THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

Board of Directors
Agenda
January 13, 2014

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

I. CALL TO ORDER

II. CLOSED SESSION

1. In accordance with education Code Section 54957.8 , the Board will meet in closed session to consider any personnel matters.

RECONVENE TO OPEN SESSION

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

IV. PLEDGE OF ALLEGIANCE

V. PUBLIC HEARING

1. Conduct a Public Hearing to notify the public of The O'Farrell Charter School plan for the implementation of $216,000 to be used for technology, textbooks, and professional development for the California Common Core Standard. (Notice of this public hearing was posted on our bulletin board, posted on our marquees and announced through our dial-out system.) ..... **Page 5**

Opened at_____ Closed at_____

VI. PRESENTATION

1. New Website – Brian Rainey

VII. PUBLIC COMMENT

Anyone may address the Board for up to three minutes on any item. The public commentary period preceding the formal agenda shall be limited to a total of 15 minutes. Please submit a "Request to Address the Board" slip to the Board chairperson. The Board Chair will call you forward at the appropriate time.

VIII. APPROVAL OF AGENDA

Principal/Superintendent's Recommendation: Approval of Agenda.

Moved by_____ Seconded by_____ Vote_____

IX. DISCUSSION ITEMS

1. Principal/Superintendent Announcements ..... **Page 6**
2. Charter Vision Board Report..... **Page 8**
3. Update on Proposition Z ..... **Page 14**

X. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

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

1. Approval of Minutes from the December 9, 2013 Board of Directors meeting ..... **Page 16**
2. Approve recommended actions on the personnel activity list ..... **Page 19**
3. Approve check registers ..... **Page 20**

Principal/Superintendent's Recommendation: Approve Consent Calendar.

Moved by_____ Seconded by_____ Vote_____

XI. ACTION ITEMS

1. Approve the 2014-2019 Technology Plan ..... **Page 27**

   Principal/Superintendent's Recommendation: Approve Action Item 1.

   Moved by_____ Seconded by_____ Vote_____

2. Adopt the Placement of Students and Acceleration in Grades K-12 Board Policy #6001. **Page 84**

   Principal/Superintendent's Recommendation: Approve Action Item 2.

   Moved by_____ Seconded by_____ Vote_____

3. Amend the school-wide Student Uniform Policy and Staff Dress Code regarding tattoos and piercings..... **Page 86**

   Principal/Superintendent's Recommendation: Approve Action Item 3.

   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 February 10, 2014 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, Principal/Superintendent, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in The O'Farrell Charter School's open and public meetings. Please notify Jonathan Dean at (619) 263-3009, extension 2202 seventy-two (72) hours prior to disability accommodations being needed in order to participate in the meeting.

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

Certification of Posting

I, Jonathan Dean, Principal/Superintendent, hereby certify that I posted this agenda on Thursday, January 9, 2014 at 3 p.m.



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BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: January 13, 2014
Public Hearing

RECOMMENDATION: Conduct a Public Hearing to notify the public of The O'Farrell Charter School plan for the implementation of $216,000 to be used for technology, textbooks, and professional development for the California Common Core Standards.

BACKGROUND INFORMATION:

- The 2013-14 State Budget provides one-time funds to local educational agencies to support activities required to implement California's Common Core Standards
- These new standards are required to be in place for the 2014-15 academic year.
- There are a number of activities that we have already undertaken, and continue to undertake, to prepare for Common Core implementation OCS Three Year CCCS Implementation Plan.

CURRENT INFORMATION:

This new funding is provided to specifically support:

- Professional Development
- Instructional materials
- Technology

As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at a subsequent public meeting of the governing board.

The funds must be spent by July 1, 2015.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: January 13, 2014
Discussion Item 1
Principal/Superintendent Announcements

Student Demographics
Student Enrollment in PowerSchools on January 7, 2014:

Grade	Total
K	50
1	45
2	51
3	49
4	49
5	60
6	240
7	250
8	239
9	117
10	109
Total	**1259**

2014-15 Budget Blueprint - California House's seven priorities for expanding education opportunities:

1. Increases high school graduation rates.
2. Reduces likelihood of going to prison.
3. Half of low-income children don't have access to current preschool or head start programs.
4. Existing Child Care programs have been slashed by 100,000 slots since Great Recession.
5. Currently, middle-income families face high preschool costs.
6. Currently, Transitional Kindergarten only serves ¼ of 4 yr-olds. - high priority for O'Farrell!

AVID Data and Certification

Our AVID data is reported to AVID Center on an annual basis. Assistant Principal, and AVID Coordinator Jill Andersen gathered the information for the report and the data was submitted on December 1. The data includes information on student enrollment in the program, demographic information that must show consistency between school-wide demographics and demographics of students in the program, information on student performance and high school and college readiness, as well as data on last year's 8th grade graduating class. We received notification on December 20th that our AVID data has been accepted and approved by AVID Center.

Additionally, we received the following commendations from AVID Center for our current certification process:

"O'Farrell is to be commended for its continued commitment to AVID implementation school-wide and for its ongoing efforts to maintain the high standards of an AVID demonstration school. The teachers and administrators use the essentials to guide their work and to implement AVID with fidelity."

Mrs. Andersen is responsible for the ongoing training of elective teachers and tutors, as well as all staff members to ensure the school-wide implementation and use of AVID strategies.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: January 13, 2014
Discussion Item 2
Charter Vision Board Report

For the period beginning in July 1, 2012 through November 30, 2013

CSMC

Charter Vision®

Revenue By Category

Account Group	Description	Total	Percent
800	Revenue Limit	$2,753,503.00	81.37%
820	Federal Revenue	$119,627.00	3.54%
840	Other State Revenue	$380,228.11	11.24%
870	Local Revenue	$130,403.01	3.85%
	Total:	**$3,383,761.12**	

Revenue By Category

Report run at 1/9/2014 7:53:49 AM

CSMC

Charter
Balance Sheet Summary

Liquidity Ratio	40.4
Assets	
Current Assets	
Cash	$4,757,425
Accounts Receivables	$47,785
Total Current Assets	*$4,805,210*
Fixed Assets	
Land	$89,935
Buildings and Improvements	$13,600
Computer Equipment	$30,173
Furniture and Fixtures	$21,982
Construction in Progress	$526,241
Transportation Equipment	$25,710
Accumulated Depreciation	($60,463)
Total Fixed Assets	*$647,178*
Other Assets	
Total Other Assets	
Total Assets	*$5,452,388*
Liabilities And Net Assets	
Current Liabilities	
Accounts Payable	$7,140
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$8,282
Deposits held on behalf of other employees	$103,456
Total Current Liabilities	*$118,878*
Long Term Liabilities	
Total Long Term Liabilities	
Total Liabilities	*$118,878*
Net Assets	
Restricted Net Assets	$211,470
Unrestricted Net Assets	$4,854,118
Profit/Loss YTD	$267,922
Total Net Assets	*$5,333,510*
Total Liabilities And Net Assets	*$5,452,388*

10

CSMC

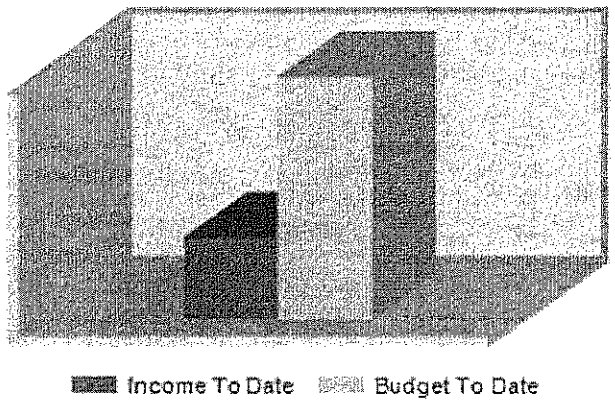
Charter Vision ®

Financial Snaphot

Total Cash on Hand

Cash Available: $4,757,425

Revenue To Date

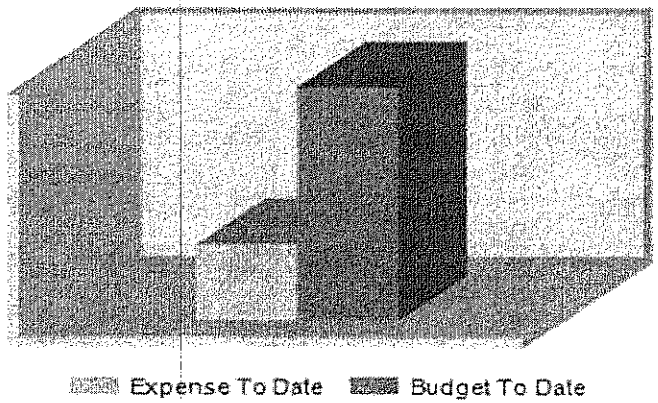


Revenue $3,383,761

Budget $9,969,006

Revenue To Budget 34%

Expense To Date



Expense $3,115,839

Budget $9,556,990

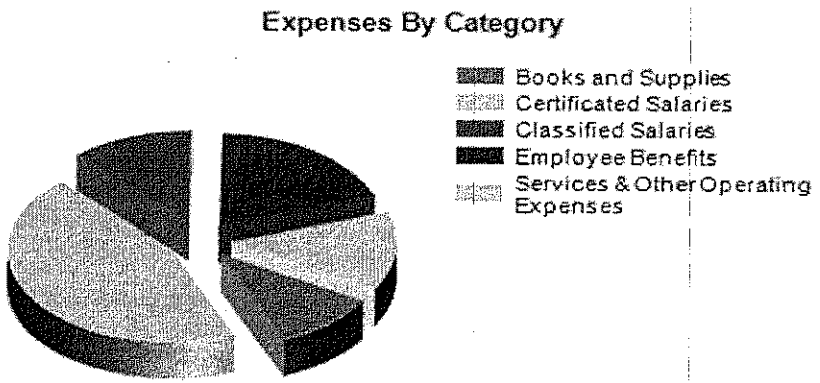
Expense To Budget 33%

CSMC

Charter Vision®

Expenses By Category

Account Category	Description	Total	Percent
100	Certificated Salaries	$1,387,661.10	44.54%
200	Classified Salaries	$373,629.84	11.99%
300	Employee Benefits	$606,182.48	19.45%
400	Books and Supplies	$322,291.72	10.34%
500	Services & Other Operating Expenses	$426,073.91	13.67%
	Total:	**$3,115,839.05**	



