (Middle Academy)/Department Chair (Senior Academy)

ELEMENT 6: HEALTH AND SAFETY
The following paragraph was added:

O'Farrell's Board of Directors approved a partnership with Family Health Centers of San Diego (FHCSD) on May 13, 2013 to establish a School-based Health Center (SBHC) on the grounds of school no later than July 1, 2015. The SBHC would provide the following services to students, their families and others in the surrounding community: pediatrics, well-child, immunization, pediatric developmental screening, sports physicals, sick child, acute management, vision screening; adult medicine, physicals, chronic disease management; women's care, pregnancy testing, obstetrics, family planning; case management/referrals management, care coordination, health education and dental screening.

ELEMENTS 7 - 9: NO CHANGE

ELEMENT 10: STUDENT EXPULSIONS
Amendment expand the list of individuals authorized to initiate suspensions or expulsions:
The Executive Director of The O'Farrell Charter School delegates primary authority and responsibility for student discipline to each grade level MIDDLE ACADEMY Family Leader, ACADEMY PROGRAM COORDINATORS/ASSISTANT PRINCIPALS or other designee of the Executive Director.

ELEMENTS 11 – 19: NO CHANGE

APPENDIX D: (NEW) Senior Academy Course of Study

APPENDIX E: (NEW) High School Graduation Requirements

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BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: August 17, 2013
Action Item 1

RECOMMENDATION: Approve the 2014-2019 Charter Renewal Petition.

BACKGROUND INFORMATION:

O'Farrell Community School: Center for Advanced Academic Studies opened to students on Tuesday, September 4, 1990 after one and one-half years of planning.

The first charter was approved on January 11, 1994 and renewed for the first time on January 26, 1999; the second time 2004 and the third time in 2009.

CURRENT INFORMATION:

This is a proposal to renew the charter agreement between The O'Farrell Charter School and the San Diego Unified School District's Board of Education for the fourth time.

ADDITIONAL DATA:

Please see the attached 2009-2014 Charter Petition.

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The O'Farrell Charter School

An Alliance for Academic and Personal Excellence

A California Charter School

Charter Renewal Petition
July 1, 2014 — June 30, 2019

Page No.

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The O'Farrell Charter School
Charter Petition July 1, 2014 to June 30, 2019

CHARTER INTRODUCTION

The O'Farrell Charter School opened to students as a district-run magnet school on Tuesday, September 4, 1990 after one and one-half years of planning. The O'Farrell Charter School is the first middle level magnet school in the San Diego City Schools system whose focus and instructional program were determined through the collaborative efforts of teachers, administrators and community. The original design of the school program and organizational structure resulted from a careful study of reports regarding middle level schooling, including *Caught in the Middle* by James J. Fenwick, 1987 and *Turning Points* by the Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents, 1989. O'Farrell's vision utilizes a student-centered, activity-oriented learning program, with state-of-the-art technology and community participation. O'Farrell initiated an expansion to a K-12 program beginning in the 2012-2013 academic year. O'Farrell will complete its expansion with the introduction of grade twelve in fall 2015.

O'Farrell began a K-5 program in 2012-2013 with an enrollment of 205 students. At full capacity, the program will serve up to 324 students, with two classrooms at each grade level.

In preparation for the 2009-2014 charter renewal, the Board of Directors stimulated a school-wide discussion that led to a revision of the school's original mission statement. The statement was approved by the Board of Directors on December 10, 2007. In the process of preparing for the 2014-2019 charter renewal, the mission was reaffirmed by the Board of Directors. The mission statement follows below. The first sentence in italics is frequently repeated in the charter petition.

> *The O'Farrell Charter School is a community-oriented institution dedicated to fostering high academic standards, ensuring social and emotional growth, and maintaining a safe and secure learning environment for all its students.*
>
> The O'Farrell Charter School's academic and extracurricular programs draw on the sustained efforts of motivated students, a talented and well-prepared faculty, and the ongoing commitment of supportive parents or guardians — all committed to the FALCON Way — such that all students are empowered to become critical learners and thinkers, and responsible, contributing citizens.
>
> The O'Farrell Charter School provides a multi-cultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality. All students, upon graduation, are expected to have acquired the fundamental tools and skills to move seamlessly into the high school of their choice.

O'Farrell staff continue to use three key references in planning an effective instructional program for all students: *Essential Program Components* from the California Department of Education,

the *Professional Learning Communities Model* of Richard DuFour and the California Department of Education's work on middle schools found in *Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students* (2001) and *Taking Center Stage-Act II: Closing the Achievement Gap for California's Middle Grades Students* (2008, http://pubs.cde.ca.gov/TCSII). *Taking Center Stage - Act II* identifies twelve elements of a middle school program considered to be critical to reduce the achievement gaps among groups of children while addressing the developmental needs of pre-adolescents. The twelve elements are listed below, with a complete summary found in Appendix A.

Academic Excellence
1. Rigor
2. Instruction, Assessment, and Intervention
3. Time

Developmentally Responsive Practices
4. Relevance
5. Relationships
6. Transitions

Socially Equitable Practices
7. Access
8. Safety, Resilience, and Health

Organizational Support and Processes
9. Leadership
10. Professional Learning
11. Accountability Partnerships

The expansion of grade levels to K-12 help improve O'Farrell's efforts to prepare students to qualify for college when they graduate high school. Middle school does not provide enough time to understand academic needs and provide quality interventions over time for students who are struggling. O'Farrell has also learned that students who begin with the program in the sixth grade are more likely to have a GPA of 3.0 or higher and less likely to be suspended in the eighth grade, compared to students who enter the school in the seventh grade or later. O'Farrell also realizes that it requires more time to instill in all students confidence to know that attending college can be a reality in their future. The same rationale drove the decision by O'Farrell to add a ninth grade program in 2010-2011, expanding to the twelfth grade by 2014-2015.

1. EDUCATIONAL PROGRAM

1. Students Served by O'Farrell

O'Farrell offers an instructional program for students in grades kindergarten through ten. O'Farrell added a ninth grade beginning with the 2010-2011 academic year, a kindergarten through fifth grade in 2012-2013 and a tenth grade in 2013-2014. By fall 2015, O'Farrell will offer a full K-12 program. Approximately 81% of the students live within the boundaries of San Diego Unified School District. The CBEDS student enrollment at O'Farrell was 1084 in 2012-2013. There are 205 students enrolled in grades K-5, 755 students grade 6-8 and 124 students in the ninth grade. The population is diverse: 27% African American, 15% Filipino, 50% Hispanic, 4% Indochinese (primarily Lao) and 1% White. Over 67% of the students qualify for free or reduced lunches; over

23% are identified as English Language Learners. Between 20% and 30% of the students live in either a foster care setting or with adults other than their biological parents. This percentage has been increasing over time.

The demographics of O'Farrell have been changing. The total school enrollment declined from a high of 1500 in 2003 to its current size of 905 in the fall of 2008. During that period, the percentage of Filipino students decreased from 30% to 24%, and the percentage of Hispanic students increased from 30% to 37%. During this period, the percentage of students who are English Learners has remained between 22% and 24%, while the percentage of students with IEPs has remained between 10% and 12%.

O'Farrell has demographic groups that are high performing and others that face academic challenges. Over 78% of the Filipino students are proficient or advanced on the California Standards Tests in English Language Arts and Mathematics. For African American and Hispanic students, the percentages performing at the proficient or advanced levels range between 46% and 56%. The challenge for English Learners is two-fold: master grade level content standards and become proficient in English. The greatest percentage English Learners (37% to 47%, depending on grade level) fall at the Intermediate level of English proficiency on the CELDT. This is a group of students needing additional instructional support.

Many of the students in the community have a history of below grade level academic performance and limited access to college preparation curriculum in high school. O'Farrell designed its organizational structure and instructional program to provide all students access to a curriculum that prepares them for college preparation classes in high school. O'Farrell participated in the Immediate Intervention/Underperforming Schools Program (II/USP) and the School Assistance and Intervention Team (SAIT) processes during the term of the 2004-2009 charter. These experiences strengthened O'Farrell's instructional program, leading to improvement in student achievement. Student achievement has continued to improve as O'Farrell's schoolwide API rose to 805 in 2012 with the school meeting all AYP criteria using the "safe harbor" method.

The O'Farrell Board of Directors established the following enrollment caps on August 17, 2013. The total student enrollment shall not exceed 1,680 students.

Student Enrollment Caps by Grade Span

Grade K-5:	360
Grade 6:	260
Grade 7:	270
Grade 8:	270
Grade 9-12:	520

2. Curriculum and Instruction Program

a. Goals of Instructional Program

O'Farrell has a commitment to fostering high academic standards for all students. O'Farrell demonstrates its commitment to high academic standards when:

- Students perform at grade level or higher in all subjects.

- Students achieve a year of academic growth for every year in attendance, with students performing below grade level at the start of the school year growing more than one year academically.
- Students are equipped and prepared to be admitted to a four-year college, and they can describe the steps necessary to prepare for that admission.

The O'Farrell staff believes that student success is enhanced when adults know students well and develop strong, positive relationships with them.

b. The FALCON Way

The FALCON Way describes the habits and character traits that students must have to attain high academic standards and demonstrate appropriate social and emotional growth during middle school. The falcon is the mascot of the school. The word FALCON is an acronym to identify the key character attributes necessary to succeed in school: **F**ocus, **A**ttitude, **L**eadership, **C**itizenship, **O**rganization, and **N**on-violence. The FALCON Way describes specific behaviors for each character attribute. In addition, O'Farrell staff have prepared expected school-wide learning results (ESLRS) based in the FALCON Way. The complete FALCON Way is part of the appendix of this charter. The preamble of the FALCON Way, which all students must memorize, follows:

> *I have the power to create a great life for myself. My character is demonstrated through high personal and academic standards. I always behave in a way that brings me closer to my goals of success in high school, college, and life. I respect the cultural differences in my school community. I follow the rules to keep my community safe and strong. To achieve my goals, I will follow the FALCON Way of Focus, Attitude, Leadership, Citizenship, Organization, and Non-Violence.*

c. School Organization by Educational Family and Homebase

O'Farrell is organized to promote the concept of knowing students well and developing strong, positive relationships between staff and students. O'Farrell is composed of three semi-autonomous academies that have common values, educational philosophy and expectations for students: Elementary (K-5), Middle (6-8) and Senior (9-12). The common values and frequent communication among teachers in the three academies provide a clear and consistent pathway to college from kindergarten through the twelfth grade. The autonomy provides age-appropriate flexibility to help students meet the long range academic goals of the school. Each academy is managed by an assistant principal who is responsible for the supervision and evaluation of all staff in the academy. The middle school academy, which has the largest student enrollment, is divided into grade level teaching teams called educational families.

The Elementary Academy is a small school with approximately 12 teachers. The Academy uses a designated portion of the campus with a separate entrance and playground areas. Teachers do not have a common planning time except on

modified days. Teachers in the academy follow their students in two-year cycles known as looping. The looping pattern is K-1, 2-3, and 4-5.

The Middle Academy has four educational families, one for each grade level and one for PE/elective classes. Teachers in the educational family have a common preparation period for meeting and planning when their students take physical education or elective classes on an alternating A/B day schedule. The number of educational families and the subjects used as the preparation period provider for educational families are subject to change based on the needs of the school. Educational families are responsible for all major decisions regarding discipline, scheduling, curriculum (in accordance with the state framework), delivery of instruction, and assessment of students assigned to their educational family. Educational families also attend to the social, intellectual, psychological and physical needs of students so that they become responsible, literate, thinking, and contributing citizens. The educational family also is responsible for promoting consistent student behavior management procedures compatible with the FALCON Way. Each family takes an active role in promoting the success of ALL its students.

The Senior Academy is limited to 520 students. Teachers have assignments covering multiple grade levels; they will be working with students for more than one year. In addition, students have a Homebase teacher/advisor who stays with them all four years.

To further support the connection between adults and students, O'Farrell has established the role of the Homebase teacher. This is an additional assignment for most full-time teachers. The primary caregiver for students is the Homebase teacher. The Homebase teacher serves as an advocate and meets daily with students, providing nurturing, discipline and parent-like contact. Homebase class activities include reviewing the weekly bulletin, taking attendance, checking on homework and providing instruction in study skills (i.e., note taking) and skills to promote social/emotional development (e.g., decision-making, goal- setting, and conflict resolution). The Homebase teacher handles most issues involving students in the Homebase that would normally be handled by a school counselor, such as academic counseling and discipline. The Homebase teacher also serves as the primary point of contact between the school and parents/guardians.

The role of the Homebase teacher differs slightly within each of the academies. Teachers in the K-5 Elementary Academy have time set aside in their instructional day for Homebase activities in their self-contained classrooms. In the Middle and Senior Academies, Homebase is a designated period in the schedule. The Middle Academy, students have a different Homebase teacher at each grade level. In the Senior Academy, students will stay with the same Homebase teacher until they graduate the twelfth grade. Teachers cover the same topics in homebase classes at all grade levels, using age-appropriate content.

d. Teaching Methodologies

The instructional program recommendations are grounded in the work of the California Department of Education ("*A Focus for Instructional Improvement in California*") and Rick DuFour's *Professional Learning Communities Model.* Parents expect that every teacher is providing a quality instructional program that helps students master, and exceed state content standards. Common lesson pacing and benchmark assessments across classrooms permit teachers to calibrate their work and assure parents that quality instruction is taking place at all times.

DuFour identifies four key elements of a culture that focuses on student learning. This summary compares key points of Dufour's work with the recommendation with *Taking Center Stage-Act II: Closing the Achievement Gap for California's Middle Grades Students* (2008). DuFour's "key elements" align with the instructional program strategies that are part of this charter proposal.