Charter Vision ®

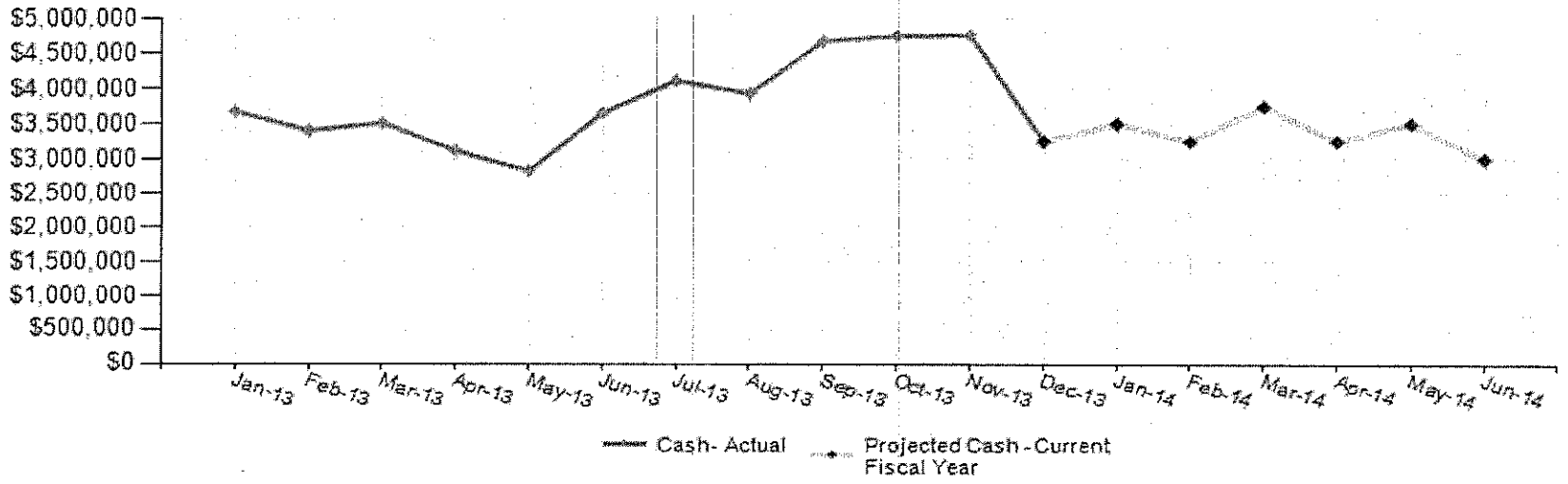
Year to Date Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	Actual YTD	Budget YTD	Variance $	Variance %	Total Budget	Budget Remaining
Total Revenue Limit	$2,753,503	$7,246,764	($4,493,261)	-62.0%	$7,246,764	4,493,261
Total Federal Revenues	$119,627	$1,246,039	($1,126,412)	-90.4%	$1,246,039	1,126,412
Total Other State Revenue	$380,228	$1,199,203	($818,975)	-68.3%	$1,199,203	$818,975
Total Local Revenue	$130,403	$277,000	($146,597)	-52.9%	$277,000	$146,597
Total Revenues	$3,383,761	$9,969,006	($6,585,245)	-66.1%	$9,969,006	6,585,245
Total Certificated Salaries	$1,387,661	$4,131,393	$2,743,732	66.4%	$4,131,393	2,743,732
Total Classified Salaries	$373,630	$1,138,562	$764,932	67.2%	$1,138,562	$764,932
Total Employee Benefits	$606,182	$1,537,436	$931,254	60.6%	$1,537,436	$931,254
Total Personnel Expenses	$2,367,473	$6,807,391	$4,439,918	65.2%	$6,807,391	4,439,918
Total Books and Supplies	$322,292	$892,080	$569,788	63.9%	$892,080	$569,788
Total Services and Other Operating Expenses	$426,074	$1,604,518	$1,178,444	73.4%	$1,604,518	1,178,444
Total Capital Outlay	-	-	-	0.0%	-	-
Total Other Outgo	-	$253,001	$253,001	100.0%	$253,001	$253,001
Total Operational Expenses	$748,366	$2,749,599	$2,001,233	72.8%	$2,749,599	2,001,233
Total Expenses	$3,115,839	$9,556,990	$6,441,151	67.4%	$9,556,990	6,441,151
Net Income	$267,922	$412,016	($144,094)	-35.0%	$412,016	$144,094

Charter Vision®

Monthly Book Balance Over Time



	Jul 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13
Actual Ending Monthly Book Balance	$0	$0	$0	$3,575,850	$3,477,994	$3,552,872	$3,680,473	$3,404,059	$3,512,895	$3,117,286	$2,830,588	$3,658,102
Projected Ending Monthly Book Balance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
Actual Ending Monthly Book Balance	$4,117,863	$3,935,026	$4,671,616	$4,747,423	$4,757,425	$0	$0	$0	$0	$0	$0	$0
Projected Ending Monthly Book Balance	$0	$0	$0	$0	$0	$3,250,000	$3,500,000	$3,250,000	$3,750,000	$3,250,000	$3,500,000	$3,000,000

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BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: January 13, 2014
Discussion Item 3
Update on Proposition Z

Item F.6. Review of Charter School Facilities Committee Planning Grant and Project Grant Rubric

Barnett/Barrera Proposal:

Currently charter school facility projects are reviewed and recommended by the Proposition Z Charter School Facility Committee (Charter Committee) without any district staff input. We recommend that staff review and comment on spending recommendations from the Charter Committee prior to board action.

Today's discussion of the remaining policy issues will be considered a first reading. The second reading and Board action of the remaining policy issues and the list of proposed charter school projects will be heard at the February 4, 2014, Board meeting.

Board Policy Recommendations for Expenditure of Proposition Z Charter School Funds:

BACKGROUND: In 2012 voters approved Proposition Z which included spending $350 million for charter schools/facilities. The San Diego Unified Board of Education formed a Charter School Facility Committee to advise the Board on how to spend these funds. It is anticipated that approximately $30 million a year of Proposition Z funds will be allocated for charter schools.

First priority: The San Diego Unified Board of Education has as its primary goal to address charter school space challenges, with the ideal of reducing Proposition 39 "cohabitation" on active district school sites.

Second priority: Modernizing or upgrading existing San Diego Unified/Charter facilities and upgrading private facilities owned by a charter operator, or a facility which has a long-term lease (20 years or more) of a private facility.

Third Priority: Upgrading or enhancing (tenant improvements) of privately owned charter facilities leased by charters would be reviewed based on anticipated length of use (or lease), of the facility by the Charter.

Policy points:

- The goal is that there will be fair allocations and equitable distribution of Proposition Z charter funds across a variety of charter schools.
- Any charter school is eligible for Proposition Z funding regardless of what year it sits within its charter term.
- "Over-saturation" of existing charters in a particular community will be considered as part of any San Diego Unified allocation of Proposition Z charter funds.
- Requirement of "matching funds" by a Charter operator for any project estimated to cost over $7.5 million.

- All materials, furniture and equipment funded by Proposition Z will become the property of San Diego Unified upon closure of a charter, and shall not be used as collateral for private leases.

- Purchasing new land/facilities will remain in district ownership.

Proposition Z funds should be used for purchasing private facilities which can be utilized by charter schools with the following conditions/options:

- These facilities, purchased with taxpayers' bond funds should remain under district ownership.

- District should consider and pursue long term leases (20 years or more) of these new acquisitions with charter operators. These leases would be for $1/year but with tenant responsible for utilities. These leases would extend beyond the 5-year charter school approvals. This guarantees these facilities would remain in use for charter schools, and precludes San Diego Unified from using these assets for non-charter uses (including sale of assets).

BOARD OF DIRECTORS AGENDA ITEM

Agenda Date: January 13, 2013
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the December 9, 2013 Board of Directors meeting.

Minutes

December 9, 2013

Members Present:	Linda Logan, Delano Jones, Agnés Barrelet, Tim Katzman, Salvador Rivera
Members Absent:	Christian Scott
Guests:	Eileen Logue, Candace Austin, Jill Andersen, Anne Mathews, Brian Rainey, Corinda Mytinger, Aubrey King

I. CALL TO ORDER

Tim Katzman called open session to order at 5:04 p.m.

II. CLOSED SESSION

The Board went into closed session at 5:05 p.m.

1. **In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE**

RECONVENE TO OPEN SESSION at 5:34 p.m.

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

No action taken. The Board has empowered Dr. Dean to explore and investigate a real estate venture. Dr. Dean explained the investigation cost would be approximately $15,000 to $18,000. This would be entered into a purchase agreement with the property located on Euclid.

IV. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Jonathan Dean.

V. PUBLIC COMMENT

Anyone may address the Board for up to three minutes on any item. The public commentary period preceding the formal agenda shall be limited to a total of 15 minutes. Please submit a "Request to Address the Board" slip to the Board chairperson. The Board Chair will call you forward at the appropriate time.

- Linda Logan addressed the Board of Directors and audience regarding an email that was sent to all of our staff members by a "Mr. Brown" regarding a former employee.

VI. PRESENTATION

None

VII. APPROVAL OF AGENDA

Approved. Linda Logan moved and Delano Jones seconded. Motion carried 5-0-0.

VIII. DISCUSSION ITEMS

1. Principal/Superintendent Announcements
2. Charter Vision Board Report
3. Student Assessment – API & AYP & CCSA's School Accountability Report Card
4. Gearing Up for Common Core
5. International Baccalaureate (IB) Education
6. University of California A-G Course Approval
7. Strategic Plan – Expansion
   - Dr. Dean stated that he will move on with writing two charters. One being "a-typical" and the other being "seat-based." Expense approximately $5,000. He will report back to the board members.
8. 2015 International Education Trip
   - This will not be brought to the board for approval. It is an outside agency.

IX. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

1. **Approval of Minutes from the December 9, 2013 Board of Directors meeting.**
2. **Approve/ratify recommended actions on the personnel activity list.**
3. **Approve/ratify check registers.**

   Approved. Linda Logan moved and Delano Jones seconded. Motion carried 5-0-0.

X. ACTION ITEMS

1. **Approve the June 30, 2013 Audit Report and its Findings.**
   Approved. Agnes Barrelet moved and Delano Jones seconded. Motion carried 5-0-0.

2. **Ratify contracts for 17 Supplement Education Services providers in the amount not to exceed $805.87 per pupil allotment for approximately 49 students.**
   Ratified. Delano Jones moved and Tim Katzman seconded. Motion carried 5-0-0.

3. **Approve the Positive Certification and Budget Revisions for the First Interim Financial Report for October 31, 2012.**
   Approved. Delano Jones moved and Salvador Rivera seconded. Motion carried 5-0-0.

4. **Ratify adjustments to the 2013-2014 budget.**
   Ratified. Agnes Barrelet moved and Linda Logan seconded. Motion carried 5-0-0.

5. **Accept the resignation of Board of Directors member Joselito De Jesus.**
   Accepted. Linda Logan moved and Tim Katzman seconded. Motion carried 5-0-0.

6. **Authorize the "consideration phase" for the International Baccalaureate World School**
   Authorized. Agnes Barrelet moved and Delano Jones seconded. Motion carried 5-0-0.

7. **Approve the Change Order from IBI Architect Group in the amount of $368,181, with $265,090 as O'Farrell's fee, due to updated constructions costs.**
   Approved. Agnes Barrelet moved and Delano Jones seconded. Motion carried 4-1-0 with the No vote from Salvador Rivera.

8. **Approve the purchase of 37 iPads in the amount of $21,347.04.**
   Approved. Linda Logan moved and Delano Jones seconded. Motion carried 5-0-0.

XI. ROUNDTABLE

None.

XII. ADJOURNMENT

Meeting was adjourned at 6:50 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: January 13, 2014
Consent Calendar Item 2

RECOMMENDATION: Approve/Ratify Personnel Activity List

NEW HIRES

Part-Time

Wassem, Rebecca	Substitute Teacher	December 16, 2013
Glatzer, Joseph	Substitute Teacher	January 6, 2014
Chan-Williams, Sharon	Special Education Aide	January 6, 2014
Busch, Andrew	Long-term Substitute Teacher for Computer Science	January 6, 2014
Hardin, Nicole	Extended Day Aide	January 7, 2014
Anbari, Sadia	Special Education Aide	January 8, 2014

Resignations

Dannaher, Caitlin	Extended Day Aide	December 16, 2013
Cabacugan, Jonalee	Special Education Aide	December 20, 2013
Dith, Virac	Special Education Aide	December 20, 2013
Gross, Evan	Special Education Teacher	January 10, 2014

Change in Job Title

Mytinger, Corinda	From Budget Technician to Budget Technician and Buyer	January 1, 2014

BOARD OF DIRECTORS AGENDA ITEM

Agenda Date: January 15, 2014

Consent Calendar Item 3

RECOMMENDATION: Ratify Monthly Check Registers

General Account				
Check#	Date	Vendor Name	Transaction Description	Check Amount
1048	n/a	VOIDED		
1049	12-19-13	Outdoor Outreach	2013-14 Recreation Program for ASSETS	$6500.00
1050	12-19-13	Jacqueline Mota	Reimbursement for Cook Club/ASSETS	$32.70
1051	12-19-13	Anne Mathews	Reimbursement for PTO mtg	$10.00
1052	12019013	Anne Mathews	Reimbursement for ELAC mtg	$15.94
1053	12-20-13	Alex's Body Shop	School van auto body repair	$550.00

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: January 13, 2014
Consent Calendar Item 3

RECOMMENDATION: Ratify the check register for the period beginning November 1, 2013 through November 30, 2013.

O'Farrell Charter School

Check Register 11/1/2013 through 11/30/2013

Payment Number	Payment Date	Payment Type	Payee Name	Rec Status	Check Amount	Invoiced GL Amount	Account	Account Description	Transaction Description
25049	11/2/2013	Check	Jennifer Chranowski	Outstanding	$50.00				
10001723	11/4/2013	Check	Public Employee	Cleared	$16,293.25	$16,862.40	9504-020	Accrued PERS	OCTOBER 2013 PERS
10001724	11/4/2013	Check	State Teachers Retirement System	Cleared	$75,229.55	$75,227.81	9503-020	Accrued STRS	OCTOBER 2013 STRS
						$1.74	9503-020	Accrued STRS	SEPTEMBER 2013 FINAL PAYMENT
10001725	11/7/2013	Check	Candace Austin	Cleared	$35.23	$35.23	4300-020-00	Materials and Supplies	REIMB for Wrist Pad for Mouse
10001726	11/7/2013	Check	Susan Brickson	Cleared	$180.00	$180.00	5210-020-00	Training and Development	REIMB for Conference
10001727	11/7/2013	Check	County of San Diego, Health &	Cleared	$91,652.00	$91,652.00	5800-020-00	Professional/Consulting Services and Operating	Project: Family Support Serv. / Social Advocates for Youth
10001728	11/7/2013	Check	Harmony Home Medical	Cleared	$155.00	$155.00	4300-020-00	Materials and Supplies	Work Order # 11942 - Rental & Delv Trifold Ramp
10001729	11/7/2013	Check	Kevin Nguyen	Cleared	$57.00	$57.00	5800-020-91	Professional/Consulting Services and Operating	Referee for Volleyball on 10/8/13
10001730	11/7/2013	Check	National City Trophy	Cleared	$51.78	$51.78	4300-020-00	Materials and Supplies	Custom Name Plate & Holder for Exec Assist.
10001731	11/7/2013	Check	Perma-Bound	Cleared	$10,028.21	$266.73	4200-020-00	Books and Other Reference Materials	CA Treasures K-6 Library Books
						$1,269.86	4200-020-00	Books and Other Reference Materials	CA Treasures K-6 Library Books
						$1,396.49	4200-020-00	Books and Other Reference Materials	CA Treasures K-6 Library Books
						$1,499.34	4200-020-00	Books and Other Reference Materials	CA Treasures K-6 Library Books
						$1,586.71	4200-020-00	Books and Other Reference Materials	CA Treasures K-6 Library Books
						$1,760.46	4200-020-00	Books and Other Reference Materials	CA Treasures K-6 Library Books
						$2,248.62	4200-020-00	Books and Other Reference Materials	CA Treasures K-6 Library Books
10001732	11/7/2013	Check	San Diego Facility Maintenance, Inc	Cleared	$13,917.00	$13,917.00	5500-020-00	Operation and Housekeeping Services	Monthly Janitorial Services November 2013
10001733	11/7/2013	Check	San Diego County Superintendent of	Cleared	$160.00	$160.00	5210-020-00	Training and Development Expense	SARB Training for 4 Attendees
10001734	11/7/2013	Check	Shred-IT USA - San Diego	Cleared	$352.91	$352.91	5800-020-00	Professional/Consulting Services and Operating	Shredding Service 46 Boxes on Site
10001735	11/7/2013	Check	Sheryl Yeagar	Cleared	$85.67	$85.67	4300-020-00	Materials and Supplies	Reimbursement

O'Farrell Charter School

Check Register 11/1/2013 through 11/30/2013

	10001736	11/8/2013	Check	Wells Fargo Business Card	Cleared	$1,659.40	$18.00	4300-020-00	Materials and Supplies	10/4 - Plaza Donuts, (oughnuts with Dean mtg
							$61.00	4300-020-00	Materials and Supplies	9/23 - Giant New Yor Pizza, for class prize on studer form
							$82.40	4300-020-00	Materials and Supplies	9/26 - Alcatraz Locks ith, restroom keys & rm 613
							$418.00	5505-020-00	Student Transportation/Field Trips	9/24 - 10/14 - Alberts ıs, bus passes
							$1,080.00	5505-020-00	Student Transportation/Field Trips	9/26 - 10/15 - Sanda bus passes
	10001737	11/8/2013	Check	Wells Fargo Business Card	Cleared	$92.53	$24.15	4300-020-00	Materials and Supplies	10/14 - O'Reilly Auto ars to fix site's custodial card
							$68.38	4300-020-00	Materials and Supplies	9/25 - USA, gas for g dening equipment
	10001738	11/8/2013	Check	Wells Fargo Business Card	Cleared	$447.70	$48.33	5200-020-00	Travel and Conferences	9/18 - Level Two Res @ Marriott, dinner @ Oakland Co f.
							$56.00	5200-020-00	Travel and Conferences	9/18 - SD County RA prkg for vechicle at Airport
							$25.84	5200-020-00	Travel and Conferences	9/19 - Level Two Res @ Mattiott, breakfast @ Oaklanc Conf.
							$284.03	5200-020-00	Travel and Conferences	9/19 - Marriott Oakla , hotel room 1 night for Conf.
							$33.50	5200-020-00	Travel and Conferences	9/22 - Smart Taxi Pa nc., taxi ride Airport/Hotel
	10001739	11/18/2013	Check	Candace Austin	Cleared	$37.49	$37.49	5200-020-00	Travel and Conferences	REIMB for Mileage
	10001740	11/18/2013	Check	Moises A. Buhain	Cleared	$35.02	$35.02	4315-020-62	Classroom Materials and Supplies	REIMB for Consuma Supplies for Cooking
	10001741	11/18/2013	Check	California Charter Schools Association	Cleared	$6,500.00	$6,500.00	5300-020-00	Dues and Memberships	Membership for 1/1/1 - 12/31/14
	10001742	11/18/2013	Check	Global Village Concerns, Inc.	Cleared	$2,043.66	$2,043.66	5815-020-00	Advertising/Recruiting	WindSreens & Banne for School Site
	10001743	11/18/2013	Check	Linda Logan	Cleared	$147.29	$147.29	4300-020-00	Materials and Supplies	REIMB for Music Ins memt Maint & Purchase
	10001744	11/18/2013	Check	Anne Matthews	Cleared	$10.40	$10.40	4300-020-00	Materials and Supplies	REIMB - Water for the Office & Meetings
	10001745	11/18/2013	Check	Nevertardy Transit,	Cleared	$450.00	$450.00	5505-020-62	Student Transportation/Field	Field Trip to UCSD
	10001746	11/18/2013	Check	The Printing	Cleared	$113.40	$113.40	5810-020-62	Educational Consultants	Banner & Stand
	10001747	11/18/2013	Check	San Diego Unified School District	Cleared	$172.50	$172.50	5800-020-00	Professional/Consulting Services and Operating	For: 2013-2014 Nurs g Fee for Service