1. *Clarity regarding what each student was to learn in every course.*
   - Purchase and use of standards-based, state-adopted textbooks for all students.
   - Implementation of common year-long unit pacing schedules at each grade level to ensure coverage of key content standards prior to administration of the California Standards Tests.
   - Use of common six-week lesson planning schedules.
2. *Process for frequent and timely monitoring of each student's learning.*
   - Regular use of benchmark tests by the entire department to monitor student progress toward mastery of content standards, and modifying instruction as needed.
3. *Process for sharing information regarding a student experiencing difficulty.*
   - Educational families and grade level departments have common and sufficient preparation time enabling them to review student progress weekly.
   - All teachers at O'Farrell use the gradebook feature on Zangle, permitting Homebase teachers to access student grades on homework, class projects and tests.
4. *A systematic response system that provides students with additional time and support during the school day.*
   - Implementation of reading/language arts and mathematics intervention classes in line with state content frameworks.
   - Students struggling in language arts or mathematics may be assigned to Learning Center and Study Skills courses scheduled during elective periods.

The classroom instruction at O'Farrell includes the elements listed below:

- Direct instruction of students uses an "I do, We do, You do" approach. The teacher introduces a concept or procedures ("I do"), with students taking notes. This is followed by guided practice ("We do") where the teacher and students carefully complete

sample problems together. Students then complete independent practice ("You do") in the classroom or for homework. (See "Structuring and Delivering Your Lessons," pp. 71 - 109, in *Teach Like a Champion.*)

- Core classrooms expect students to maintain academic toolkits, responsive journals or learning journals to record key concepts and procedures, along with reflections on their learning.
- Instructional units begin with the creation of vocabulary tool kits for key concepts or terms that are used within the chapter/unit. The vocabulary tool kit is an example of a scaffold to support the understanding of English Learners or struggling readers.
- Differentiated instruction is the primary approach used by O'Farrell teachers to support student learning. This approach to organizing instruction assists students in a classroom with a wide range of ability levels, learning styles and intelligence strengths. A differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products. Differentiated instruction is accomplished through flexible grouping and provides assessments that contain several options for students. See the work of Carol Ann Tomlinson (*How to Differentiate Instruction in a Mixed-Ability Classroom*, ASCD).
- One model of differentiated instruction used by many teachers at O'Farrell is Guided Language Acquisition Design (GLAD). GLAD links language acquisition theory to content instruction in an untracked classroom. The model integrates listening, speaking, reading and writing into all content areas.

e. Student Progress Toward State Standards

All of O'Farrell's courses are aligned to state content standards, using state-adopted texts. Textbook adoption decisions in core classes (reading/language arts, mathematics, science, social studies) promote continuity in publishers from kindergarten through twelfth grade whenever possible. Students can better access the content of a textbook when they are familiar with its text features. O'Farrell will add other instructional resources as needed to support student mastery of standards.

- AVID: O'Farrell offers a yearlong elective course in Advancement Via Individual Determination (AVID) for grades six–through twelve. The Middle Academy was identified as an AVID National Demonstration School in March 2012. The Elementary Academy will apply to become an AVID certified elementary school. AVID-based instructional strategies (i.e., Cornell note taking and Costa's levels of higher level thinking questions) will be infused into all classrooms grades K-12.
- Computers: Students at all grade levels will maintain an electronic portfolio of their work. Students in grades six receive one or more semesters of instruction in computer technology as an elective course. Students at O'Farrell exceed the district requirement for Computer

Literacy credit. The Senior Academy offers an Advanced Computer Science elective option.

- Foreign Language: Students in the Elementary Academy receive a minimum of 60 minutes of instruction weekly in Spanish. The academy currently uses Rosetta Stone software to support instruction. Students work with the fundamentals of language structure, pronunciation, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students who complete six years at O'Farrell will have a minimum functional vocabulary of 500 words. Students will work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Students in the Middle and Senior Academies have access to elective courses in -Spanish. Advanced Placement courses in Spanish Language and Literature are available in the Senior Academy.
- Language Arts: Students receive instruction in language arts aligned with California grade level content standards using state-adopted textbooks. Instruction in grades K-5 is primarily delivered through a readers/writers workshop format. Three levels of language arts classes are offered in the Middle Academy based on the academic needs of the students: core, strategic and intervention. Curriculum supports follow the recommendations of the Reading/Language Arts Framework. The Senior Academy will offer Advanced Placement courses in English Language and Composition and English Literature and Composition.
- Mathematics: Students receive instruction in mathematics aligned with California grade level content standards using state-adopted textbooks. All students in the eighth grade have access to first year algebra. All students in the ninth grade have access to geometry and second year algebra in the tenth grade. Algebra Readiness is offered as a state-adopted intervention course in the eighth grade. Qualified students performing at advanced levels in mathematics in the may take Pre-Algebra in the sixth grade, Algebra in the seventh grade, and Geometry in the eighth grade and Intermediate Algebra in the ninth grade. The Senior Academy will offer Advanced Placement courses in Calculus AB and BC.
- Physical Education: Students receive instruction in physical education at ALL K-10 grade levels aligned with grade-level content standards, which meets instructional minutes requirements as described in this charter or approved by the Board of Directors.
- Science: Students receive instruction in science at ALL K-12 grade levels aligned with grade-level content standards. The Senior Academy plans to offer Advanced Placement courses in Biology and Environmental Science.
- Social Studies: Students receive instruction in social studies (history/geography) at ALL K-12 grade levels aligned with grade-level content standards. The Senior Academy plans to offer Advanced Placement courses World History, U.S. History and U.S. Government.
- Visual and Performing Arts: Students in the Elementary Academy receive a minimum of 60 minutes of music instruction weekly. Students will

analyze how different elements are used in music of various styles and from many cultures as they increase their musical skills by singing and playing instruments. They also will learn to create simple melodies and read and write those melodies on the treble clef. And because of their increased knowledge of musical elements and vocabulary, they will develop and apply appropriate criteria to support their opinions about specific musical selections. Students in the Middle and Senior Academies have access to elective courses in music and visual arts. O'Farrell has a rich music program including, but not limited to, band, chorus, and orchestra.

f. Evidence of Improved Student Outcomes

O'Farrell provides an instructional program that meets or exceeds that of other middle schools in the surrounding community (see pages 9 and 10). Like the rest of the schools in the surrounding community, O'Farrell's diverse population indicates that it has many statistically significant (i.e., more than 100 students) demographic groups: African American, Filipino, Hispanic, English Learner, Socio-economically Disadvantaged, and Students with Disabilities. However, it remains a challenge to meet growth targets for all populations as required by state and federal accountability systems. The following summary of student achievement data addresses AB 1137, Adequate Yearly Progress from No Child Left Behind and student performance compared with district-run middle schools in the surrounding community.

O'Farrell had significant increases in student achievement in 2004 through 2013 (from 656 to 805) as measured by the Academic Performance Index (API). The achievement growth was the result of implementing an action plan developed in collaboration with a School Assistance and Intervention Team (SAIT) from the San Diego County Office of Education. Those action steps were based on the California Department of Education's "Essential Program Components for Achievement." These successful instructional approaches continue in the Year Five Program Improvement Restructuring Plan and have been expanded to include science and social studies.

- API Decile Requirement from AB 1137

  O'Farrell meets the AB 1137 requirement of having a school-wide API decile ranking of 4 or higher. The school API growth for all statistically significant student demographic groups from 2009 through 2012.

O'Farrell API Decile Rankings

Year	*API*	*State Decile Rank*	*Similar Schools Rank*
2012-2013			
2011-2012	805	6	9
2010-2011	736	NA	NA
2009-2010	752	5	8
2008-2009	730	4	7

O'Farrell API by Student Groups from 2009 - 2012
(The number of Special Education students tested falls below 100)

	2009	2010	2011	2012	Change
All Students	730	752	736	805	+75
African American	673	707	689	801	+128
Filipino	859	871	847	908	+61
Hispanic	672	715	714	759	+87
Socioeconomically Disadvantaged	699	725	719	805	+106
English Learners	676	705	675	708	+32

- AYP Requirement from No Child Left Behind
  O'Farrell has been identified as a Program Improvement school. O'Farrell met all AYP criteria for 95% participation rate from 2009 through 2012. O'Farrell has increased the percentage of students performing at the proficient or advanced levels on the California Standards Tests during that time period. O'Farrell met all AYP achievement criteria in 2012 using the "Safe Harbor" method. The tables below show the growth in performance for all statistically significant student groups from 2009 through 2012 on the California Standards Tests in English Language Arts and Mathematics.

English Language Arts Percent Proficient or Advanced

	2009	2010	2011	2012	2013
All	44.0	44.6	43.4	57.4	
African American	33.0	32.8	34.4	56.3	
Filipino	71.4	65.8	66.9	78.9	
Hispanic	32.4	36.2	38.2	46.7	
Socio-economically Disadvantaged	37.1	36.8	40.0	57.4	
English Learners	29.9	33.2	31.7	37.4	

Mathematics Percent Proficient or Advanced

	2009	2010	2011	2012	2013
All	40.1	42.6	36.2	56.7	
African American	24.9	32.8	27.8	52.5	
Filipino	68.4	65.8	60.8	80.3	
Hispanic	31.4	36.3	28.3	48.4	
Socio-economically Disadvantaged	33.9	36.8	32.2	56.8	
English Learners	32.6	33.2	26.6	41.6	

- Performance Compared to Surrounding Schools
  The table below shows that O'Farrell's academic performance meets or exceeds that of District-run schools serving grades six through twelve in the same general neighborhood: Bell, Knox, Mann, Lincoln and Morse. Two high schools are included because O'Farrell included ninth grade students in its API score for 2011 and 2012. Knox converted from an elementary school to a middle school program in 2011-2012. The District uses Farb and Taft as comparison schools to O'Farrell even though they are not in the local neighborhood. Farb has more white students (25% compared to 1%) and fewer English Learners (10% compared to 22%)

than O'Farrell. Taft has roughly the same percentage of English Learners and a higher percentage (10%) of white students.

Academic Performance Index
O'Farrell Compared to Surrounding District-Run Schools

Year	**O'Farrell**	Bell	Knox	Mann	Farb	Taft	Lincoln HS	Morse HS
2013								
2012	**805**	738	617	745	803	778	618	729
2011	**736**	731	706	746	763	765	616	700
2010	**752**	751	686	720	742	743	612	698
2009	**730**	687	701	630	735	760	587	667

- O'Farrell continues to face the challenge of accelerating the achievement of students who are reading significantly below grade level. Many of these students are English Learners. O'Farrell's school-wide action plan focuses on strategies to help struggling readers and English Learners to gain access to grade level content.

g. Instructional Resources
O'Farrell students have access to state approved instructional materials in all core content areas. The Executive Director is responsible to the Board of Directors to assure that textbook adoptions are up-to-date.

h. Building Staff Capacity
O'Farrell needs teachers who take responsibility for the academic, social, and emotional growth of students. They are expected to have high expectations for all students in a culturally diverse setting. Care is taken to hire teachers who are willing to work diligently and sensitively on behalf of the children from communities surrounding O'Farrell.

Teachers at O'Farrell have multiple support systems to help improve their effectiveness. O'Farrell provides information and funding support through several BTSA programs in the area. Teachers new to O'Farrell receive 15 hours of paid professional development in the summer and are assigned a mentor to work with them during the school year. O'Farrell coordinates professional development with publishers for new textbooks adoptions. Each summer, teachers in the language arts, mathematics, science and social studies departments in the Middle and Senior Academies meet to review student achievement from the previous year

and revise the unit pacing schedule and benchmark assessments as needed. Teachers in the Elementary Academy also met in the summer for similar planning within and across grade levels. In the summer of 2012, two teachers participated in training to teach Advanced Placement classes as part of the California AP Potential Expansion (CAPE) program sponsored by the College Board. In addition, designated content lead teachers received training in summer 2012 on the implementation of Common Core State Standards from the San Diego County Office of Education. Content lead teachers/content coaches provide coaching support, guide the preparation of unit pacing schedules and conduct effective meetings focused on student learning. Elementary Academy teachers can meet during the school day in clusters (K-3, 4-5) during their students' physical education time. Middle Academy grade level educational families have a common planning period, which promotes collaboration and mutual support within and across departments. Departments in the Senior Academy have common planning periods to support collaboration. Every Wednesday is a "modified" day. Staff development for all teachers occurs at least once per month, focusing on the key needs of the school. From 2009 to 2012 school-wide training focused on instructional supports for English Learners, building stronger relations with male students to improve academic success and infusing AVID instructional strategies into all classrooms. In August 2012 all teachers participated in a full day of GATE training with follow-up training in the school year. At the start of the 2012-2013 school year, all teachers were GATE-certified. Teachers also collectively read a book and discussed its application to school climate or classroom instruction each year. In 2012-2013, teachers read *Teach Like a Champion: 49 Techniques that Put Students on the Path to College.*

i. Academic Calendar

O'Farrell operates on a traditional school year calendar, though it reserves the right to consider conversion to a year-round calendar. The academic calendar includes a minimum of 175 days and 66,700 minutes of instruction for grades 1-12. The school year in 2013-2014 has 182 days of instruction with teachers working 187 days. This calculation does not include Period "0" or Period 7 that do not include all students. Kindergarten includes a minimum of 175 days and 57,500 minutes of instruction. The school year has two semesters, with three six-week grading periods in each semester. O'Farrell offers extended learning experiences primarily for "at-risk" students after school, on Saturdays and in the summer using supplemental hourly programs provided by the State of California.

j. Instructional Day

The instructional day for grade levels K-8 is 7:30 a.m. to 2:50 p.m., with the exception that the kindergarten school day ends at 2:00 p.m. The Middle Academy school day is composed of five 65-minute periods, a 20-minute Homebase period and a 30-minute skills intervention period. The Senior

Academy school day is 8:00 a.m. to 3:15 p.m. with six 55-minute periods, a 25-minute Homebase period and a 10-minute nutrition break. O'Farrell offers four lunch periods, with one lunch period exclusively for K-5 students and another for 9-12 students..