O'Farrell Charter School

Check Register 11/1/2013 through 11/30/2013

10001748	11/18/2013	Check	Snipes-Dye Associates	Cleared	$1,978.00	$1,978.00	9450-020	Construction in Progress	Project # EO0501 O'Farrell School District Scope
10001749	11/18/2013	Check	UROK Learning Institute	Cleared	$450.00	$450.00	5810-020-02	Educational Consultants	SES Tutoring Services - October 2013
10001750	11/19/2013	Check	YMCA Overnight Camps	Cleared	$6,937.00	$6,937.00	5505-020-62	Student Transportation/Field Trips	Balance Due for Marston - Groups: 9/25 - 9/27/13
10001751	11/21/2013	Check	AT&T Mobility	Cleared	$128.02	$50.46	5900-020-00	Communications (Tele.,	Direct Line 10/1/13 - 10/31/13
						$77.56	5900-020-61	Communications (Tele.,	Direct Line 10/1/13 - 10/31/13
10001752	11/21/2013	Check	Apple Inc.	Cleared	$973.08	$973.08	4400-020-00	Noncapitalized Equipment	Mini Vga Display Port 12 Apple USB Super Drives qty 7
10001753	11/21/2013	Check	Dunbar Armored Inc	Cleared	$113.61	$113.61	5800-020-00	Professional/Consulting Services and Operating	Armored Truck Service October 2013
10001754	11/21/2013	Check	EDCO Disposal Corp	Cleared	$399.87	$399.87	5501-020-00	Utilities	October 2013 Trash & Recycle Services
10001755	11/21/2013	Check	San Diego Unified School District	Cleared	$1,620.00	$1,620.00	5800-020-00	Professional/Consulting Services and Operating	2013-2014 Nursing Fee for Service
10001756	11/26/2013	Check	American Library Association	Cleared	$96.20	$96.20	4300-020-00	Materials and Supplies	Reading Posters for Library Reading rm LIB
10001757	11/26/2013	Check	Apple Inc.	Cleared	$1,100.00	$300.00	4315-020-65	Classroom Materials and Supplies	Volume Voucher for IEP Ipad Application
						$800.00	4400-020-00	Noncapitalized Equipment	Volume Vouchers for Ipad Applications
10001758	11/26/2013	Check	A Book In Time LLC	Cleared	$16.10	$16.10	4200-020-00	Books and Other Reference Materials	Chains Study Guide & Student Worksheet
10001759	11/26/2013	Check	City Treasurer	Cleared	$2,510.52	$2,510.52	5501-020-00	Utilities	Water, Sewer & Fire Serv 10/03/13 - 11/05/13
10001760	11/26/2013	Check	CDW-Government	Cleared	$2,249.82	$540.11	4400-020-00	Noncapitalized Equipment	LVO TS TC Edge 72 13-3220 500/4g W8p -Computer
						$81.86	4400-020-00	Noncapitalized Equipment	Panasonic Cordless Phone Qty 2
						$647.97	4400-020-00	Noncapitalized Equipment	Promethean Projector Lamp Qty 3
						$908.02	4400-020-00	Noncapitalized Equipment	Qty 2 Computers for Supply Rm & Security
						$71.86	4400-020-00	Noncapitalized Equipment	Tripp Power Strip Outlet
10001761	11/26/2013	Check	Clothing International, Inc.	Cleared	$520.21	$520.21	4300-020-00	Materials and Supplies	Uniforms For J. Duron Via Pitiquen donation
10001762	11/26/2013	Check	Comm USA	Cleared	$386.65	$386.65	4400-020-62	Noncapitalized Equipment	Radios for Ext Day Hours
10001763	11/26/2013	Check	CPO	Cleared	$8,618.40	$8,618.40	4315-020-00	Classroom Materials and Supplies	Physics Kit Qty 3 For 13-14 yrs
10001764	11/26/2013	Check	CertificationKits LLC	Cleared	$6,056.27	$992.46	4400-020-00	Noncapitalized Equipment	4 x Cisco Catalyst 3560-24 TS
						$5,063.81	4400-020-00	Noncapitalized Equipment	Cisco Routers, Qty 3, Module Qty 12, Cablesacs point 2

10001765	11/26/2013	Check	Carolina Biological Supply Company	Cleared	$579.64	$579.64	4315-020-00	Classroom Materials and Supplies	Chemistry Supplies S	ectroscope,
									Chemicals, Wire	
10001766	11/26/2013	Check	Chula Vista High School Boys Basketball	Cleared	$395.00	$395.00	5300-020-91	Dues and Memberships	Tournament Fee for 3	isketball
									12/26,27,28 & 30 201	
10001767	11/26/2013	Check	Flinn Scientific Inc.	Cleared	$6,225.83	$5,932.79	4315-020-00	Classroom Materials and Supplies	HS Science Supplies,	burner,
									goggles, beaker, tong	etc
						$293.04	4315-020-00	Classroom Materials and Supplies	Pipet, Cylinder Nitric A	cid
									Campartment Sand	
10001768	11/26/2013	Check	Fisher Scientific Co LLC	Cleared	$378.75	$101.57	4315-020-00	Classroom Materials and	Chemistry Supplies	
						$277.18	4315-020-00	Classroom Materials and Supplies	Chemistry Supplies C	linders, Test
									Tubes, Funnels, Rac	
10001769	11/26/2013	Check	Home Depot Credit Services	Cleared	$757.28	$14.28	4300-020-00	Materials and Supplies	09/11/13 - Inv# 2112	- Paint Bldg
									Maint Supplies Came	a
						$37.07	4300-020-00	Materials and Supplies	10/10/13 Inv 101194	-Paint, Bldg
									Maint Supplies, Cam	a
						$169.64	4300-020-00	Materials and Supplies	10/3/13 Inv 8024753	Paint, Bldg
									Maint Supplies, Cam	a
						$72.34	4300-020-00	Materials and Supplies	9/30/13 - Inv#101686	- Paint, Bldg
									Maint Supplies, Cam	a
						$191.33	5601-020-00	Building Maintenance	8/23/13 - Inv # 9018	2-
									Landscaping Tools &	upplies
						$272.62	5601-020-00	Building Maintenance	9/16/13 - Inv # 50219	2 -
									Landscaping Tools &	upplies
10001770	11/26/2013	Check	ICOE	Cleared	$900.00	$900.00	5200-020-84	Travel and Conferences	Registration Fee for 6	Attendees for
									Common Core Confe	nce
10001771	11/26/2013	Check	KPM General Builders, Inc.	Cleared	$6,382.00	$6,382.00	5601-020-00	Building Maintenance	Plumbing & Electrica	ork in Hth
									Office for dnti Conve	on
10001772	11/26/2013	Check	KPM General Builders, Inc.	Cleared	$9,287.00	$9,287.00	5601-020-00	Building Maintenance	Paint Srvcs: Prep R &	Rfrnite,
									Painted Frnt, & Hlth C	fice
10001773	11/26/2013	Check	McGraw-Hill School Education LLC	Cleared	$2,630.01	$1,114.90	4100-020-00	Approved Textbooks and Core Curricula Materials	World History Text Bo	ks Qty 27
						$76.36	4100-020-84	Approved Textbooks and Core Curricula Materials	Every Day Math & Ge	metry
									Template 2007 gr 4-6	Qty 10
						$1,438.75	4200-020-00	Books and Other Reference Materials	Everyday Math Stu J	rnal, Study
									Guide cd gr 5 qty101	
10001774	11/26/2013	Check	Law Office of Young , Minney & Corr, LLP	Cleared	$1,538.52	$1,538.52	5805-020-00	Legal Services and Audit	Services Thru 10/31/1	

O'Farrell Charter School

Check Register 11/1/2013 through 11/30/2013

10001775	11/26/2013	Check	Office Depot	Cleared	$755.11	$224.67	4300-020-00	Materials and Supplies	Colored Pencils, Pencil, Book, Rings, Stamps, Calender
						$31.20	4300-020-00	Materials and Supplies	Reusable Dots Velcro for Classroom & Library
						$53.10	4300-020-00	Materials and Supplies	Wrist Rest, Desk Pad, Planner,Wipes Push Pins
						$386.47	4315-020-00	Classroom Materials and Supplies	Composition Note Books Qty 504 Middle School
						$59.67	4315-020-00	Classroom Materials and	Markers, Gluesticks, Pens
10001776	11/26/2013	Check	Pearson Education	Cleared	$1,104.36	$1,104.36	4100-020-00	Approved Textbooks and	World Civilzations Textbooks
10001777	11/26/2013	Check	Pearson Education	Cleared	$1,285.85	$1,285.85	4100-020-00	Approved Textbooks and	Precalculus Text Books Qty 10
10001778	11/26/2013	Check	Pearson Education Inc.	Cleared	$11,335.82	$11,335.82	4100-020-00	Approved Textbooks and Core Curricula Materials	World Civilzations Textbooks AP & Tst Qty 73
10001779	11/26/2013	Check	PSAT/NMSQT	Cleared	$1,722.00	$1,722.00	4315-020-00	Classroom Materials and	Report Fees
10001780	11/26/2013	Check	Sharp Health Plan	Cleared	$63,129.52	$55,885.10	3403-020-00	Health & Welfare Benefits	December 2013 Health Ins
						$3,156.48	3403-020-01	Health & Welfare Benefits	December 2013 Health Ins
						$345.00	3403-020-03	Health & Welfare Benefits	December 2013 Health Ins
						$3,742.94	3403-020-65	Health & Welfare Benefits	December 2013 Health Ins
10001781	11/26/2013	Check	San Diego Gas & Electric	Cleared	$10,807.21	$10,807.21	5501-020-00	Utilities	Gas & Electric Chrgs 10/13/13 - 11/13/13
10001782	11/26/2013	Check	Sound Therapies,	Cleared	$9,648.00	$9,648.00	5810-020-65	Educational Consultants	Speech & Language Services
10001783	11/26/2013	Check	School Outfitters	Cleared	$831.56	$485.96	4400-020-00	Noncapitalized Equipment	30 Tray Wooden Storage Unit for New Classroom
						$345.60	4400-020-00	Noncapitalized Equipment	Alphabet Seating Rug for Library Reading Room
10001784	11/26/2013	Check	Staples Advantage	Cleared	$474.07	$163.03	4300-020-00	Materials and Supplies	White Board, For Fam Ind, Protractors, Dry Erase Markers, Cl
						$105.84	4315-020-00	Classroom Materials and Supplies	Compass, Qty 70 for Ms Math Classes
						$205.20	4430-020-00	Noncapitalized Student Equipment	Cubix Hansen Cherry Deck for Site Tech
10001785	11/26/2013	Check	Scholastic Book Clubs	Cleared	$118.00	$118.00	4200-020-00	Books and Other Reference Materials	Library Books for K-5 Students
10001786	11/26/2013	Check	Sharp Electronics Corporation	Cleared	$1,195.67	$1,195.67	4300-020-00	Materials and Supplies	Usage for Site Copier for 10/4 - 11/8/13
10001787	11/29/2013	Check	Public Employee	Cleared	$15,840.95	$15,840.95	9504-020	Accrued PERS	NOVEMBER 2013 PERS
10001788	11/29/2013	Check	State Teachers	Cleared	$66,084.47	$66,084.47	9503-020	Accrued STRS	NOVEMBER 2013 STRS

Total Check Amount: **$469,512.80**

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: January 13, 2014
Action Item 1

RECOMMENDATION: Approve the Technology Plan for 2013-2016.

BACKGROUND INFORMATION:

The O'Farrell Charter School's goal is to improve student achievement through the use of technology in elementary and secondary schools. Additional goals include helping all students become technologically literate by the end of the eighth grade and, through the integration of technology with both teacher training and curriculum development, establishing innovative, research-based instructional methods that can be widely implemented.

CURRENT INFORMATION:

The O'Farrell Charter School is required to submit a Technology Plan to the San Diego County Office of Education in order to qualify for K-12 Ed Tech Vouchers and E-Rate funding.

Technology Plan

THE O'FARRELL CHARTER SCHOOL
AN AVID NATIONAL DEMONSTRATION SCHOOL

The O'Farrell Charter School

July 1, 2013 - June 30, 2016

1/1/2014

This plan is for EETT and E-Rate.

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Background and Demographic Profile

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 used three key references as a basis for vision and development of the school: *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 will help O'Farrell to prepare students in high school for a college curriculum. 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 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

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

Curriculum and Instructional Program

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 make an application to a four-year college, and they can describe the steps necessary to prepare for that admission.

1. Plan Duration

July 1, 2013 - June 30, 2016

2. Stakeholders

Stakeholders

The development team for this document was appointed by the Principal/Superintendent and consists of the following:

- Jill Andersen-Assistant Principal, Middle and High School Academies
- Anne Mathews-Assistant Principal, Elementary Academy
- Brian Rainey-Family Leader
- Ray Garcia – Site Technician
- Moises Buhain-School Counselor
- The O'Farrell Charter School Board of Directors

The development team actively pursued evaluated and incorporated participation from a variety of sources:

• Administrators

• Students

• Teachers

• Librarian

• Local CTAP office technology coordinator

• Adult Literacy Provider (San Diego City Schools)

Stakeholders were involved in the development of this plan. Input was collected from staff, administration, parents, students, community members through the use of a technology profile survey developed by the San Mateo County Office of Education, internal and external surveys, public discussion with our board and community, and consultation with our adult literacy provider (San Diego Unified).

Furthermore, stakeholders will be involved in implementation of this plan in a variety of ways. They will be involved in the creation of curriculum, adoption of software and hardware tools, monitoring and feedback. Data and input was collected/analyzed, and the results were used by a subset of the technology committee to create this document. The plan was reviewed and approved by the O'Farrell Board of Directors. Oversight will be provided by the Principal/Superintendent and governing board as noted in section 7.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

The O'Farrell Charter School currently provides access to technology to teachers, students, and community members before, during, and after the school day. Every teacher/classroom has a desktop computer connected to the Internet, a laptop to use at home and school to create curriculum and record grading, an interactive whiteboard, an audio/visual cabinet, a teacher's presentation station, a wireless voice amplification system, and advanced-model document camera, DVD/VCR player, and a cart of 30 iPad or netbooks. All student and staff computers are connected to the Internet and have a wide range of software such as Microsoft Office and Adobe graphic and publishing suites. Internet filtering appliances are provided by San Diego Unified to shield users from inappropriate materials. O'Farrell currently has a student to computer ratio of approximately 1 to 1.2.

There are currently more than 1,000 computing devices in use campus-wide. All students, including learning handicapped (LH), severely emotionally disturbed (SED), gifted and talented (GATE), Title 1, second language students (ELD), and physically disabled and staff have full and equal access to computers before, during, and after the school day. Access to technology is available through the school library (30 networked computers), 20 carts of netbooks (each containing 30 devices that can be used on our wireless network), and 12 carts of iPads (30 iPads per cart.) Access to technology is available in the library before and after school, as well as lunch. Students also have computer access beyond the school day through our various after school programs such as Extended Day, Saturday School, on-campus adult literacy classes, local libraries, and local nonprofits such as the Boys and Girls club and the Jackie Robinson YMCA.

The library/media center circulation system utilizes Follett Online Public Access Catalogue. Campus-wide cable television is available through our local provider, Cox Cable. Television and VCR/DVD setups are readily available throughout the campus. In addition, there are five sets of classroom response systems (clickers) available for checkout.

Teachers use the previously mentioned technology to enhance learning in the classroom. All administrators, teachers, support staff, and students have a Google App account for email, document creation, databases, presentations, online storage, school/classroom calendars, and website creation. All administrators, teachers, and support staff have a district wide applications (DWA) account with San Diego Unified. The applications provide teachers access to student attendance, grades, behavior, contact information, and data driven decision support tools. Curriculum, lesson plans, databases/spreadsheets and presentations are created with Microsoft Office Suite, Google Apps and Active Inspire. Online projects such as WebQuests are created with Adobe Dreamweaver and Google Sites. Internet access is used to conduct research, gather materials, and collaborate with other professionals. Language Arts teachers use the Internet to teach research skills and ethics. All staff have access to DataDirector, which a web-based data and assessment management system that allows staff and administrators to view, disaggregate, and analyze student data. O'Farrell has three dedicated computers configured to run DataScanner,

which is the software companion tool that allows users to scan answer (bubble sheets) to immediately view and analyze the data.

3b. Description of the district's current use of hardware and software to support teaching and learning.

Historically, O'Farrell has been highly committed to putting technology into the hands of students, staff and community members. Since its' founding, O'Farrell has participated in several Federal Magnet Assistance and Challenge Grants to help improve technology integration. Currently, O'Farrell is in year 5 of the Integrated 21st Century (i21) Interactive Classroom initiative, funded through San Diego's Proposition S. The goal of this project is to create an engaging and personalized learning environment designed to optimize teaching and learning through the interconnected use of mobile computing, audio, visual and formative assessment technologies across the curriculum. Coupled with the digital tools is a comprehensive professional development and support plan designed to support achievement for all students. All students use Star Math and Reading on an ongoing basis to track student growth and spot potential weaknesses and strengths in students. All teachers use Data Director to insure that the students are making the appropriate growth and mastering required standards. Furthermore, O'Farrell has adopted a full-inclusion model for students with special needs. Students with IEP's receive all of the interventions in this section as well as personal laptops to take notes, magnifications screens to aid viewing, hand held recorders, and audio books, as required in their IEP's. Technology is available to all students at the library before and after school, in our Extended Day program, before/after school intervention classes, and Saturday School.

All students at O'Farrell use technology on a daily basis. Technology is highly integrated into the curriculum. All students from K-12 have some type of daily skills practice/intervention using technology to constantly monitor growth and provide feedback to the staff and students. Among the many types of software and programs used are Learning Upgrade-Math and Reading, Accelerated Math, Accelerated Reader and Khan Academy.

Students in the Elementary Academy, use additional programs, including Rosetta Stone software with headsets to practice Spanish daily for 30 minutes as well as use Everyday Math (online-common core math curriculum). In kindergarten and first grade, students use software such as Raz-Kids and Read Eggs on their iPads to listen to modeled fluency, check comprehension, and learn phonic and decoding skills. In grades 2-5 students use their iPads to access skills type programs to practice and reinforce reading and math skills. In grades 3-5 students learn keyboarding basics and use Google Apps to create documents and presentations. Students use Star Math and Reading on an ongoing basis to track student growth.

The majority of 6th, 7th, and 8th grade students receive one semester of Computer Applications, an elective class that provides technology use for computer literacy (applications, keyboarding, word-processing, desktop publishing, multimedia creation, research tools and strategies, presentation.) Additionally, there is content area support in language arts and math, and interdisciplinary project based learning in social sciences, language arts, science, and visual and performing arts. All middle and high schools students build and maintain electronic portfolios to

provide reflection and evidence of learning and growth. Students that do not take computers because of their schedule receive and practice their technology and information literacy skills daily through their core classes (using a mix of netbooks and iPads) that embed technology into the curriculum.

Students in the High School Academy use Google Apps, Photoshop, and InDesign to write, design, and publish the school newspaper. Physic students use video cameras and iMovie to solve physics problems. Computer Science students learn and programming and logic skills to create 3D worlds in Alice, Android phone apps using App Inventor, visual art sketches using Processing, and hacking of hardware such as the Raspberry Pi and the Kinect. Online virtual dissections are used as students learn biology.

Students have access to most, if not all of these tools in library before and after school, during Saturday School, which is available to all interested students, and our after school Prime Time program.

3c. Summary of the district's curricular goals that are supported by this tech plan.

O'Farrell's educational goals and content standards are addressed in the school's Charter, Local Education Agency Plan (LEAP), School-Site Plan, and California State Standards. O'Farrell provides an instructional program that meets or exceeds that of other middle schools in the surrounding community. 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 (656 to 832) 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 Four Program Improvement Restructuring Plan and have been expanded to include science and social studies.

AYP Requirement from No Child Left Behind has identified O'Farrell as a Program Improvement school. O'Farrell met all AYP criteria for 95% participation rate from 2009 through 2013. O'Farrell has increased the percentage of students performing at the proficient or advanced levels on the California Standards Tests during that time period.

Comparison of CST Results: 2003-2013

	English Language Arts			Mathematics		
	2003	2013	Change	2003	2013	Change
Proficient/Advanced	24.1%	56%	+31.9%	17.5%	63.1%	+45.6%
Below Basic/Far Below Basic	38.5%	12.8%	-25.7%	54%	13%	-41%

There are five district-run schools near O'Farrell in the San Diego Unified School District serving students in grades six through eight. They are Bell, Clark, Mann, Roosevelt and Wilson. All are identified as Program Improvement schools. O'Farrell has a higher API score than all surrounding middle schools run by the district.

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

Year	O'Farrell	Bell Middle	Mann Middle	Lincoln High	Morse High
2013	832	740	749	625	740
2012	805	738	745	618	729
2011	736	731	746	616	700
2010	752	751	720	612	698

Current Site Goals

The state of California is currently transitioning from the old system of accountability using the STAR exams and API scores to a system of testing using the CalMapp-Smarter Balanced exams. As a result of this, schools will not be receiving API scores for the next two years. At, O'Farrell, teachers will be using the NWEA-MAP (Measured Academic Progress) online exam system. This exam, given quarterly, is a norm-referenced, achievement, and growth exam, providing different perspectives on individual student's progress from a single test event. For the next two years, O'Farrell will be using scores on the MAP assessment to set goals for each grade level.

On the STAR exam, students who score proficient or advanced are considered to be at grade level. On the MAP exam, there is a RIT score range for each grade level. O'Farrell will assume that students scoring proficient or advanced are currently scoring in their grade level appropriate RIT score range. Goals will be set to increase the number of students scoring in the appropriate RIT range.

• Mathematics Goal: At the end of three years, O'Farrell will increase the percentage of students performing at grade level from 56% to 71%.