Bell Schedule for the Middle Academy:

Period "0"	6:45 a.m. – 7:25 a.m.
Homebase 1	7:30 a.m. – 7:50 a.m.
Period 2	7:55 a.m. – 9:00 a.m.
Period 3	9:05 a.m. - 10:10 a.m.
Period 4	10:15 a.m. -11:20 a.m.
Skills/Lunch	11:25 a.m. -11:55 a.m.
Skills/Lunch	12:00 p.m. – 12:30 p.m.
Period 5	12:35 p.m. - 1:40 p.m.
Period 6	1:45 p.m. - 2:55 p.m.

Bell Schedule for Senior Academy:

Period "0"	7:00 a.m. - 7:45 a.m.
Home Base 1	8:00 a.m. - 8:25 a.m.
Period 2	8:30 a.m. - 9:25 a.m.
Period 3	9:30 a.m. - 10:25 a.m.
Nutrition Break	10:30 a.m. - 10:40 a.m.
Period 4	10:45 a.m. - 11:40 a.m.
Period 5	11:45 a.m. - 12:40 p.m.
Lunch	12:45 p.m. - 1:15 p.m.
Period 7	1:20 p.m. -2:15 p.m.
Period 8	2:20 p.m. - 3:15 p.m.
Period 9	3:15 p.m. – 4:00 p.m.

Grades one through five students will begin and end their school day at the same times as the Middle Academy program. Kindergarten students end their regular school day at 2:40 p.m. All grade levels have a modified day on Wednesday. Elementary and Middle Academies are released at 12:25 p.m. and the Senior Academy is released at 12:55 p.m.

Sample instructional day for Elementary Academy

The regular school day for grade 1-5 students is 430 minutes long, from 7:30 a.m. through 2:40 p.m. Kindergarten begins at 7:30 a.m. and ends at 2:40 p.m.

Bell Schedule for Elementary Academy

Start of School	7:30 a.m.
Lunch	10:25 a.m.
Recess	11:20 a.m.
End of School (K)	2:40 p.m.
End of School (1-5)	2:40 p.m.

Instructional time is allocated according to the following table. Instruction on the modified day will focus exclusively on language arts and mathematics. Some subjects are covered on alternating days using an A/B schedule.

Homebase/Citizenship Training	20 minutes
Language Arts (including reading, writing, spelling, word study)	145 minutes
Mathematics	90 minutes
Science/Social Studies (A/B Schedule)	60 minutes
Physical Education/Elective (music, art, computers) (A/B Schedule)	40 minutes
Foreign Language (Spanish)	30 minutes
Morning Recess	20 minutes
Lunch	30 minutes

k. Senior Academy Instructional Programs.

O'Farrell began a ninth grade program in 2010-2011. A tenth grade program was added in 2013-2014. The Senior Academy became a semi-autonomous program, separate from the Middle Academy, with the initiation of the tenth grade. The Senior Academy continues O'Farrell's effort to prepare students for post-secondary education. The Western Association of Schools and Colleges has granted O'Farrell initial accreditation for grades 6-9 through June 30, 2014. O'Farrell initiated the process to extend accreditation through grade twelve during the 2012-2013 school year. O'Farrell has provided the District with a detailed curriculum for grades nine and ten, including a listing of adopted textbooks. O'Farrell will provide a detailed curriculum, including a listing of adopted textbooks, for the eleventh grade prior to the start of the 2014-2015 school year and for the twelfth grade prior to the start of the 2015-2016 school year. O'Farrell has submitted all high school course outlines to the University of California Doorway website for approval as a-g courses. O'Farrell will administer end-of-year course examinations in all core classes.

The course offerings in the Senior Academy are found in Appendix D. Appendix E lists the high school graduation requirements approved by the Board of Directors on January 14, 2013. As a charter specific outcome, all twelfth grade students are expected to complete an exhibition with a grade of "C" or higher. All students in the Senior Academy will participate in at least one field trip to examine career and higher education options during their four year program. Seniors will be able to apply for one-semester internships in local companies or agencies. O'Farrell will work with the District's Office of College, Career and Technical Education to assure that the internship program complies with all state and federal regulations.

1. K-5 Elementary Academy

A programs coordinator/assistant principal, under the supervision of the executive director, manages the day-to-day operations of the Elementary Academy, with clerical assistance, in a satellite office near the 61st street entrance for K-5 students and parents.

O'Farrell follows Education Code Section 48000[a] regarding age-eligibility to start kindergarten (i.e., five years of age by November 1 for the 2012-2013 school year).

The K-5 instructional program will lay the foundation for student success in college, career and citizenship in an increasingly complex global and information driven political, social and economic environment.

Classroom instruction includes a variety of activities involving the whole class, flexible small groups for specific tasks and individual study. Classrooms will be equipped with learning centers, classroom libraries, classroom presentation technology and easy student access to computers and other devices. The daily teaching schedule will contain a minimum of 145 minutes of instruction in reading/language arts and 90 minutes of mathematics instruction daily. Children will also receive regular instruction in science and social studies. Students will receive at least 120 minutes of instruction combined in music and a world language each week. Early exposure of children to music and multiple languages has been found to enhance brain development. Extended study of foreign language and music has been found to increase scores on all three sections of the SAT reasoning test (critical reading, mathematics, and writing), one part of the college admission process. A sample course of study for the fifth grade is included in Appendix C. O'Farrell provided the district with a listing of the textbooks to be used prior to the start of school in fall 2012.

3. Addressing the Needs of All Students

a. English Learners

The course offerings for English Learners in the Middle Academy are determined by their level of English proficiency. English Learners may be assigned to a reading intervention class that incorporates English Language

Development (ELD) standards. English Learners are also assigned to classes in general education core content areas in clusters of 5 to 10 students, based on their English proficiency. Students with an overall proficiency level (OPL) of Beginning, Early Intermediate, or low range Intermediate are identified for Sheltered English Immersion (SEI). Students with an overall proficiency level (OPL) of high range Intermediate, Early Advanced, or Advanced are identified for Mainstream English Cluster (MEC). In the Elementary, Middle and Senior Academies, teachers differentiate instruction for English Learners in their classrooms to help students understand the content. The instructional materials used include the universal access materials as part of the textbook adoptions. Teachers also identify ELD standards that need to be taught to the English Learners in their classrooms.

b. Gifted Students

GATE-identified students have access to differentiated instruction providing them with opportunities to expand and enrich their learning in grades K-12. All O'Farrell teachers were provided training for GATE certification in 2012-2013. O'Farrell follows District procedures to test students for GATE certification at the appropriate grade levels. GATE, and other interested students may qualify for a mathematics course that would permit them to complete Geometry in the eighth grade and Intermediate Algebra in the ninth grade. Honors courses in language arts, social studies and science will be offered to eligible sixth, seventh, eighth, ninth and tenth grade students. Advanced Placement courses are offered in the tenth through twelfth grades.

c. Below Grade Level and Other At-Risk Students

O'Farrell provides additional supports for students based on several criteria:

- Performing basic, below basic, or far below basic on the California Standards Tests in English Language Arts and Mathematics.
- Performing below grade level on diagnostic tests in mathematics and language arts given at the start of the school year.
- Performing below the proficient level on benchmark assessments.
- "At risk" of retention at grade level because of failing course grades in the core subjects of language arts, mathematics, science and social studies.

The purpose of interventions is to help students successfully master grade level content. Sometimes, the necessary intervention does not involve much time or modification of instruction. In other cases, intensive intervention is necessary to fill in missing gaps in skills and knowledge from prior grade levels, as well as helping students master the current grade level content so that learning can be accelerated. Interventions are only effective when teachers and other staff carefully monitor implementation and student performance to determine if the intervention is appropriate. Teachers are responsible to review student progress on a regular basis.

The types of supports provided during the school year are subject to modification depending on program effectiveness and budget constraints. Examples of such supports for the 2012-2013 school year included:

- Fall parent conferences to set goals for students and identify supports.
- Extended Day and Saturday School classes including assistance from bilingual paraprofessionals for English Learners.
- Extra "0" period for additional instruction in all grade.
- Counseling and other resources offered by Family Support Services.
- Learning Lab on the modified day for up to 35 students in grades K-8 to stay an extra two hours to catch up on class work.
- Interdepartmental Student Study Teams to develop intervention plans for students having significant academic/social/emotional problems.
- Frequent contact with parents regarding student progress.
- Teachers create supportive learning plans for students who are failing courses in collaboration with parent/guardians, if needed.
- Learning Center classes in reading and mathematics are offered during the Middle Academy's elective period through the Special Education Department. These classes are open to some students without IEPs.
- Additional instruction in reading and mathematics are offered by general education teachers during the Study Skills period during the Middle Academy's elective period through the Special Education Department. These classes are open to some students without IEPs.
- The Elementary Academy offers differentiated reading groups using materials through the *Treasures* language arts adoption for English Learners, advanced and struggling readers.
- The Special Education teacher in the Elementary Academy conducts Response to Intervention (RTI) groups. These are small group pull out and push in supports using *Read Naturally*, the guided reading from *Treasures*, resources from their own guided reading library, and spelling.
- Intervention language arts class using intervention materials from the Glencoe language arts adoption, *Learning Upgrade* computer based curriculum and *STAR Reading* (Renaissance Learning) for students reading significantly below grade level in grades sixth through eighth.
- *STAR Mathematics* (Renaissance Learning) and *Learning Upgrade* are used as an intervention programs in grades six and seven, algebra and geometry. The programs are also be used in grades first through fifth.
- Classroom teachers using AVID-based study skills methods such as Cornell note taking.

d. Special Education

O'Farrell is a member of the El Dorado SELPA for the purposes of delivering Special Education programs. The Board of Directors of O'Farrell reserves the right to return to the San Diego Unified School District SELPA and be deemed a public school of the District rather than an independent LEA for purposes of special education.

Special Education is provided using a full inclusion model in compliance with state and federal policies and guidelines. O'Farrell is a full-inclusion model school providing instruction to students with disabilities through the Least Restrictive Environment (LRE) as required by the Individuals with Disabilities Education Act (IDEA). The Special Education staff provides services both directly and through collaboration with the general education staff. Training, materials and/or assistance with modifications and/or adaptations for implementing the Individual Educational Plan (IEP) is provided for optimum student access to the general education curriculum.

Full Inclusion at O'Farrell means:

- Promoting student learning through co-teaching by a general education and a Special Education teacher, developing modified curriculum when needed.
- Creating smaller learning environments with the assistance of the special educator and/or paraprofessional in the classroom.
- Promoting greater diversity. All students with disabilities are placed in educational families within general education classes. Each educational family has students in Special Education with a wide range of disabling conditions.
- Improving social skills of students with severe disabling conditions by promoting extensive interactions with their age-group peers in the general student population.
- Improving professional collaboration, as special educators are an integral part of educational families.
- Improving student performance in achievement, provided by access to the content standards through participation in the general education program, using instructional materials modified to fit the Individual Educational Plan (IEP).

In O'Farrell's model of inclusion, special education teachers and the educational families have joint responsibility for the success of students with IEPs.

e. Monitoring Student Progress

O'Farrell has several tools to monitor student progress, including start of the year diagnostic/placement tests in language arts and mathematics, periodic benchmark assessments, and end-of-course exams. Beginning in the fall of 2009, O'Farrell implemented an assessment system in reading/language arts and mathematics to measure academic growth within the year.

O'Farrell establishes annual targets for student achievement based on course grades and results from benchmark assessments. The Board of Directors monitors student progress through monthly reports from the Executive Director. The educational families monitor student progress weekly to ascertain the following:

- Which students are struggling?
- What interventions/supports are required? Have they been implemented? Are the interventions working?
- Has the student been placed in the proper language arts class section? Can the student be moved up to a higher level?

1. The "Educated Person in the 21st Century"
   a. Education for Citizenship

   O'Farrell believes that an educated person must be one who makes a positive contribution to their community and the world. The individual should be a responsible, literate, critical thinking and contributing citizen.

   Responsible Citizen
   - Students know the rules of the school and abide by them.
   - Students contribute to the safety of the campus.
   - Students are held accountable for breaking school rules and are accountable for their own choices.
   - Students work cooperatively and collaboratively.
   - Students learn to use self-control to become self-disciplined.
   - Students learn to think before acting by considering the consequences of their actions.

   Literate Citizen
   - Students plan and work to develop academic goals and challenges.
   - Students learn to persevere academically; to keep on trying and to always do their best.
   - Students learn content area concepts and skills.
   - Students use technology responsibly to retrieve and evaluate information, communicate ideas, and to produce a product (such as research papers, science projects, etc.).
   - Students know the paths to get to the career of their choice, including the knowledge of how to effectively pursue higher education.

   Critical Thinking Citizen
   - Students work to attain their goals through intensive, sustained efforts, measuring progress by reflecting on their performances to know when goals have been met.
   - Students learn to use strategies and techniques for problem solving.
   - Students define and analyze a problem from different perspectives, developing solutions using information gathered from diverse materials, technologies, and experiences.
   - Students use algebraic thinking through inquiry-based learning.

Contributing Citizen

- Students learn their role as citizens in a global society by doing their share to make their school and community better through involvement in community affairs, being a good neighbor, obeying laws and rules, respecting authority, and protecting the environment.
- Students document at least twelve (12) hours of community service each academic year.
- Students present and defend their solutions by communicating the concepts involved and justifying their reasons for action.

2. O'Farrell Vision Statements

The O'Farrell Vision Statements were first developed by a group of teachers, district staff and community members in 1989. They describe how O'Farrell should go about creating the "educated person in the 21st Century."

We believe that:

- All students can succeed academically when given the opportunity to learn through active participation.
- All students should receive the highest levels of academic education.
- All middle level students need to develop high standards of appropriate behavior.
- Relevant practical and fine arts education enhances academic learning for the middle level student.
- Middle level students need to understand their role as citizens in a global society.
- Schools are responsible for providing the highest levels of curriculum in a variety of ways to learners.
- Students learn best in collaborative relationships.
- School is a place that should be sensitive to the needs of both children and adults.
- Successful, responsible students become successful, responsible adults.
- School is an extension of the child's family and community
- School personnel should address the academic, social, physical, and psychological needs of students.
- School should provide state-of-the-art technology to enhance learning for students.
- Students should participate in cross-curricular studies whenever possible.
- Parents, teachers, and community agencies should share in the educational decision-making process.
- School should be structured to extend learning experiences beyond the school site and day.
- The school environment must nurture the teacher as learner and researcher.