• Literacy Goal: At the end of three years, O'Farrell will increase the percentage of students performing at grade level from 63% to 78%.

• Technology: All students will create and publish digital portfolios using Google Apps while demonstrating proficiencies in core content areas as well as information/technology literacy. College bound and beyond will be the theme.

The curriculum is managed through the following process. The curriculum committee proposes curriculum to the O'Farrell's board of directors for adoption. This proposal is developed in conjunction with the San Diego Unified School District adoption, State framework standards and other appropriate research. This process concludes annually in June.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

O'Farrell has operated as a middle school for the last 20 years and is now expanding to a K-12 and preparing to transition to Common Core Assessments. O'Farrell understands that technology, when used correctly, can improve educational outcomes for all students. Over the last five years O'Farrell's Academic Performance Index has risen 147 points to 832 with goals for all subgroups met. It is our belief that to continue improving upon our API several we must continue to:

• Further integrate technology in the math and literacy curricula to support student achievement by the enhancement and/or addition of hardware and software.

• Use technology to better identify weakness in students that are not performing at grade level in the areas of math and reading, and apply the appropriate interventions.

• Help students apply content from core classes into technology based projects such as digital portfolios.

Goal 3d.1

Goal 1: O'Farrell will implement the NWEA-MAP online assessment to monitor student growth in language arts and mathematics.			
Objective: All students will take an NWEA-MAPP assessment, four times per year, allowing teachers to monitor student growth in language arts and mathematics.			
End of Year 1	By June 15, 2014, O'Farrell will have trained all staff members in the NWEA-MAP assessment program, including how to review and use data to monitor student growth. Students will take a minimum of two online exams.		
End of Year 2	By June 15, 2015, all students will participate in the MAP assessment program four times per school year. Teachers will use individual student exam results to adjust pacing and differentiate assignments for each student.		
End of Year 3	By June 15, 2016, results of the MAP online assessment will be used to determine student course placement.		
Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Plan for Training	Assistant Principals, Computer Technician	Recommendations training and or assessment needs, based on staff feedback.
June 2015	MAP Assessment Results	Assistant Principals, Computer Technician	Modify curriculum pacing guides based on assessment data.

June 2016	MAP Assessment Results, Student Course Recommendations	Assistant Principals, Computer Technician	Modify curriculum pacing and course recommendations based on assessment data.

Implementation Plan/Action Steps/Timeline

- Provide training for administration team on the MAP assessment program (Sept, 2013)
- Assess current technology capabilities for compatibility with the program (Oct, 2013)
- Provide training for department chairs in administering the online assessment (Oct, 2013)
- Provide training for staff in proctoring the exam (Nov, 2013)
- Students will take their first online exam (Winter, 2014)
- Teachers will become familiar with the online program and analyzing assessment results (Jan-June 2014)
- Students will participate in the online assessment program four times per year (June 2014)
- Staff will use assessment data to modify curriculum and student instruction (Sept 2014-June 2015)
- Course Placement needs will be determined, partially, by assessment data (August 2014-June 2015)
- By Spring 2015, the MAP assessment will be embedded in the teaching process and used on a regular basis to determine student placement and instruction (June 2016)

Goal 3d.2:

Goal 2: O'Farrell will decrease the number of students at risk of not graduating by utilizing the online Ingenuity program for high school credit recover.

Objective: All students in need of course recovery, due a failing grade in math or language arts, will have access to the course during fall and spring semesters, and the summer session.

End of Year 1	By June 15, 2014 a contract will be created between The O'Farrell Charter School and Edgenuity to allow student access to online courses.
End of Year 2	By June 15, 2015, 100% of students who failed a math or ELA course will utilize Edgenuity for credit recovery.

Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Contract	HS Assistant Principal, HS Counselor	Contract for Edgenuity will be set up, allowing access to online courses
June 2015	Student Transcripts	HS Assistant Principal, HS Counselor	Evidence of course recovery on student transcripts

Implementation Plan/Action Steps/Timeline

- Finalize details for the contract (June 2014)
- Create campus computer lab location for students to access workstations, if needed (June 2014)
- Assess student need for course recovery (ongoing each semester)
- Enroll students in online courses (Summer term 2014)

- Assess program completion, and troubleshoot any potential issues prior to the end of the 1st semester (Fall 2014)
- Enroll students in online courses (Jan 2015, June 2015)

Goal 3d.3:

Goal 3: By June 2016, all students in grades 4-12 will create and present a digital portfolio, appropriate for their grade level, that shows readiness to move on to the next grade level.			
Objective: All students in grades 4-12 will create and present a digital portfolio			
End of Year 1	By June, 2014, a committee of staff members will create a vertical alignment plan of expectations for portfolios appropriate for students at each grade level in grades 4-12. 85% of students in grades 5 and 8 will create a grade level appropriate digital portfolio and present said portfolio to a panel of their peers, staff and community members.		
End of Year 2	By June, 2015, 85% of students in grades 4-11 will create a grade level appropriate digital portfolio and present said portfolio to a panel of their peers, staff and community members.		
End of Year 3	By June, 2016, 85% of students in grades 4-12 will create a grade level appropriate digital portfolio and present said portfolio to a panel of their peers, staff and community members. June, 2016 will be the year of the first high school graduating class from O'Farrell.		
Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Plan	Portfolio Exhibition Committee	Vertical alignment plan that details expectations for portfolios at each grade level 4-12.
June 2015	Portfolio Rubric Grades	Assistant Principal and Family Leaders	Maintain lists of portfolio exhibition grades to determine completion rates
June 2016	Portfolio Rubric Grades	Assistant Principal and Family Leaders	Maintain lists of portfolio exhibition grades to determine completion rates
Implementation Plan/Action Steps/Timeline			
• Create committee comprised of one teacher at each grade level (January 2014) • Committee will create vertical alignment plan, determining appropriate expectations for what digital portfolios will look like at each grade level (April 2014) • Portfolio Exhibition presentations from 5th and 8th graders (June 2014) • Portfolio Exhibition presentations from 4-11 graders (June 2015) • Portfolio Exhibition presentations from 4-12 graders (June 2016)			

Goal 3d4:

Goal 4: Integrate technology into day to day teaching and learning of a foreign language for grades 9-11.	
Objective: By June 2016, 90% of students in grades 9-11 will increase their vocabulary and conversational skills in a foreign language during a semester course that uses a computer laboratory (Foreign Language Lab.)	
End of Year 1	By June 2014, construction will begin on the high school campus, including the plans for the Foreign Language Lab. By August 2014, the high school counselor will make final decisions of course software for the A-G approved foreign language courses. The site computer technologist will make final decision on computer stations to be ordered.
End of	By June 2015, the Foreign Language Lab will be functional.

Year 2			
End of Year 3	By June, 2016, 90% of students in grades 9-11 will increase their vocabulary and conversational skills in a foreign language during a semester course that uses a computer laboratory (Foreign Language Lab.)		
Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
August 2014	High School Construction Course Descriptions Computer Orders	Assistant Principal, High School Counselor, Site Technician	Once construction has begun, decisions will be made on software for foreign language courses and for ordering of technology for the lab
June 2015	Foreign Language Lab	Assistant Principal, High School Counselor	The completed lab will be open and functional with an expected start date of 2nd semester, 2015
June 2016	Student Transcripts	High School Counselor	Foreign language credit on student transcripts

Implementation Plan/Action Steps/Timeline

- Construction is slated to begin in spring 2014
- Foreign language software will be ordered/contracts created (August 2014)
- Technology for the lab will be ordered (August 2014)
- Student online course data (exams and benchmarks) will be reviewed to verify increase in vocabulary and conversational skills (June 2016)

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Technology skills are typically described as the ability to understand how to use various forms of technology effectively. Information literacy on the other hand is generally considered the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. In our information and technology driven society, students must develop these skills early on so they are prepared for post-secondary opportunities, whether that be the workplace or in pursuit of education.

O'Farrell's is committed to imparting these skills as we expand from a middle school to a K-12. Key staff members will meet in the fall of 2013 and further identify the important components of technology and information literacy and decide where best to inject these topics into the curriculum. Consultation will take place with San Diego City Schools on an appropriate grade level (K-12) evaluation tool(s) to be administered each spring. Online portfolios will be used to apply concepts and demonstrate evidence of technology skills, information fluency, as well allow staff to evaluate areas where improvements can be made. Each October and June the team will meet, analyze data, and offer suggestions.

Goal 3e.1

Goal 3e: K-8 students will achieve the NCLB goal of being technology literate by 8th grade. Students will develop proficiency with technology skills as outlined in the National Educational Technology Standards (NETS)			
Objective: By June 2016, 100% of all K-8 students will demonstrate proficiency in technology literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.			
End of Year 1	By the end of the 2013-2014 school year, 50% of all K-8 students will demonstrate proficiency in technology literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.		
End of Year 2	By the end of the 2014-2015 school year, 70% of all K-8 students will demonstrate proficiency in technology literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.		
End of Year 3	By the end of the 2015-2016 school year, 100% of all K-8 students will demonstrate proficiency in technology literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.		
Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
August 2014	NETS, Student work/projects demonstrating proficiency in grade level appropriate technology skills, Survey of teachers,	Teachers, Assistant Principals, Family Leaders	Determine whether targets have been met; if not, disaggregate data, develop plan to target missed populations
June 2015	NETS, Student work/projects demonstrating proficiency in grade level appropriate technology skills, Survey of teachers,	Teachers, Assistant Principals, Family Leaders	Determine whether targets have been met; if not, disaggregate data, develop plan to target missed populations
June 2016	NETS, Student work/projects demonstrating proficiency in grade level appropriate technology skills, Survey of teachers,	Teachers, Assistant Principals, Family Leaders	Determine whether targets have been met; if not, disaggregate data, develop plan to target missed populations

Implementation Plan/Action Steps/Timeline

- Raise teacher awareness of the NETS standards and analyze how they can be applied to the curriculum (Professional Development through departments, Spring 2014)
- Design grade level appropriate rubrics for research project, aligned with the NETS standards (June 2014)
- Calendar ongoing discussions through departments for each subsequent school year (August 2014, August 2015)
- Assess students on an annual basis (June 2014, June 2015, June 2016)
- Survey teachers on student proficiency (June 2014, June 2015, June 2016)

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

O'Farrell understands the increasing complex and ever-changing use of technology and that students must be aware of appropriate and ethical uses of technology. O'Farrell's language arts department in conjunction with the technology committee will identify, develop and refine appropriate curriculum for grade levels K-12 that will cover at least the following topics:

•Students document all sources effectively and correctly.

•Students understand, demonstrate and discuss the complexities of ethical uses of technology.