2. MEASURABLE STUDENT OUTCOMES

The O'Farrell mission statement indicates that: "The O'Farrell Charter School is a community-oriented institution dedicated to fostering high academic standards, ensuring social and emotional growth and maintaining a safe and secure learning environment for all its students." The school strives to prepare all students for admission to college at graduation from the twelfth grade. In addition, O'Farrell follows the SDUSD Charter School Accountability System for San Diego Charter Schools.

1. Essential Student Outcomes Supporting the Mission Statement
   a. Fostering High Academic Achievement
      - Students perform at grade level or higher in all subjects.
      - Students achieve a year of academic growth for every year in attendance, with those students performing below grade level at the start of the school year growing more than one year academically.
      - Students are equipped and prepared to be admitted to a four-year college, and they can describe the steps necessary to prepare for that admission.

   b. Ensuring Social and Emotional Growth
      - Students work effectively and respectfully within culturally diverse settings.
      - Students contribute to their community.
      - Students take responsibility for their actions.
      - Students establish goals for their lives and identify specific steps to reach those goals.

2. Achievement Outcomes for the Educated Person in the 21st Century
   One component of the mission statement involves academic outcomes. Students must meet grade-level performance standards in all content areas. This outcome is aligned with the state accountability system. State student achievement benchmarks as measured by the Academic Performance Index (API) and Adequate Yearly Progress (AYP) are expected to increase each year.

   - Academic Performance Index (API). O'Farrell improves its student achievement schoolwide by five percent (5%) of the difference between the state's ideal of 800 and the school's score. In addition, all of O'Farrell's numerically significant subgroups are expected to grow by 100 percent of O'Farrell's school-wide growth target. O'Farrell's schoolwide API was 805 in 2012. O'Farrell strives to maintain that score while continuing to increase the API for all student groups who have not reached the 800 level.
   - Adequate Yearly Progress (AYP). O'Farrell makes adequate yearly progress determined by the percentage of students scoring at or above the proficient level on the California Standards Tests. O'Farrell is accountable for those students who have been at the school for the full academic school year (from the October CBEDS count through spring STAR testing).

3. Exhibitions (Charter-Specific Student Outcome)
All O'Farrell students present an exhibition of their work during the last six weeks of the school year. In the eighth grade, students present before a panel composed of teachers, family members, student peers and community leaders. Exhibitions provide an assessment tool of student progress and are presented in a public forum. Students present evidence of academic, social-emotional, and personal health growth during their time spent at O'Farrell. The exhibition must also demonstrate the use of age-appropriate technology as described by the International Society for Technology in Education (ISTE). In preparation for the exhibition, students compile an "electronic portfolio" which could be as basic as a Powerpoint slide show For a charter specific outcome, O'Farrell monitors the percentage of eighth and twelfth grade students who earn a grade of "C" or higher on the exhibition.. The exhibition assesses three major components:

A Well-Rounded Student
- Students keep adequate and varied samples of work in all classes.
- Students document growth over two or more school years.
- Students identify their own strengths and areas in need of continued improvement.
- Students engage in reflective self-assessment.

A Contributing Citizen
- Students develop a sense of empowerment and accomplishment.
- Students serve in the community; provide documentation demonstrating their contributions to their community and what they are learning from this service.
- Students provide citizenship documentation showing their contributions to their school and at home.
- Students identify personal and educational goals for the future.

An Effective Communicator
- Students demonstrate organizational skills.
- Students demonstrate presentation skills.

Review of data for exhibitions in the eighth and ninth grades show that over 85% of the students are earning a "C" or high on their exhibitions. The data show that there is a gap in performance for Hispanic students and English Learners that is continually addressed.

Eighth Grade Students Earning "C" or Higher on Spring Exhibition

	2009	2010	2011	2012	2013
All	93%	94%	86%	91%	94%
African American	88%	93%	78%	89%	98%
Filipino	99%	100%	100%	100%	98%
Hispanic	93%	95%	85%	87%	87%
English Learners	82%	97%	88%	92%	88%

Ninth Grade Students Earning "C" or Higher on Spring Exhibitions

	2011	2012	2013
All	94%	100%	99%
African American	98%	100%	100%
Filipino	100%	100%	100%
Hispanic	93%	100%	96%
English Learners	100%	100%	100%

4. Creating a College-Attending Attitude
While it is understood that not all careers require a college education, all middle school children must believe they have a capacity to qualify for and successfully complete a four year college program. There are rigorous and grade-level appropriate developmental instructional activities in each grade level leading to this outcome. We know we have given students power over their future when they can:

- Honestly and realistically project their career fifteen years in the future.
- Identify the qualifications, educational background, and educational institutions connected with their career choices.
- Express a college-attending attitude: Knowing what it takes to qualify for college academically and financially, and knowing what it is like to be a student in college through specific grade-level college planning lessons and exposure to a "college attending culture."
- Present concrete action steps over their high school and college career.

- Assess their current academic and social/emotional strengths and weaknesses to prepare for their career choice, presenting an action plan to address these strengths and weaknesses.

O'Farrell Student Outcomes			
Measurable Outcome	**Measure(s)**	**Frequency**	**Benchmark**
Students are proficient at grade-level standards in language arts.	• California standards tests - percent proficient or above • STAR writing - percent score of 3 or 4 • Benchmark exams - percent proficient or above on third exam • End of course exams - percent proficient or above	• Annual • Grades 4 and 7 • Three times • Annual	• Meet AYP targets • 5% improvement from baseline each year of charter toward 100%.
Students are proficient at grade-level standards in mathematics	• California standards tests • Benchmark exams - percent proficient or above on third exam • End of course exams - percent proficient or above	• Annual • Three times • Annual	• Meet AYP targets • 5% improvement from baseline each year of charter toward 100%.
Students are proficient at grade-level standards in science	• California standards tests • Benchmark exams - percent proficient or above on third exam • End of course exams - percent proficient or above	• Grades 5 and 8 • Three times • Annual	• 5% improvement from baseline each year of charter toward 100%.
Students are proficient at grade-level standards social studies	• California standards tests • Benchmark exams - percent proficient or above on third exam • End of course exams - percent proficient or above	• Grade 8 • Three times • Annual	• 5% improvement from baseline each year of charter toward 100%.
Students demonstrate being a well-rounded student, a contributing citizen and an effective communicator.	• Earn a grade of "c" or higher on eighth and twelfth grade spring exhibitions. Exhibitions required at all grade levels.	• Annual	• 5% improvement from baseline each year of charter toward 100%.
Students develop a college-attending attitude.	Required component of student exhibition/electronic portfolio. Measure successful completion of component in eighth and twelfth grade exhibitions.	• Annual	5% improvement from baseline each year of charter toward 100%.
Students are ready for admission to college	Percentage of high school graduates who have met the University of California A-G requirements.	• Annual	5% improvement from baseline each year of charter toward 100%.

3. ASSESSMENT

1. State Mandated Assessments
   O'Farrell administers all state-mandated assessments as required by AB 1137 and the No Child Left Behind Act. O'Farrell administers the California Physical Fitness test in grades 5, 7 and 9. During assessment, O'Farrell allows for accommodations and modifications for students with an IEP based on the list of allowed accommodations and modifications from the state. Accommodations and modifications are provided for students based on their individualized needs as determined by the IEP team. For English Learners, students are allowed variations during assessment, based on the allowed guidelines provided by the state.

2. Other Assessments
   O'Farrell teachers will use a variety of formal and informal assessments to monitor student progress toward mastering grade level standards and determining appropriate interventions for students who are struggling. Benchmark exams developed by departments are administered three times a year in language arts, mathematics, science and social studies. The results are stored on Data Director for analysis by teachers. O'Farrell reserves the right to adapt the Measures of Academic Progress (MAP) by the Northwest Evaluation Association (NWEA) or equivalent, a California Standards Aligned Computerized Adaptive Assessment program twice yearly, allowing teachers and parents to monitor student academic growth in language arts and mathematics within the school year, diagnosing instructional needs of individual students, and assisting students in academic goal-setting for themselves. This instrument is used to measure academic growth within a given school year.

3. Academic Grades
   O'Farrell uses Zangle for grade reporting. O'Farrell uses an "A-F" grading system for academic grades and an E-U grading system for citizenship grades. Teachers provide parents and students with a course syllabus at the beginning of the school year explaining the grading criteria. Grading criteria is uniform within each department and is prominently posted in each classroom ensuring that every student knows what is required to receive an "A" or "B" in the class. In addition, teachers send parents a classroom progress report for their student on a regular basis during the school year as a means of communicating academic progress in a particular class. Modifications to grading criteria are made when required by the IEP of a student.

   All teachers use an electronic grade book to record grades. Additionally, all parents have access to student grades and assignments through Power School Parent Portal. Over 95% of the parents/guardians in the school registered for the service in 2012-2013. Progress reports are distributed to parents at six and twelve weeks of instruction in each semester. Semester report cards are mailed home to parents.

4. Exhibitions
   All O'Farrell students present an exhibition of their work during the last six weeks of the school year before a panel composed of teachers, family members, student peers and community members. Exhibitions provide as an assessment tool of student progress and

are presented in a public forum. Students present evidence of academic, social-emotional, and personal health growth during their time spent at O'Farrell. The exhibition assesses three major components:

A Well-Rounded Student
- Students keep adequate and varied samples of work in all classes.
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- Students engage in reflective self-assessment.

A Contributing Citizen
- Students develop a sense of empowerment and accomplishment.
- Students serve in the community; provide documentation demonstrating their contributions to their community and what they are learning from this service.
- Students provide citizenship documentation showing their contributions to their school and at home.
- Students identify personal and educational goals for the future.

An Effective Communicator
- Students demonstrate organizational skills.
- Students demonstrate presentation skills.

1. Recognition of Student Achievement
   O'Farrell regularly celebrates student achievement at all grade levels. Student achievement is recognized in the following categories:
   a. Dean's List: 3.5 GPA or better in scholarship and no grade lower than a "Good" in citizenship in all classes.
   b. Honor Roll: Minimum of 3.0 GPA in scholarship and no grades lower than a "Good" in citizenship in all classes.

4. GOVERNANCE

1. Board of Directors
   As authorized by Education Code Section 47604, O'Farrell will be operated by The O'Farrell Charter School, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Part 2 (commencing with Section 5110) of Division 2 of Title 1) of the Corporations Code). As provided by Education Code Section 47064, subdivision (c), the District is not liable for the debts or obligations of O'Farrell, or for claims arising from the performance of acts, errors, or omissions by O'Farrell, if the District has complied with Education Code Section 47604.

   The Board of Directors of The O'Farrell Charter School has the legal and fiduciary responsibility for the operation and management of O'Farrell. The Board assures that policies and practices of O'Farrell are aligned with the mission statement and the contents presented in the charter. The Board assures that the school complies with all regulations that apply to charter schools, and that the school has sound fiscal management. The Board is the final authority in matters affecting O'Farrell, including,

but not limited to, staffing, financial accountability, and curriculum. The Board of Directors monitors contracts with outside entities. The Board hires and directs the work of the Executive Director. The Board reserves the right to serve as a non-profit charter management organization for additional charters at other locations. A full description of the responsibilities of the Board of Directors is found in Appendix B.

The Board of Directors has a membership of between five and seven members, composed of community members, parents or staff. There can be no more than one staff member and one parent/legal guardian of a currently enrolled student serving on the board. O'Farrell staff cannot exceed 20% of the total membership. Board members have a two-year term.

Teacher representatives from each educational family may form a Faculty Advisory Committee to advise the Executive Director on policies that impact instruction or the role of teachers.

Parents, community members and staff have a variety of ways to communicate ideas and concerns to the Board of Directors. These include:

- Public hearings during scheduled Board of Directors business meetings.
- Public meetings when parents review topics being considered by the Board of Directors.
- Comment box in the main office which is opened by Board members only.
- Telephone extension/voice mail for the Board of Directors on the school phone system.
- E-mail address for the Board of Directors.

The Board of Directors meets monthly at times approved by the Board. Meetings are open to all interested parties in compliance with the Brown Act (Govt. Code 54950 et seq.). The Board authorizes committees and task forces as needed to develop and implement policies of the school in specific areas. The Board of Directors has approved a set of bylaws that describes the composition of the board, selection of board members, and procedures to conduct meetings, which may be revised from time to time.

The Board of Directors has a conflict of interest policy in its bylaws that complies with the Corporations Code. Board members are required to disclose any financial interest in matters that come before the Board of Directors. Board members recuse themselves from decisions in which they may have a substantial interest. In addition, the Board of Directors has a conflict of interest policy that complies with the requirements of the Political Reform Act, including appropriate submittal of Form FPPC 700. Upon approval by the Board of Education of these amendments, a copy of the policy will be sent to the District.

The Board of Directors ensures that the Charter is reviewed annually and amended as needed

2. Parent Involvement
Parents and other interested individuals may form a School Site Council (SSC) to make recommendations related to the school's compliance with state/federal statutes and to monitor implementation of school program goals.

O'Farrell ensures parent and community involvement through:

- Building positive relationships between parents and school staff, promoting trust, understanding, and mutual support.
- Conducting all Board of Directors meetings at times that allow for parent and community involvement.
- Holding one Open House in the fall and spring semesters.
- Providing parents with access to Power School Parent Portal to permit parents to obtain grade and attendance information regarding their children over the internet.
- Maintaining ongoing communication between the classroom teacher and parents concerning academic progress and behavior.
- The Homebase teacher communicates with parents regarding overall progress in practicing the FALCON Way and meeting year-end goals.
- Planning programs for parents.
- Conducting annual fall conferences between Homebase teachers and parents of their students to write a Partnership for Academic Learning (PAL) contract for student success.
- Utilizing multiple forms of communication with parents, including newsletters, mailings on specific topics of importance to students and parents, telephone out-dials, e-mails, and the school's web site. All mailings to parents are translated into Spanish and other languages as appropriate.