•The teacher consistently models ethical technology use and has designed a project or lesson to support learning about ethical issue.

•Topics such as plagiarism, illegal file sharing, passwords, hacking, copyright, fair use, are discussed within the classroom on an ongoing basis.

Teachers will receive materials to assist addressing the ethical use of technology of information technology.

Goal 3f.1:

Goal 3f: Students and staff (including all teachers and administrators) know and follow U.S copyright laws and can distinguish from lawful and unlawful uses of technology.			
Objective: By June 2015, 100% of all K-12 students and all staff members will receive grade-appropriate instruction and understand lawful and unlawful uses of technology.			
End of Year 1	By June 2014, the current acceptable use agreement for students will be reviewed and revised. A schedule will be created for training for staff and for students in the following school year.		
End of Year 2	By June 2015, 100% of all students will receive grade appropriate instruction and understand lawful and unlawful uses of technology. 100% of staff will participate in professional development on the topic.		
End of Year 3	By June 2016, 100% of all students will receive grade appropriate instruction and understand lawful and unlawful uses of technology. 100% of staff will participate in professional development on the topic.		
Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Acceptable Use Agreement, Homebase Lessons, Professional Development Calendar	Assistant Principals, Family Leaders, Site Technician, Computers Instructor	Determine if the acceptable use agreement is on file for all students, and review the lessons created and training schedule. Adjust as needed.
June 2015	Acceptable Use	Assistant Principals,	Ensure lessons have been presented

	Agreement, Homebase Lessons, Professional Development Calendar	Family Leaders, Site Technician, Computers Instructor	and any absent staff/students have received a make-up session.
June 2016	Acceptable Use Agreement, Homebase Lessons, Professional Development Calendar	Acceptable Use Agreement, Homebase Lessons, Professional Development Calendar	Ensure lessons have been presented and any absent staff/students have received a make-up session.

Implementation Plan/Action Steps/Timeline

- Review and revise the current Acceptable Use Agreement (March 2014)
- Slate time for professional development for staff during the August training days (June 2014)
- Design and create a distribution plan for Homebase lesson on the topic of lawful and unlawful use of technology. The lessons will be a series of lessons to be covered throughout the 2014-2015 school year (June 2014)
- Determine any need for make-up lessons for students and/or staff (May 2015, 2016)

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

To provide a safe learning environment for students, parents, and staff, O'Farrell Charter School uses SDSUS's Internet filtering system which is compliant with the Child Internet Protection Act (CIPA). All students and staff receive biannually appropriate age appropriate Internet safety training. The technology committee will create curriculum that will cover at least the following internet safety topics and revise as new threats emerge:

- Personal information/Online Privacy
- Cyber Bullies/Predators
- Instant messaging and social network sites
- Facts and myths of online risks
- Viruses, Trojan Horses, and Phishing

Goal 3g: O'Farrell will address Internet safety, including how to protect online privacy and avoid online predators by developing Internet safety lessons for students and providing Internet safety information for parents in the school newsletter.

Objective: By June 2015, 100 percent of all students will take part in lessons through Homebase on Internet safety. A minimum of one school newsletter per year will include information on Internet safety.

End of Year 1	By June 2014, the committee will develop lessons for the 14-15 school year.		
End of Year 2	By June 2015, 100% of all students will receive grade appropriate instruction on Internet safety. A minimum of one newsletter during the school year will include information on Internet safety.		
Evaluation	Instrument/Data	Person	Analysis/Modification

Schedule		Responsible	
June 2014	Grade Appropriate student lessons, content for newsletter	Assistant Principals, Computers Instructor	Lessons created and calendared
June 2015	PowerSchool's absent logs, newsletters	Assistant Principals, Computers Instructor	Ensure lessons have been presented and any absent staff/students have received a make-up session. Content in newsletter

Implementation Plan/Action Steps/Timeline

- Identify curriculum to be presented in classrooms that will address Internet safety, differentiated by grade as appropriate (June 2013)
- Select dates on the calendar for HB lessons (June 2014)
- Include Internet safety information in one newsletter (elem, middle and high) (June 2015)
- Implement curriculum in Homebase classrooms (Sept 2014-June 2015)

3h. Description of the district policy or practices that ensure equitable technology access for all students.

O'Farrell's philosophy supports a full-inclusion model. The student population includes special education, GATE and ELL students, all of whom presently receive individualized education within the scope of their general education classrooms. The full-inclusion policy is evaluated yearly by key stakeholders. Current student to computer ratio is approximately 1 to 1. Our current policies and practices insure that all students have equal and appropriate access to technology when they need it. This includes before/after school, lunchtime, and weekend access. All buildings, classrooms, and labs that house student computers are universally accessible under federal guidelines. Materials delivered via Internet are provided for students to work and communicate with staff members when access to the site not possible.

O'Farrell works with the El Dorado Selpa for all special needs related to assistive technology. Based on the needs in an IEP, specialists are called to the school to evaluate needs. For example, students who struggle with written notes may be provided with a laptop. Text to speech technologies are activated within individual student account computer preferences if warranted. Magnification screens and software are used for those with visual disabilities.

Our ELD instructors work closely with the technology committee and make recommendations on purchase and deployment of all appropriate technology. For example, audio files of all core classroom books are used by and available to all ELD students and other students with special needs. These audio files are played on a computer with headphones, or burned onto a CD/loaded onto a media player for later review.

Policies/practices are reviewed each year by O'Farrell's Technology Committee, ELD instructors, and the Special Education Department. The result of our policies and practices, carried out on a daily basis by O'Farrell, guarantees that every student has access to appropriate technology when they need it.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

On November 2010, the vendor for the San Diego Unified's Student Information System, Zangle, went out of business. Since that time, the district has not had a support provider for Zangle. In addition, Zangle is written on an outdated software platform that cannot be upgraded. These critical issues prompted the District to look for and ultimately select a new SIS through a Request for Proposal (RFP) process. O'Farrell will be transitioning with the district to Pearson's PowerSchool in the fall of 2013.

O'Farrell's utilization of this District Wide Application will allow teachers to quickly take attendance, create student/class reports/rosters, grade, interact with parents, use data decision tools, and access student information. Administrators will be able monitor budgets, create schedules, employment/payroll, attendance rates, and order services. Parents will access PowerSchool via the Internet to monitor attendance, grades, homework assignments, and view class news. O'Farrell believes that the greatest achievement will occur when all stakeholders are trained to use these tools in an appropriate manner.

To effectively integrate this system into our school we need to accomplish the following goals:

• Insure that all teachers, administrators, and clerical staff will be provided training opportunities for PowerSchool to drive student performance.

• Provide parents yearly training on PowerSchool parent portal

Goal 3i: All staff members (teachers and administrators) will be able to effectively use PowerSchool to maintain accurate student records, and provide regular communication with parents/guardians in regard to student performance.			
Objective: By June, 2015, staff members will receive training in scheduling, and record keeping, as appropriate to their role on campus.			
End of Year 1	By June 2014, the site technician, administrators, lead department chairs and teachers will receive training on how to use PowerSchool for scheduling and record keeping.		
End of Year 2	By June 2015, the site technician, administrators, lead department chairs and teachers will receive more in depth training on how to use the student information system to guide student performance.		
End of Year 3	By June 2016, all staff members will use PowerSchool on a regular basis to maintain accurate student records and provide regular communication with parents/guardians in regard to student performance.		
Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Attendance at San Diego Unified PowerSchool's trainings	Principal/Superintendent	Monitor staff attendance at trainings
June 2014	Survey	Principal/Superintendent, Assistant Principals	Staff members will complete a survey on effective use of PowerSchool. Further training needs will be based on survey results.

June 2015	Professional Development on campus for staff	Principal/Superintendent, Assistant Principals	Monitor staff attendance on professional development days
June 2015	Survey	Principal/Superintendent, Assistant Principals	Staff members will complete a survey on effective use of PowerSchool. Further training needs will be based on survey results.
June 2016	Professional Development on campus for staff	Principal/Superintendent, Assistant Principals	Monitor staff attendance on professional development days
June 2016	Survey	Principal/Superintendent, Assistant Principals	Staff members will complete a survey on effective use of PowerSchool. Further training needs will be based on survey results.

Implementation Plan/Action Steps/Timeline

- Identify training opportunities for site technician, lead department chairs and teachers for the PowerSchool system (Fall 2013)
- Monitor staff attendance at trainings (June 2014)
- Develop/provide further trainings on PowerSchool to assist staff in monitoring student performance (August 2014)
- Provide further training for staff and monitor attendance, as required (June 2015, June 2016)

Goal 3i2: Provide training to parents/guardians on PowerSchool parent/guardian portal.

Objective: By June 2016, O'Farrell will provide twice yearly training for parents and/or guardians on the PowerSchool parent portal.

End of Year 1	By June 2014, all parent/guardians will have been provided with the password access and instructions guide on accessing the PowerSchool parent portal
End of Year 2	By June 2015, O'Farrell will have 30% of parent/guardians attend training on PowerSchool parent portal.
End of Year 3	By June 2016, O'Farrell will have 50% of parents attend a training on PowerSchool parent portal

Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Parent Password Notification	Site Technician	Monitor staff attendance at trainings
June 2015	PowerSchool training for parents	Assistant Principals, Lead teachers per grade level	Monitor parent/guardian attendance
June 2016	PowerSchool training for parents	Assistant Principals, Lead teachers per grade level	Monitor parent/guardian attendance

Implementation Plan/Action Steps/Timeline

- Verify all teachers are actively using PowerSchool gradebook (Jan-June 2014)
- Distribute parent/guardian passwords and instructions, once we receive the green light from the school district (Spring 2014)
- Calendar dates in fall 2014 for parent/guardian training (August 2014)
- Hold parent training (Fall 2014)
- Assess and revise parent training as necessary (June 2015)

- Calendar dates in fall 2015 for parent/guardian training (August 2015)
- Hold parent training (Fall 2015)

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

O'Farrell understands the benefits of increased two way communication with school and home. O'Farrell actively promotes the usage of various types of technology to communicate with students, parents, and community members through notification through various routes of delivery, such as the school's website, newsletter and announcements at public assemblies and meetings. The school will train all teachers and administrators on how to use O'Farrell's website to improve communication between school, home, and community. O'Farrell's site technician will monitor the site's weblogs and analyze the frequency and type of usage of communication tools within the website. Data will be collected each September and January. The results will be presented to O'Farrell's Board of Directors each June.

Goal 3j1: All staff members will update their section of the O'Farrell website at least once a week to inform students, parents and community members of assignments, exams and class news/events to improve two-way communication.