3. School Leadership
The Executive Director is empowered by the Board of Directors to develop and manage the resources, policies and procedures of the school to meet the goals defined by the Board of Directors. The Board of Directors hires the Executive Director. The Board of Directors conducts annual performance evaluations of the Executive Director. The Executive Director is mandated by the Board of Directors to execute all policies and decisions made by the Board. Some of the major responsibilities of the Executive Director are to serve as the chief advocate for O'Farrell students, staff, and community and to ensure that O'Farrell students' progress toward the school's mission, including the O'Farrell Standard. The Executive Director is responsible for the implementation of the charter to meet the educational, social, and emotional needs of all students. The Executive Director prepares the staff handbook which includes all policies and procedures of the school for approval by the Board of Directors.

The day-to-day operations of the elementary, middle and senior high school academies are managed by Program Coordinators/Assistant Principals who report to the Executive Director.

Teachers are given numerous opportunities to develop leadership skills by serving on school-wide interest committees and by assuming responsibilities for various school-

wide administrative duties. In the Middle School Academy, each grade level educational family has a leader who handles the administrative tasks and operational management of the family under the supervision of the Program Coordinator/Assistant Principal. The duties, responsibilities and selection of the family leader are reviewed by the Board of Directors and published in the staff handbook as appropriate.

5. EMPLOYEE QUALIFICATIONS

Description of the Staff

The Executive Director determines what positions are needed to staff O'Farrell, consistent with the budget approved by the Board of Directors.

Qualifications of the Staff

O'Farrell's Board of Directors recruits and selects the Executive Director. The Board of Directors is responsible to identify the qualifications and responsibilities of the Executive Director. The Executive Director must possess an administrative credential equivalent to that of a public school administrator.

O'Farrell conforms with the California Commission on Teacher Credentialing requirement that all core subject teachers hold a certificate, permit or other document equivalent to that which a teacher at a California public school would be required to hold.

O'Farrell maintains a current copy of teacher certificates on file and ready for inspection. O'Farrell complies with the "highly qualified" provisions of the No Child Left Behind Act (NCLB). The Executive Director will conduct annual reviews of teaching assignments and teacher qualifications to ensure that all teachers maintain NCLB Highly Qualified Teacher status.

O'Farrell shall not hire core subject teachers on an emergency credential except when necessary due to teacher shortages in the needed subject areas. All candidates with an emergency credential are required to be part of an internship program (or similar program) that meets the standards defined by the California Commission on Teacher Credentialing.

All employees (both certificated and classified) must meet all qualifications listed in the description of their positions.

A need for substitute certificated/classified staff is met through O'Farrell's list of eligible substitutes. Every effort is made to recruit and hire staff members whose ethnicity reflects the student population of our school, community, and city, consistent with nondiscrimination laws.

O'Farrell shall recruit, interview, and hire all employees at the site. Hiring of staff follows the guidelines outlined in the Staff Handbook.

Minimum qualifications for staff employed full time in leadership positions at O'Farrell are listed below. All candidates are expected to be committed to the mission of the school:

Executive Director

1. Must possess a valid California Administrative Services credential and have a minimum of four years of successful experience in leading a school.
2. Must have knowledge of charter school and middle school reform movements.
3. Must have experience with marketing and school finance.

Program Coordinator/Assistant Principal

1. Must possess a valid California Administrative Services credential and have school leadership experience.
2. Just have strong analytical skills to help identify emerging issues in the school and propose solutions.
3. Must have communication and collaboration skills to develop policies and procedures with staff.

Family Leader

1. Must have three years of full time teaching experience at O'Farrell.
2. Must have leadership experience as a teacher at the school.
3. Must demonstrate a commitment to the mission of the school.

Grade Level Lead Teacher (Middle Academy)/Department Chair (Senior Academy)

1. Must have taught at least two years at O'Farrell in subject area and be NCLB qualified.
2. Must be familiar with the California content standards and the textbook used for the course.
3. Just have experience in coaching and mentoring teaching staff.

High School Counselor

1. Must have three years counselor experience; one year high school teaching experience.
2. Must have Master's Degree in Counseling.
3. Must have valid California Pupil Personnel School Counseling Credential
4. Must have a valid California driver's license.

6. HEALTH AND SAFETY

O'Farrell is located at 6130 Skyline Drive, San Diego, California, 92114. O'Farrell's phone number is (619) 263-3009.

O'Farrell complies with state building codes, the federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements and maintains on file records documenting such compliance The Executive Director is responsible for designating individuals responsible for compliance and for maintaining relevant documents on file.

O'Farrell maintains a copy of facility inspections on file for review. O'Farrell develops safety and disaster plans appropriate to the site.

O'Farrell ensures criminal record background checks are conducted, complying with Education Code requirements, including Section 44237, and conducts ongoing tuberculosis screening of employee candidates.

O'Farrell requires volunteers and contractors who have contact with students to meet criminal record and tuberculosis screening requirements.

The District will continue to provide food services and support for the free and reduced-lunch program. O'Farrell has the option to manage its own food services. Management of the preparation kitchen at O'Farrell by the Food Services Department continues so as not to adversely affect the District's ability to provide for district students.

Coordinated resources for physical and social/emotional health

O'Farrell believes that maintaining a safe a secure learning environment is crucial to student success. Therefore, we strive to make sure students:

- Feel safe before, during, and after school.
- Resolve disputes peacefully.
- Have at least one adult on campus who knows them well.

Further, O'Farrell's staff believes that students must be provided with the means to become educated, healthy, and responsible in order to be productive and contributing citizens. It is important that all students have accessible and affordable health services.

School-linked services are part of O'Farrell's foundation and help ensure that all students have the opportunity to be healthy and safe in body and in mind. O'Farrell's integrated support services program creates the mechanisms to provide a variety of health and human services at the school site.

The primary caregiver for students at school is the Homebase teacher and (if needed) the special education case manager. All students have a teacher/advocate and meet daily in an advocacy group known as Homebase which provides nurturing, discipline and family contact.

Physical health services are available through our Health Office include:

- Diagnostic and referral services
- First aid
- Immunizations
- Nutritional services, including nutrition screening, nutrition counseling services and nutrition education programs (weight control, healthy lifestyle classes, etc.)
- Physical examinations
- Safety and disaster preparedness training
- Substance abuse screening
- Vision and hearing testing and services
- Detection of communicable diseases
- Dental services

The Family Support Services (FSS) wing is a resource on campus which provides for the psychological and social/emotional needs of the students, their families and other members of the community. The three key components of FSS are:

- Coordinating services provided by local governmental offices (social services and health agencies), community groups and service agencies, local businesses, and parent groups.
- Providing case management for students and families (direct counseling, referrals, and group services).
- Connecting school with the community (community service and service learning placements, parent education activities, etc.).

Mental health services through Family Support Services include:

- Crisis intervention, assessments, and referrals.
- Substance abuse prevention and treatment services.
- Family support and parenting education, including positive parenting.
- Academic support, including tutoring and mentoring.
- Youth development services, including employment development, recreation, and community service internships.
- Counseling, including family counseling and suicide prevention.
- Counseling for children who experience violence in their communities, including gang prevention.
- Provision of on-site information for Medi-Cal, Cal Works, social services, probation, mental health, and other resources.

Family Support Services is funded through a partnership with the County of San Diego, Health and Human Services Agency, Community Action Partnership (CAP), and is contingent upon joint funding between O'Farrell and the County.

O'Farrell's Board of Directors approved a partnership agreement with Family Health Centers of San Diego (FHCSD) on May 13, 2013 to establish a School-based Health Center (SBHC) on the grounds of school no later than July 1, 2015. The SBHC would provide the following services to students, their families and others in the surrounding community: pediatrics, well-child, immunization, pediatric developmental screening, sports physicals, sick child, acute management, vision screening; adult medicine, physicals, chronic disease management; women's care, pregnancy testing, obstetrics, family planning; case management/referrals management, care coordination, health education and dental screening.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising 7th graders.

Vision, Hearing, and Scoliosis
Students will be screened for vision, hearing and scoliosis. The charter school will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the charter school.

Diabetes
The charter school will provide an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 diabetes.
2. A description of the risk factors and warning signs associated with Type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes.
4. A description of treatments and prevention of methods of Type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

7. RACIAL AND ETHNIC BALANCE

O'Farrell attempts to reflect the racial/ethnic balance of the school district. Because O'Farrell is not a neighborhood school, the school does the following as it strives to achieve a racial and ethnic balance that reflects the general population of the entire school district:

- Announces the school's interest in seeking applications in every publication the District provides for such purposes.
- Expends at least twenty hours of staff time annually in community and regional outreach efforts, including presence at public meetings inside and outside the school neighborhood to recruit applicants from diverse backgrounds.
- Visits elementary schools in the surrounding community to inform prospective students and parents of O'Farrell's instructional program.
- Connects with community agencies through the Southeastern Collaborative coordinated by Family Support Services. The Southeastern Collaborative has a membership of one hundred and twenty members with twenty-five to forty people attending meetings held monthly at The O'Farrell Charter School.
- Expends at least $1,000 annually on print and electronic media, flyers, and direct mail to recruit applicants from diverse backgrounds. In the past advertising has included the Navy Times, video on Cox Cable, billboards on San Diego Transit Bus Benches and banner ads on radio web sites.
- Maintains an open enrollment period beginning in December, ten months prior to the start of the academic year, until the school reaches the target enrollment. During this period, O'Farrell attempts to recruit all applicants, including those from diverse backgrounds.

O'Farrell continues to observe state and federal laws concerning non-discrimination. The school continues to actively recruit additional students of under-represented demographic groups to

reach enrollment targets. O'Farrell seeks, at a minimum, to use the District's Choice Program procedures to achieve racial and ethnic balance.

8. ADMISSIONS REQUIREMENTS

Charter schools, including O'Farrell, are schools of choice. Students in the San Diego Unified School District and all other districts are eligible to attend O'Farrell and the school complies with Education Code 47605. Further, admission to O'Farrell is based on the following criteria:

- Agreement and signature of all O'Farrell policies which outline the responsibilities of students, parents/guardians, and staff in achieving the O'Farrell Standard.
- Agreement of adherence to the school's Uniform Policy.
- Agreement and signature of the Zero Tolerance form.
- All parents are assured that The O'Farrell Charter School adheres to the following:
  1. O'Farrell is a non-sectarian school.
  2. O'Farrell does not charge a fee or tuition.
  3. O'Farrell parents are informed that O'Farrell is a charter school and they are assured that the school does not discriminate against children on the basis of any characteristic described in Education Code Section 220. There are no intentional barriers placed in their way to admission including, but not limited to, those of gender, culture or disabilities.
  4. O'Farrell shall admit all students who wish to attend the school, and who submit a timely application; unless O'Farrell receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
  5. If a pupil is expelled or leaves O'Farrell without graduating or completing the school year for any reason, O'Farrell shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

Parents or guardians must sign a statement of Commitments for Success at the time of initial enrollment. Additionally, parents or guardians must visit the campus at a time of their convenience, or attend one of O'Farrell's scheduled informational meetings during the open enrollment period. During this time, a staff member details the school's expectations of students and family members. Evidence of such visit is attached to all student applications. When a student enrolls during the academic year, or at a time other than during open enrollment, a meeting between the student and parent/guardian and an O'Farrell staff member must take place within thirty (30) days of initial enrollment, or this student is at risk of disenrollment.

Should O'Farrell receive a number of applications from potential students exceeding the number of space available within the school, the school will conduct a random public lottery using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery. Each school year enrollment preference, in the case of a public random drawing at any grade level, shall be given in the following order:

1. Students who reside in within the San Diego Unified School District.
2. Siblings of students currently enrolled at O'Farrell.

The lottery procedures will be as follows:

- The lottery will take place, as needed, at the school site. A community member not employed by the school, or with children at the school, conducts the lottery.
- All interested parties will know, prior to the holding of the lottery, how many openings are available at each grade level.
- The following preferences will be extended to potential students; students who reside within San Diego Unified School District, and siblings of current students attending O'Farrell.
- The lottery shall draw names from a single pool of ballots for each grade level.
- The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on a waiting list in the order drawn, except if the preference described above require otherwise.
- Potential students on the waiting list shall provide contact information to be used in the event space becomes available.
- As space becomes available, the families of students are contacted by telephone and mail in lottery order. They are given five school days to indicate their intentions to enroll. If the family fails to respond, or is no longer interested, the next student on the waiting list is contacted.
- All waiting lists terminate annually at the end of the school year.

9. FINANCIAL AUDITS

O'Farrell contracts with an accounting firm having K-12 expertise to conduct the school's independent annual audit. The scope of the annual audit includes an auditor's report in each of the following areas: financial statements and schedules (including major programs and external funding), internal controls, average daily attendance, and state compliance. The audit conforms to generally accepted accounting principles.

Should the audit note any exceptions or deficiencies, O'Farrell follows a procedure whereby the school:

- Informs in writing all audit recipients of any exception and/or deficiency the school disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation.
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at the time of audit submission.

- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and O'Farrell by no later than the following June 30 or other time as may be mutually agreed to.

O'Farrell will transmit a copy of its annual, independent financial audit report for the preceding fiscal year to the District, the Controller, the San Diego County Superintendent of Schools, and the California Department of Education by December 15 of each year.

O'Farrell will annually prepare and submit the following reports to the District and San Diego County Superintendent of Schools:

(1) On or before July 1, a preliminary budget.
(2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.
(3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
(4) On or before September 15, a final unaudited report for the full prior year.

10. STUDENT SUSPENSIONS AND EXPULSIONS

Background

The O'Farrell Charter School, a California Charter Community School, in its approved charter agreed to certain suspension and expulsion procedures. The procedures authorized in the charter document are subject to change by the O'Farrell Board of Directors, so long as the changes are consistent with applicable state and federal laws. The following suspension and expulsion procedures amend and supersede those outlined in the previously approved The O'Farrell Charter School charter.

The O'Farrell Charter School believes that maintaining a safe and secure learning environment is crucial to student success. This is achieved when the school:

- Promotes a culture of responsibility, respect and integrity by teaching and modeling The FALCON Way (**F**ocus, **A**ttitude, **L**eadership, **C**itizenship, **O**rganization, and **N**on-violence);
- Recognizes and rewards responsible student behavior;
- Assures that each student has at least one adult on campus who knows them well;
- Implements a fair and consistent progressive discipline policy with a range of consequences including parent contact, loss of privileges, detention, Saturday School in-school suspension, formal suspension and expulsion.

The O'Farrell Charter School will regard suspension and expulsion as a last resort. The Executive Director of The O'Farrell Charter School delegates primary authority and responsibility for student discipline to each grade level Middle Academy Family Leader, Academy Program Coordinators/Assistant Principals or other designee of the Executive Director. The criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality and access to records.

A summary of the suspension/expulsion policy and procedures is summarized in the Student and Parent Handbooks. The full text of the policy and procedures is available on the school website and is provided, on request, through the school office. All students and parents are required to review and sign a document explaining O'Farrell's suspension and expulsion policies at the beginning of each school year. A copy of this signed document is kept in the student's' cumulative record.

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or SELPA policies require additional or different procedures, including a manifestation determination.

The Middle Academy Family Leaders, Academy Program Coordinators/Assistant Principals or other designee of the Executive Director may suspend a student enrolled in O'Farrell if it is determined that the student failed to comply with O'Farrell's distributed policies and expectations regarding mutual respect, sexual harassment, substance abuse, violence, safety and work habits. Students who habitually fail to comply with O'Farrell's policies or who pose an immediate threat to health and safety may be recommended for expulsion by the Middle Academy Family Leaders, Academy Program Coordinators/Assistant Principals or other designee of the Executive Director. The Executive Director reviews the recommendation and supporting documentation within five school days of the incident. The Executive Director will notify the parents/guardians in writing if the expulsion recommendation is moving forward. The parents/guardians will also be notified of the expulsion hearing process.

Actions Leading to Suspension or Expulsion

O'Farrell may suspend or expel a student for any offense described in Education Code section 48900. No student shall be suspended or expelled for any of the offenses listed unless such offenses are related to school activity or attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.

Students may be suspended or expelled for any of the following acts that are listed below. The Board of Directors may identify other offenses that may result in suspension and/or expulsion.

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

2. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

3. Committed or attempted to commit robbery or extortion.

4. Caused or attempted to cause damage to school property or private property.

5. Stole or attempted to steal school property or private property.

6. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

7. Committed an obscene act or engaged in habitual profanity or vulgarity.

8. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

9. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

10. Knowingly received stolen school property or private property.

11. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

14. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

15. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.

16. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Students shall be recommended for expulsion for any of the following mandatory expulsion offenses pursuant to Education Code Section 48915(c) - Zero Tolerance. The Board of Directors may identify other offenses to be considered mandatory expulsion offenses.

1. Possessed, sold, or otherwise furnished any firearm, unless, in the case of possession the student had obtained written permission to possess the item from a Family Leader, with the Executive Director or designee's concurrence.

2. Unlawfully sold any controlled substance, as defined in Health and Safety Code 11053-11058.

3. Brandished a knife at another person. A "knife" means any dirk, dagger or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer that 3 1/2inches, a folding knife with a blade that locks in place, or a razor with and unguarded blade.

4. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

5. Possession of an explosive.

6. Board adopted Expellable Offenses(12-13-2010):

    1. "Expellable offense to possess any "knife" regardless of size. A "knife" means any dirk, dagger or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a folding knife with a blade that locks in place, or a razor with and unguarded blade.

    2. "Expellable offense when a student has been involved in two or more Physical altercations/fights (determined by the Executive Director)."

Violations of the O'Farrell enrollment agreement may result in a recommendation of expulsion when combined with other actions listed above. The violations of the enrollment agreement include:

1. Behaviors that result in more than ten (10) days of suspension in a single school year.

2. Suspend on the fifth dress code violation and continue to suspend for one day each additional dress code violation thereafter.

3. Violation of any positive behavior contract included as part of a mid-year enrollment application.

Suspension and Expulsion Investigation Procedure

The Middle Academy Family Leaders, Academy Program Coordinators/Assistant Principals or other designee of the Executive Director is authorized to conduct the process leading to formal suspension or expulsion. While another school employee may initiate an investigation, the Family Leader or other designee of the Executive Director shall:

1. Meet with the student to hear his or her version of the incident and present evidence in his or her defense.
2. Make a reasonable attempt to meet with the student and his or her parent(s) or guardian(s) to review the reasons for the suspension or expulsion and the reasons therefore, including the timelines and process for appealing the suspension or expulsion.

3. Prepare written notification that will be mailed to the parents no later than one school day following the decision to suspend or expel.

O'Farrell may dispense with the parent or guardian meeting in the event of an emergency situation and may meet with the student and his or her parent or guardian after the action to suspend or expel has been taken.

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. O'Farrell will provide assignments for the student to complete while on suspension.

A teacher may suspend a student from class for any of the acts enumerated in Education Code section 48900 for the day of the act and the following school day as explained in Education Code 48910. The teacher shall immediately report the suspension to the Family Leader or other designee of the Executive Director and send the student to the Family Leader or other designee of the Executive Director, which may include other disciplinary measures, including a suspension from school.

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the Family Leader or other designee of the Executive Director and the teacher who imposed the suspension. The student may attend the classes from which he or she is not suspended.

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and the student's family for the delivery of services, pickup/delivery of work, and the make-up of missed assignments and classroom instructional support. All IDEA mandates will be followed for student with disabilities.

Appeal of Suspension

For suspension appeals, a parent or guardian of a student will have ten school days from receipt of the written notice of a suspension to file a written request for appeal to the Executive Director. Parents or guardians may use the appeal procedure when there is disagreement with the steps followed by O'Farrell staff that lead to the decision to suspend. During the period of appeal, the suspension remains in effect for the length of time designated. The Executive Director shall review the suspension and issue a ruling within 15 days of receipt appeal of suspension. After considering the evidence, the Executive Director shall render a written decision that shall be in the best interest of the student and O'Farrell. The Executive Director may:

1. Let the suspension remain on the student's record.
2. Remove the record of suspension by the end of the school year if no other offenses occur.
3. Remove the record of suspension immediately without conditions. The decision of the Executive Director shall be final.

Expulsion Hearing Procedure

Middle Academy Family Leaders, Academy Program Coordinators/Assistant Principals and other designees of the Executive Director are authorized to recommend students for expulsion and prepare all necessary documentation. The Executive Director reviews the recommendation and supporting documentation within five school days of the incident. The Executive Director

will notify the parents/guardians in writing if the expulsion recommendation is moving forward. The parents/guardians will also be notified of the expulsion hearing process.

The Board of Directors has authorized a Hearing Committee to take final action to expel any student in response to the recommendation for expulsion from a Family Leader or other designee of the Executive Director. The parent or guardian of a student will have ten school days from issuance of the written notice of the Family Leader or other designee of the Executive Director's recommendation for expulsion to file a written request for an expulsion hearing. The Executive Director convenes the Hearing Committee. The committee is composed of one certificated staff member who is not a teacher of the student, one certificated individual not employed by the school, and one representative of Family Support Services who is not working directly with the student. The Executive Director shall hold a hearing within 15 school days of receipt of a timely request for hearing from the parent or guardian of the recommendation for expulsion from the Middle Academy Family Leader, Academy Program Coordinators/Assistant Principals or other designee of the Executive Director. During the hearing, the student shall have the right to representation, the right to present evidence and the right to question O'Farrell representatives.

Students under consideration for expulsion will be provided with alternative instruction until the Hearing Committee renders their decision on the expulsion. Arrangements will be made between the school and the student's family for the delivery of services, pickup/delivery of work, and the make-up of missed assignments and classroom instructional support. All IDEA mandates will be followed for student with disabilities.

Any hearing to consider an expulsion shall be closed to the public unless the student or parents/guardian request in writing, at least five calendar days prior to the hearing, that it be open to the public.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision by the Hearing Committee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Committee or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. A staff member will attend the hearing and prepare minutes of the proceeding, which shall become part of the record

of the proceeding along with all written evidence or other material submitted to the Executive Director. After considering the evidence, including testimony presented at the hearing, the Hearing Committee may decide to support the Middle Academy Family Leader, Academy Program Coordinators/Assistant Principals or Executive Director Designee's recommendation for expulsion, to reject that recommendation, or to modify that recommendation. The decision of the Hearing Committee shall be in the form of written findings of fact and sent to the Board of Directors.

If the Hearing Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

The Executive Director or designee following a decision to expel shall send written notice of the decision to expel, including the Hearing Committee's findings of fact, to the student or parent/guardian.

Consistent with Education Code 47605(d)(3), O'Farrell shall inform the last known district of residence of any student who has been expelled from the school within 30 days of the decision

Once the Hearing Committee renders their decision, the family has 30 school days to request a review by the Board of Directors. The Board of Directors will review the written documentation of the meeting held by the Hearing Committee. The decision of the committee will only be overruled in the following instances:

- Whether the Hearing Committee acted without or in excess of its jurisdiction.
- An expulsion hearing is not commenced within the time periods prescribed by this article.
- The expulsion order is not based upon the acts enumerated in Section 48900 Education Code.
- A situation involving acts not related to school activity or attendance.
- Whether there was a fair hearing before the Hearing Committee.
- An abuse of discretion is established in any of the following situations.
- If school officials have not met the procedural requirements of the policy.
- If the decision to expel a pupil is not supported by the findings prescribed by Section 48915 of the Education Code.
- If the findings are not supported by the evidence.
- Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Manifestation Determination

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law, state law or El Dorado SELPA policies require additional or different procedures, including a manifestation determination.

11. RETIREMENT PROGRAMS OFFERED TO EMPLOYEES

Retirement Systems
Employees of O'Farrell may participate in the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), or other equivalent retirement programs which may be offered by O'Farrell. Initially, it is expected that eligible employees will continue to participate in STRS, PERS, while other employees will participate in Social Security.

The District agrees to include O'Farrell's monthly STRS and PERS reports with the District's reports for submission to STRS and PERS. O'Farrell will provide the data in the District required format with all required information. Further, O'Farrell will bear full responsibility for monitoring and reporting membership information. The District will bear no responsibility for any reporting errors or omissions.

O'Farrell may establish additional retirement plans for employees that include, but are not limited to, the establishment of section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the Social Security system or other reciprocal system

Salary and Benefits
O'Farrell will endeavor to offer all employees, certificated and classified, a salary and benefit package similar to or greater than is currently offered by the District to its employees in similar positions. O'Farrell reserves the right to amend and revise the total compensation package including salary, benefits, prep time, class size, stipends, and professional growth opportunities.

Hourly employees may be offered a benefit package depending on the description of the position.

Sick and Vacation Leave
O'Farrell will endeavor to provide sick leave, leave of absences and pregnancy leave equal to or exceeding that offered by the District, if possible.

12. ATTENDANCE ALTERNATIVES

Because O'Farrell is a school of choice, no student is required to attend. Subject to the attendance policies of their school district of residence, students choosing not to attend O'Farrell may seek enrollment at other public schools within their school district of residence. O'Farrell provides information regarding attendance alternatives to inquiring parents, guardians, and students. Except for those students whose IEPs call for school provided transportation, transportation is a parental or guardian responsibility for students choosing to attend O'Farrell.

13. EMPLOYEE RETURN RIGHTS

District employees will have no special rights to work at O'Farrell. Applications for employment by district employees will be evaluated on a similar basis as all other applicants. District employees who leave to work at O'Farrell and subsequently desire to return to district employment may have return rights, as the district may specify.

All staff members shall be employees of O'Farrell.

Employees establish seniority with O'Farrell only, and not with the District. Any seniority established during an individual's former employment with the District will not transfer to O'Farrell.

14. DISPUTES WITH THE DISTRICT

Disputes between the District and O'Farrell are governed by Education Code 47607. In the event of a dispute between O'Farrell and the District regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could lead potentially to revocation of the charter, this shall be noted specifically in the written dispute statement and any revocation proceeding must comply with Education Code Section 47607 notwithstanding the procedures set forth in this Element 14. Within 30 days of sending written correspondence (or longer if both parties agree), an O'Farrell representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 days, (or longer if both parties agree), to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any mediator shall be nonbinding, unless the governing authorities of the school and district agree jointly to bind themselves. Unless agreed jointly, the process involving the assistance of a third-party mediator shall conclude within 45 days. O'Farrell and the District shall share equally the cost of hiring a mediator. O'Farrell shall be solely responsible for its attorney's fees and all other costs associated with resolving a dispute with the District and copies of documents related to the dispute resolution are submitted to the District.

Pursuant to Education Code 47610, this charter affirms that The O'Farrell Charter School complies with all of the provisions set forth in this Charter, and may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with nor inconsistent with the provisions of this Charter, but is otherwise exempt from the laws governing school districts. By granting this Charter, the Board of Education pledges its commitment to work with the O'Farrell Team to eliminate all district-level procedural, regulatory, policy, and process barriers to enable the school to serve the needs of its children.

Severability

The provisions of this Charter are revocable. Any term or condition deemed illegal or invalid shall not affect any other term or condition and the remainder of the Charter shall remain in effect unless otherwise terminated by one or both of the parties.

Amendability

The Charter is amendable by a committee, representative of all the employees of O'Farrell, and appointed by the Board of Directors. The committee reviews and amends the Charter for clarification of procedures and processes. They submit these amendments to the Board of

Directors for approval. Material amendments are submitted to the Board of Education for approval.

15. EMPLOYER STATUS AND COLLECTIVE BARGAINING DECLARATION

Board Approval Date: March 14, 2011

All employees shall be employees of O'Farrell and not employees of the District for purposes of the Educational Employment Relations Act ("EERA").

Rights of Employees
O'Farrell has adopted and will be governed by its own employment contracts, staff handbook, employment policies, and procedures under which it operates.

Employees have the option to join, or not to join, an exclusive representative of their choice. The fact that an employee chooses to become a member of a particular exclusive representative shall not make any collective bargaining agreement applicable to O'Farrell. O'Farrell must expressly agree to be bound by the provisions of a collective bargaining agreement in order for its provisions to apply to any employees of the school.

Employment
All staff members, certificated and classified, of O'Farrell serve at O'Farrell under terms and conditions of employment contracts with O'Farrell. These terms and conditions include, but may not be limited to, those stated in the evaluation process.

All certificated and classified staff are evaluated yearly according to the evaluation process outlined in the staff handbook. Employees who receive a supportive evaluation may be offered a contract for the following school year, based upon the needs of the school.

16. PROCEDURES USED IF O'FARRELL CLOSES

In the event of closure, O'Farrell will comply with Education Code section 47605(b)(5)(P), applicable California Code of Regulations, and California Department of Education's guidance, including the *Charter School Closure Requirements and Recommendations* (January 25, 2011).

If the charter school ceases operation, and the Board of Directors determines that there is no successor charter school which can carry out the mission of The O'Farrell Charter School, then the Board of Directors shall designate the entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of students, the District, the San Diego County Office of Education, the SELPA in which the school participates, the retirement systems in which the charter school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the students' districts of residence and the manner in which

parents and guardians may obtain copies of student records, including information on completed courses and credits that meet graduation requirements.

O'Farrell shall provide the Authorized Closer with a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence.

Student records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

O'Farrell shall complete an independent financial audit within (6) months of the charter school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

1. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value.

2. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Education Code Section 47604.33.

The O'Farrell Charter School is operated by a nonprofit public benefit corporation (as permitted under Education Code Section 47604(a)) ("School Corporation"). If in connection with the closure, the Board determines that it will dissolve the School Corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law including, without limitation, Corporations Code Sections 6610 et seq. and Sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and dissolution of the School Corporation, but shall not be obligated to do so. Consistent with the requirements of law, any net assets remaining after all debts and liabilities of the School Corporation (i) have been paid to the extent of the School Corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the School Corporation's Articles of Incorporation.

Prior to the distribution of any remaining assets, the School Corporation shall:

a. Determine if there are any remaining proceeds of any Restricted Government Grant or restricted categorical funds that have not been expended for the purposes set forth in the Restricted Government Grant, state or federal law as appropriate and shall return any such remaining proceeds to the applicable federal or California governmental agency in accordance with the terms of the grant or state and federal law, as appropriate, which may

include submission of final expenditure reports for entitlement grants and the filing of any required final expenditure reports and final performance reports; and

b. Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property)) received by the School or the School Corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the School or the School Corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the School or the School Corporation, the grant instrument of which, or the applicable law governing, requires, that, upon closure of the charter school or dissolution of the School Corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.

O'Farrell shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ADDITIONAL ELEMENTS:

17. INTERNAL DISPUTE RESOLUTION

O'Farrell has adopted policies and processes for voicing and resolving disputes other than those between the District and O'Farrell relating to provisions of this charter or the relationship between them, which are covered in Element 14.

The District agrees to refer all complaints regarding operations of O'Farrell to the Executive Director for resolution in accordance with the school's standing policies. In the event that O'Farrell's standing policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of O'Farrell unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the District Board of Education shall have the ability to intervene in and respond to complaints regarding the operation of O'Farrell as is required or permitted by law.

Disputes potentially leading to the revocation of the Charter shall be governed by Education Code 47607.

18. MANDATED COST RECOVERY

O'Farrell is responsible for recovering from the state all eligible mandated costs applicable to the school.

19. CHARTER TERM

The term of this charter shall begin for a five-year period beginning July 1, 2014.

Appendix A: Taking Center Stage

Taking Center Stage-Act II Recommendations
California Department of Education

California's 1.42 million middle grades students (young adolescents ages ten to fourteen) require schools that are academically excellent, developmentally responsive, socially equitable, and organized for success. The California Department of Education, a member and partner in the California Middle Grades Alliance (CMGA), and the National Forum to Accelerate Middle Grades Reform has led the California discussion of how to create the kinds of schools that the nation's largest and most diverse state will need to prepare students for success in high school and beyond. What has emerged from the original recommendations in *Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students* (2001) and the work of the CMGA are twelve recommendations that provide a coherent foundation for California's standards-based, middle grades education. These recommendations are the basis of *Taking Center Stage-Act 11: Closing the Achievement Gap for California's Middle Grades Students*, currently in development for 2008.

Academic Excellence

1. Rigor. Hold high expectations and provide numerous avenues of support so that each middle grades learner succeeds. Use California's content standards, frameworks, adopted and aligned instructional materials and common formative and summative assessments as the coherent foundation for rigorous curriculum and instruction.

2. Instruction, Assessment, and Intervention. Engage middle grades students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways. Differentiate strategies to deliver standards-based, grade-level instruction that reflects individual student needs and results from ongoing common assessments. Use individual student progress data to deliver appropriate, accelerated classroom and school-wide academic interventions and enrichments.

3. Time. Institute flexible schedules that provide recommended and required instructional minutes for core academic classes and accelerated interventions. Provide sufficient time before, during, and after school so that each student has access to additional academic and interest-based classes and opportunities to meet social and personal needs. Schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families.

Developmentally Responsive Practices

1. Relevance. Meet the needs of middle grades students by developing a rich set of curricular and co-curricular opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service- and project-based learning, and multicultural experiences. Engage students as lifelong learners by developing socially relevant cross-curricular understanding and opportunities for meaningful participation before, during, and after school.

2. **Relationships**. Foster close relationships for accountability and engagement among students and with adults who share extended time through grade, content-area, or interdisciplinary small learning communities. Provide an advisory program to ensure that each middle grades student has frequent contact with an adult mentor to plan and assess his or her academic, personal, and social development.

3. **Transitions**. Work with elementary and high schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

Socially Equitable Practices

1. **Access**. Provide all middle grades students equal access to a well-prepared, qualified, caring staff and a rich learning environment that includes: grade-level standards-based instruction; academic interventions; learning resources; leadership and recognition opportunities; exploratory programs; sports, clubs, and enrichment activities; and, to the extent possible, placement in heterogeneous classes.

2. **Safety, Resilience, and Health**. Create and sustain a fair, safe, and healthy school environment through a positive discipline policy; civic and character education; safe and engaging facilities; access to adult mentors and counseling; and school and community health and social services.

Organizational Support and Processes

1. **Leadership**. Foster distributed leadership, collaborative decision-making and regular data analysis to realize and sustain a middle grades vision for focused learning and continuous improvement.

2. **Professional Learning**. Build and sustain professional learning communities through recruitment, training, coaching, and interdependent collaboration. Use data, research, California Standards for the Teaching Profession, and best practices as the basis for continuous professional growth and improvement in instruction and student achievement.

3. **Accountability**. Organize all district, school, and community stakeholders to hold high academic and behavioral expectations for all middle grades students. Provide sufficient time, talent, training, and resources to support student learning and rigorous standards-based curriculum, instruction, and assessment. Analyze student progress data on an ongoing basis. Be accountable for moving all students toward proficient performance levels and closing the achievement gap.

4. **Partnerships**. Engage families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student achievement.

The four subsections of the recommendations are from the four Schools to watch components developed by the **National Forum to Accelerate Middle Grades Reform** (Outside Source): academic excellence, developmental responsiveness, social equity, and organizational support

and processes. The recommendations are adapted from Taking Center Stage (2001) and developed in cooperation with the **California Middle Grades Alliance** partners.

Taking Center Stage Web Site — http://pubs.cde.ca.goviTCSII

Appendix B: Board Member Job Description

The O'Farrell Charter School

Board Member Job Description

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

Term: Two years **Accountable to**: Chair, Board of Directors

Qualifications:

- Endorsement and support for the charter and mission of The O'Farrell Charter School.
- An understanding of The O'Farrell Charter School as a California public charter school.
- An understanding that every member of the Board of Directors serves the entire school and that their service on the Board does not constitute representation on any one constituency of the school.
- Ability to provide resources and expertise or experience in support of the school.

Responsibilities:

Governance and Planning:

- Ensure that the school operates according to the Charter, Bylaws, and federal and state laws governing The O'Farrell Charter School by providing oversight for all matters affecting the schools operation.
- Oversee the charter re-application process, ensuring compliance with student achievement guidelines as identified in AB 1137.
- Participate in short and long range strategic planning, in collaboration with the staff, to establish the direction of the school and achievable performance goals, which ensure the success of every child at the school.
- Select, evaluate, provide direction and support, and if necessary, terminate the Executive Director.
- Monitor and approve personnel policies and procedures in accordance with the Public Employees Review Board.

Fiduciary Oversight:

- Approve realistic, achievable, and measurable financial goals for The O'Farrell Charter School.
- Authorize and approve the school's annual budget.
- Authorize the annual Audit and approve any corrective actions taken as a result of the Audit.
- Oversee all action plans connected to categorical funding, ensuring that all funds are managed and allocated according to stated intent and/or goals.
- Monitor and approve the school's financial policies and procedures.

Philanthropic Leadership:

- Identify the needs within the school that require philanthropic support
- Demonstrate commitment by making a personally significant annual contribution to the school.
- Support the special events and programs through participation, attendance, solicitation of in-kind gifts and sponsorships.
- Assist in resource development through identification of potential donors or funding sources. Advocacy and Outreach:
- Articulate, advocate and promote the mission of The O'Farrell Charter School in the community.
- Represent the school in meetings with the Board of Education, San Diego Unified District staff, and members of the community.
- Cultivate and enlist the support of parents and key community leaders for programs of the school.
- Identify and recruit volunteer Board leadership and committee members.

Other Responsibilities:

- Attend Board meetings regularly; participate in Annual Board Retreat, Board and school functions.
- Chair and/or participate actively on at least one committee of the Board.
- Participate in Board orientation, training activities, and ongoing Board member education.

Appendix C: Fifth Grade Course of Study

This is a sample of the course of study that is being developed at each grade level for the K-5 program. The document is drawn from curriculum descriptors prepared by the California Department of Education (http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp). Textbook adoptions for each grade level will be provided to the District upon request.

Reading/Language Arts
Students will receive 725 minutes of reading/language arts instruction each week, including guided reading, writing, word study, English Language Development and independent reading.

Students read a wide range of literature from different times and cultures and informational text on grade-level topics in all grade five subject areas. They practice the foundational reading skills learned in previous grades to read accurately and fluently, but the emphasis in grade five is on students' comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students are able to determine the main themes or points of text, understand how the author uses evidence and reasons to support the theme or argument of the text, and draw inferences or conclusions that they can support with details from the text. They learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

In their writing, students in grade five learn to group related information logically; use words, phrases, and clauses to link opinions to reasons and ideas to related ideas; and use narrative techniques, such as dialogue, description, and pacing, to develop the story line or characters. They revise, edit, and rewrite their compositions and learn to try new approaches to improve their writing product. Students conduct research projects that provide them with practice in gathering information, using print and digital sources, and summarizing information in notes.

Students engage effectively in collaborative conversations on grade five topics and texts, identify and analyze logical fallacies in speakers' presentations or from media sources, and learn to deliver speeches in which they state an opinion and support it with a logical sequence of evidence. They also learn to use gestures and expressions to convey meaning when they recite a section of a speech or poem or read from a historical or scientific document. To support their writing and speaking, they learn conventions of standard English grammar and usage, capitalization, punctuation, and spelling, such as using commas and quotations to set off dialogue and correctly indicating titles of different kinds of documents and sources. Students learn to use print and digital reference materials to determine the correct pronunciation and meaning of words and to identify alternate word choices in all grade five content areas.

Mathematics
Student will receive 475 minutes of instruction in mathematics per week, including academic language, mental math, math facts, concept development, and problem solving.

Students in fifth grade apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators. They develop an understanding of the multiplication of fractions, and in limited cases, the division of fractions. Students develop fluency in multiplying and dividing decimals to hundredths and finalize fluency using the four operations with whole numbers. Students write and evaluate simple numerical expressions including those that contain parentheses, brackets, or braces. They find the volume of right rectangular prisms and classify two-dimensional figures into categories based on their properties. Students graph points on a coordinate plane to solve real world problems and interpret the coordinate value of points in the context of the situation.

History Social Sciences

The course for grade five presents the story of the development of the nation, with emphasis on the period up to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society that would realize the promises of the Declaration of Independence.

Wherever possible, events should be viewed through the eyes of historical groups such as explorers, American Indians, colonists, free blacks and slaves, women, children, and pioneers. The narrative for the year reflects the experiences of different races, religions, ethnicities, and both genders. Students also continue to develop the civic and economic skills they will need as citizens. Students examine the human and physical geography of the United States by studying present-day maps of the United States and identifying connections with thematic maps of the ethnic, linguistic, and religious settlement patterns that developed in the new nation.

Teachers are also encouraged to build understanding of history–social science concepts while furthering beginning literacy skills. For example, shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary and comprehension skills.

The Historical and Social Sciences Analysis Skills for Kindergarten through Grade Five are an integral part of the content standards for elementary school. As students learn the content outlined in the standards, they should also be practicing the skills described under the headers "Chronological and Spatial Thinking," "Research, Evidence, and Point of View," and "Historical Interpretation."

Science

During fifth grade, students learn to develop testable questions and plan their own investigations, selecting appropriate tools to make quantitative observations.

In physical science, students develop the ability to distinguish between molecules and atoms and chemical compounds and mixtures and learn about the organization of atoms on the periodic table of the elements. They learn about chemical reactions and discover the special properties of metallic elements and salts. In life science, they learn the basics of physiology, building upon

what they have learned in previous grades about the external adaptations of plants and animals to learn about the internal structures and processes of living things.

Students in grade five also deepen their understandings about the hydrologic cycle; the process by which water moves between the land and the oceans. They learn how the hydrologic cycle influences the distribution of weather-related precipitation. They study the causes and effects of weather. They also study the solar system and learn that it contains asteroids and comets in addition to the Sun, planets, and moons. They learn the composition of the Sun and the relationship between gravity and planetary orbits.

Grade five science topics are organized into six standard sets: Physical Sciences, Life Sciences, Earth Sciences (Earth's Water), Earth Sciences (Weather), Earth Sciences (The Solar System), and Investigation and Experimentation. As students learn the content defined by the standards in the life, earth and physical science strands, they are also practicing investigation and experimentation skills. That is, the investigation and experimentation standards should be infused throughout science instruction.

Physical Education

In grade five, students learn manipulative skills with an emphasis on improving accuracy and distance while efficiently manipulating objects using body parts or implements. For example, they stop a kicked ball by trapping it with a foot and strike a dropped ball with a racket or paddle. They learn and practice offensive and defensive skills. Students create and then perform dances with intentional changes in speed and direction and rhythmic routines that involve manipulating an object. They learn fitness concepts, such as the principles of training, and how to increase their aerobic capacity. They demonstrate how to set and monitor achievable short-term and long-term goals for improved physical fitness. Students assess their health-related physical fitness and increase the amount of time and the intensity of their physical activity. They learn to work cooperatively with and respect others with differing abilities.

Music

Students analyze how different elements are used in music of various styles and from many cultures as they increase their musical skills by singing and playing instruments. They also learn to create simple melodies and read and write those melodies on the treble clef. And because of their increased knowledge of musical elements and vocabulary, they develop and apply appropriate criteria to support their opinions about specific musical selections.

World Language: Spanish

The content of the language course includes vocabulary from a wide variety of topics that are age- and stage-appropriate. This content enables students to make connections and reinforce knowledge from other areas of the curriculum and to participate in everyday social interactions in the target language. As students develop their ability to communicate in the target language and culture, they address topics that increase in complexity.

The world language content standards describe four levels of proficiency for each of the five categories. These levels of proficiency are based on the stages of the Language Learning Continuum, developed by the College Board, a framework used to indicate growth in linguistic

and cultural proficiency. The stages provide benchmarks for progress using different levels of performance:

- Stage I (Formulaic), learners understand and produce signs, words, and phrases. (Note: It is common in the elementary school context for non-heritage learners to remain in Stage I for an extended period of time.)
- Stage II (Created), learners understand and produce sentences and strings of sentences.

By the fifth grade, all students at O'Farrell are expected to be transition from Stage I to Stage II in language proficiency in Spanish.

The FALCON Way

O'Farrell has developed Expected Schoolwide Learning Results (ESLRs) based on The FALCON Way, along with grade level benchmarks for grade 6 through 9. Benchmarks for the K-5 grade levels will be developed prior to the start of school. The grade-level benchmarks support The FALCON Way described below.

Preamble: I have the power to create a great life for myself. I have high standards and always behave in a way that brings me closer to my goals of success in high school, college, and life. I follow the rules to keep my community safe and strong. To achieve my goals, I will follow the FALCON Way of:

Focus - I am determined to limit distractions that hinder success
Attitude - I am positive and respectful to all I meet
Leadership - I am prepared to be a role model for others to emulate
Citizenship - I will contribute to my society as a global citizen
Organization - I am prepared and accountable for my academic success
Non-Violence - I will embrace cultural diversity and differing opinions

Exhibition/Electronic Portfolio

Student will maintain an electronic portfolio and present a spring exhibition based on grade-appropriate academic content, use of technology and demonstration of the FALCON Way.

Appendix D: Senior Academy Course of Study

Note: Course offerings are subject to amendment as O'Farrell adds grade levels through 2014-2015. With the exception of Career Explorations/Internship, the listed elective courses are available at all grade levels.

A-G	9th grade	10th grade	11th grade	12th grade
History	World Geography Adv. World History	World History AP World History	US History AP US History	US Govt/Econ AP US Govt
English	English 1-2 Adv English 1-2	English 3-4	American Lit AP Eng Lang & Comp	World Literature AP Literature & Comp
Mathematics	Algebra Geometry Adv. Int. Algebra	Geometry Adv. Int. Algebra Pre Calculus	Adv. Int. Algebra Pre Calculus AP Calc AB	Pre Calc AP Calc AB AP Calc BC
Science	Adv. Physics	Chemistry	Biology AP Biology	Adv. Physics AP Env. Science
Language other than English	Spanish 1-2 Spanish 3-4	Spanish 3-4 Spanish 5-6 AP Sp. Language	Spanish 5-6 AP Sp. Language AP Sp. Literature	
Visual and Performing Arts	Music app Creative Writing Theater	Adv Theater		
College Prep Electives	Journalism Adv. Comp. Sci AVID Invest/Exp 1 Public Speaking MESA			Career Explorations / Internship
Physical Education	PE/Ind Stu Fitness	PE/Ind Stu Fitness		

Appendix E: High School Graduation Requirements

The O'Farrell Charter School
High School Graduation Requirements
Approved by Board of Directors on January 14, 2013

Attendance
The O'Farrell Charter School (OCS) students must attend eight semesters in grades 9-12.

Grade Point Average
OCS students must maintain a cumulative weighted grade-point average (WGPA) of 2.0 or higher in scholarship, computed on the basis of A = 4, B = 3, C = 2, D = 1, F = 0.
The WGPA for graduation is computed from courses completed in grades 9-12.
Advanced Placement (AP) courses and designated Honors courses earn credit on a weighted or five-point scale: A = 5, B = 4, C = 3, D = 1, F = 0.

Conduct
OCS students must maintain a record of responsible citizenship. To participate in graduation ceremonies, students must meet a minimum standard of a 2.0 average in citizenship grades during the senior year. The citizenship GPA is computed on a scale of E (excellent) = 4, G (good) = 3, S (satisfactory) = 2, N (needs improvement) = 1, U (unsatisfactory) = 0.

California High School Exit Examination
CAHSEE is aligned to the standards in English/Language Arts through grade 10 and Mathematics through Algebra 1-2. All students must pass the California High School Exit Examination (CAHSEE) to receive a diploma in the State of California. The examination is based on the California State Content Standards for English Language Arts and Mathematics. All the tenth-graders are required to take the exam in the spring. If either or both of the English Language Arts and Mathematics portions of the test are not passed, the student will continue to retake the parts not passed during grades 11 and 12 until both parts have been passed.

Senior Exhibition
OCS students in grade 12 are required to present a senior exhibition to a committee composed of OCS staff and a member of the community.

Community Service
Each OCS student will be required to complete a total minimum of 30 hours of community service during grades 9 -12.

Postsecondary Education
90% OCS students in grade 12 will complete and submit an application to the postsecondary education option of their choice.

Credits

Students must complete a minimum of 44 semester credits, as specified below. Students are expected to meet California standards in English, mathematics, science, history/social science, fine and practical arts, and physical education, as well as the UC/CSU "A-G" course requirements. Students who become credit deficient will be enrolled in summer school to earn missed credits.

Credit requirements by subject

History/Social Sciences: Six Semester Credits (three years) required. Grade 9 or 10: Two credits in world history and geography or advanced alternative; Grade 11: Two credits in U.S. history and geography or advanced alternative; Grade 12: One credit in government and one credit in economics, or two credits in an advanced alternative.

English: Eight Semester Credits (four years) required. Grade 9: Two credits; Grade 10: Two credits; Grades 11 and 12: Four credits, including two credits in a course that emphasizes American literature and two credits from a prescribed list of English courses or advanced alternative. English as a Second Language (ESL) 5-6 may be used to fulfill the eight-semester English requirement.

Mathematics: Six Semester Credits (three years) required. Two credits in Algebra 1- 2, two credits in Geometry 1-2, and two credits in Intermediate Algebra or other advanced option as approved by UC "c" subject area.

Science: Six Semester credits (three years) are required: one year of life science in biology or other option in the UC "D" subject area); one year of physical science in physics or chemistry, or other laboratory science course on the UC "d" subject area; and one additional year of science coursework in the UC "d" (laboratory science) or UC "G" (elective) subject areas

Language other than English (World Languages): Six Semester Credits (three years) six semesters of a World Language in which four semester credits (two years) are of the same world language. *Students requiring additional academic support classes to fulfill meeting I.E.P. goals may receive a waiver for one year of the World Language requirement.*

Visual and Performing Arts: Two semester credits (one year) in a single UC "f" approved Visual and Performing Arts course.

Electives: Additional credits needed to reach a total of 44 credits may be earned by completing additional courses in the above areas and/or elective courses.

General Requirements

Physical Education: Four Semester credits (two years) required. OCS students must be enrolled in a physical education course in grade 9 and must earn four credits in grades 9-12.

CTE requirement
Two semester credits (one year). OCS students in grade 12 must satisfy career and technical education exploration course by participating in a Senior Internship. A course may be used when an internship is not accessible or possible.

Computer Literacy
OCS students must demonstrate proficiency in the completion of a computer education course or completion of an approved course that incorporates computer education and computer applications. A test may be used for grades 9-12 when a course is not accessible or possible.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: August 17, 2013
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the June 10, 2013 Board of Directors meeting.

Minutes
June 10, 2013

Members Present: Christian Scott, Tim Katzman, Delano Jones, Linda Logan, Agnés Barrelet, Salvador Rivera

Members Absent: Joselito De Jesus

Guests: Jill Andersen, Brian Rainey, Liz Wong, Anne Mathews, Mary Skrabucha, Brian Schmidt Katie Leenerts, Eileen Logue, Coxarely Carasco, Kiara McNeill, Belvien Sumabat

I. CALL TO ORDER – 5:15 p.m.

Christian Scott called the meeting to order at 5:15 p.m.

II. CLOSED SESSION 5:15 p.m. to 6:45 p.m.

1. In accordance with Education Code Section 48918 the Board will meet in closed session to consider the expulsion of two students ID #122499-111 and ID #052000-033.

2. In accordance with Government Code Section 54957.8, the Board will meet in closed session to consider: Executive Director's Performance Evaluation and Contract.

RECONVENE TO OPEN SESSION – 6:45 p.m. – 8:00 p.m.

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

1. **In accordance with Education Code Section 48918 the Board will meet in closed session to consider the expulsion of two students ID #122499-111 and ID #052000-033.**
   No action at this time
2. **In accordance with Government Code Section 54957.8, the Board will meet in closed session to consider: Executive Director's Performance Evaluation and Contract**
   No action at this time.

IV. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Christian Scott.

V. PRESENTATION

1. FSS Update – Mary Skrabucha
2. Washington D.C and New York trip – Brian Schmidt & Kathryn Leenerts

VI. PUBLIC COMMENT

None

VII. APPROVAL OF AGENDA

Approved. Christian Scott moved and Salvador Rivera seconded. Motion carried 6-0-0.

VIII. DISCUSSION ITEMS

1. Executive Director Announcements
2. Charter Vision Board Report
3. Proposed Administration Organization Chart

IX. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

1. **Approval of Minutes from the May 13, 2013 Board of Directors meeting**
2. **Approve recommended actions on the personnel activity list**
3. **Approve check registers**

Approved. Tim Katzman moved and Delano Jones seconded. Motion carried 6-0-0.

X. ACTION ITEMS

1. **Award the renewal for the commercial insurance package for the 2013-2014 school year to Johnson & Wood Insurance Services, Inc. in the amount not to exceed $132,983.80.**
   Approved. Salvador Rivera moved and Scott Delano seconded. Motion carried 6-0-0.

2. **Approve the 2013-2014 Board of Directors meeting calendar.**
   Approved. Delano Jones moved and Salvador rivera seconded. Motion carried 6-0-0.

3. **Adopt the final Proposed Budget for 2013-2014.**
   Approved. Salvador Rivera moved and Delano Jones seconded. Motion carried 6-0-0.

4. **Approve the 10th grade textbook adoption in the amount not to exceed $80,570.48.**
   Approved. Tim Katzman moved and Linda Logan seconded. Motion carried 6-0-0.

RECONVENE TO CLOSED SESSION – 8:00 p.m. – 8:35 p.m.

ACTION ITEMS CONSIDERED IN CLOSED SESSION

1. **In accordance with Education Code Section 48918 the Board will meet in closed session to consider the expulsion of two students ID #122499-111 and ID #052000-033.**
   Approved. Christian Scott moved and Linda Logan seconded to approve the findings and recommendations of the Executive Director pursuant to student expulsion for student ID #122499-111.
   Approved. Christian Scott moved and Linda Logan seconded to approve the findings and recommendations of the Executive Director pursuant to student expulsion for student ID #052000-033.

2. **In accordance with Government Code Section 54957.8, the Board will meet in closed session to consider: Executive Director's Performance Evaluation and Contract**
   Approved. Christian Scott moved and Tim Katzman seconded the performance evaluation and contract compensation increase for Jonathan Dean effective July 1, 2013 through June 30, 2016. His base salary will be $185,000 per year. Dr. Dean's former contract is superseded by this new action.
   Motion carried 5-1-0. The NO vote was placed by Salvador Rivera.

XI ROUNDTABLE

Dr. Dean let the board know that we purchased an upgraded dinner for them and the staff attending the board meeting from O's American Kitchen since it is the last board meeting of the school year.

Board member, Agnes Barrelet, presented Jon Dean with a check in the amount of $20,000 to The O'Farrell Charter School from United Hands for Children's fundraiser. These monies will go towards the new high school.

XII ADJOURNMENT – 8:35 p.m.