Objective: By June 2016, 100% of staff members will update their section of the O'Farrell website at least once a week to inform students, parents and community members of assignments, exams and class news/events to improve two-way communication.

End of Year 1	By June 2014, 80% of staff members will update their portion of the website once every two weeks.
End of Year 2	By June 2015, 90% of staff members will update their portion of the website once a week.
End of Year 3	By June 2016, 100% of staff members will update their portion of the website once a week.

Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Website	Assistant Principals/Family Leaders	Monitor staff website sections
June 2015	Website	Assistant Principals/Family Leaders	Monitor staff website sections
June 2016	Website	Assistant Principals/Family Leaders	Monitor staff website sections

Implementation Plan/Action Steps/Timeline

- Create expectations of what is to be included and updated weekly in each website section (January 2014)
- Provide training for new staff members or refreshers for current staff members on how to update the O'Farrell website (April 2014)
- Monitor individual website sections (January-June 2014)

- Monitor individual website sections (September-June 2015)
- Monitor individual website sections (September-June 2016)

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

Constant monitoring, assessment, and corrective action of goals, objectives, and benchmarks outlined in section 3 will be key to O'Farrell reaching educational targets and serving our community to the best of our ability. A subset of stakeholders will convene, at least in September, January and June to review data, benchmarks goals, and to determine whether adequate progress towards the curriculum goals is taking place within the dictated timeline. If implementation is not on schedule, adjustments to the plan will be made and areas explored to ascertain why benchmarks have not been met. An annual report will be delivered to the school's Board of Directors at the end of June for the duration of the plan.

Data collected for review tri-annually, September, January, and June will include:

- Results from state standardized exams (as available,) results from MAP online assessment and results from in-house benchmark exams
- Student digital portfolios and appropriate work samples
- Hardware/Software purchases
- Developed Curriculum/Trainings
- Current Practices and Policies
- PowerSchool Parent/Student participation

Data will assessed by a subset of the stakeholders:

Board of Directors

Principal/Superintendent

Assistant Principals

Family Leaders

Technology Coordinator

Site Technician

ELD Coordinator

Special Education Coordinator

Parent Volunteers

A summary of Data will be presented to O'Farrell's Board of Directors each June 2014-2016. The report will be reviewed and recommendations, feedback; questions will be directed at the subset of stakeholders by August. Stakeholders will meet each September for the duration of the plan and implement all recommended changes/suggestions.

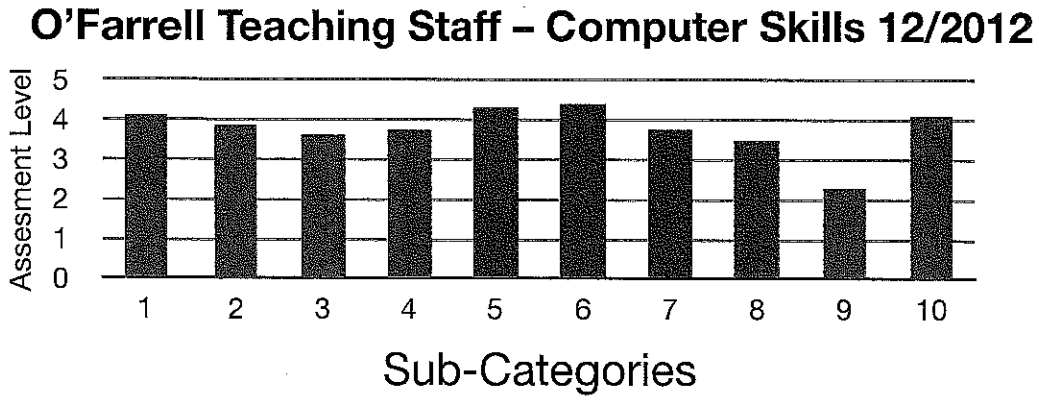
4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

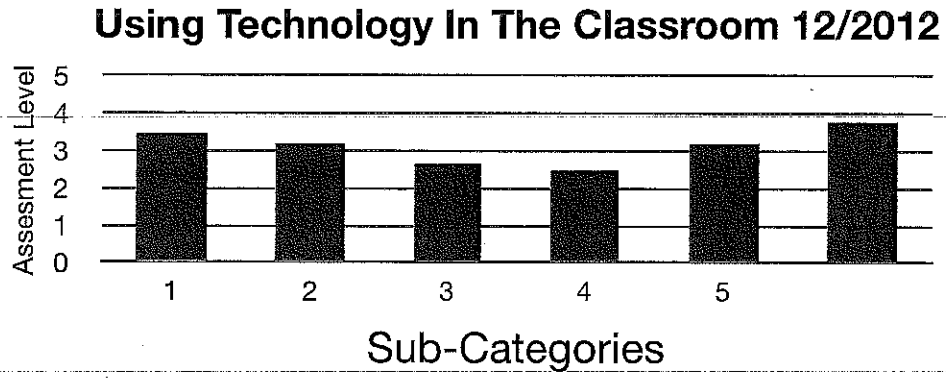
It has been shown that "Teacher quality is the factor that matters most for student learning" (Darling-Hammond and Berry 1998). With this in mind, professional development for teachers becomes the key issue when technology is used to improve the quality of learning in the classroom. O'Farrell's first priority is to gain a level of proficiency and skill to effectively incorporate technology and information literacy into the fabric of the curriculum and teaching. In order for students to master technology and be able to use it in accordance with curriculum goals, all teachers as well as administrators need to be provided with necessary training and support to learn and utilize technology in the classroom. Furthermore, classified staff members will also be encouraged and supported to attend technology training classes to enhance their skills.

This section of the plan focuses on three major objectives: 1) all teaching and administrative staff will be computer proficient as measured by the San Mateo County of Education's Technology Profile assessment tool. 2) All teachers and administrators will be able to competently instruct students in developing and using digital portfolios for presentation to demonstrate what they have learned. 3) All teaching staff and administrators will be able demonstrate and model information literacy skills through the integration of technology to facilitate teaching and learning.

O'Farrell understands the importance of accessing teacher and administrator's skill levels and how technology is being used in the classroom. All teachers and administrators answer an in house survey to provide guidance to our school when making decisions about creating effective technology training and integrating technology into the curriculum. This evaluation instrument data was collected December 2012 was used to assess all teaching and administrative staff. A summary of findings is as follows:

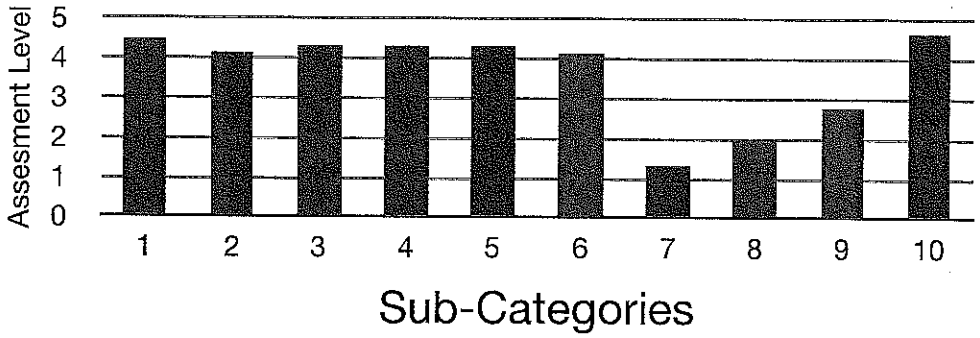


1. Rate your skill level in Internet functions.
2. Rate your skill level in general computer knowledge and functions.
3. Rate your skill level in Information Literacy.
4. Rate your skill level in Internet Safety.
5. Rate your skill level in Email functions.
6. Rate your skill level in Word Processing.
7. Rate your skill level in presentation software.
8. Rate your skill level in spreadsheet software.
9. Rate your skill level in database software.
10. Rate your understanding of ethical use of technology.



1. How well do I integrate technology tools when I teach?
2. How well do I use multimedia resources?
3. How well do I use technology tools to encourage student collaboration and peer evaluation?
4. How well do I use a classroom web page?
5. How well do I use technology to improve two-way communication between home and school?

O'Farrell Administration – Computer Skills 12/2012



1. Rate your skill level in Internet functions.
2. Rate your skill level in general computer knowledge and functions.
3. Rate your skill level in Information Literacy.
4. Rate your skill level in Internet Safety.
5. Rate your skill level in Email functions.
6. Rate your skill level in Word Processing.
7. Rate your skill level in presentation software.
8. Rate your skill level in spreadsheet software.
9. Rate your skill level in database software.
10. Rate your understanding of ethical use of technology.

As evidenced by the above data, O'Farrell has an across the board need for technology training with emphasis of integrating technology into the curriculum. In addition to these technology skills use needs, the school has the following training needs based upon the curriculum component in this plan, which includes:

- Technology Integration in Teaching and Curriculum
- Information Literacy Skills and Curriculum Integration
- Digital portfolios

Additionally, application software and hardware technology will be added as objectives outlined in the curriculum component of this plan are accomplished. As the technology plan is implemented and additional professional development needs are identified, the plan will be modified to address the newly identified needs.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

O'Farrell is built on a culture dedicated to supporting and empowering its' teachers and administrators. Our commitment is to not only equip all teachers, librarians and administrators with the technology tools and information literacy skills needed in this modern age of education, but also the training to wield them effectively.

To reach our stated curriculum goals must do the following:

• All teachers and administrative staff must be proficient with technology and information literacy as measured by the SMCOE tech assessment tool.

• Teachers and administrators need to better incorporate technology with classroom curriculum (math, language arts, etc.) to increase learning.

• Teachers and administrators need to be able to competently instruct students in developing and using digital portfolios for presentation to demonstrate learning.

Goal 4b.1: All staff will be proficient in technology as well as information literacy as measured by the SMCOE Technology Profile assessment tool.			
Objective: By June 2016, all certificated, classified and administrative staff will demonstrate computer literacy with an assessment of "proficient" according to the SMCOE Technology Profile assessment tool.			
End of Year 1	By June 2014, 80% of staff members will demonstrate computer literacy with an assessment of "proficient" according to the SMCOE Technology Profile assessment tool.		
End of Year 2	By June 2015, 90% of staff members will demonstrate computer literacy with an assessment of "proficient" according to the SMCOE Technology Profile assessment tool.		
End of Year 3	By June 2016, 100% of staff members will demonstrate computer literacy with an assessment of "proficient" according to the SMCOE Technology Profile assessment tool.		
Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	SMCOE Technology Profile	Assistant Principals/Family Leaders	Assess staff computer literacy for proficiency
June 2015	SMCOE Technology Profile	Assistant Principals/Family Leaders	Assess staff computer literacy for proficiency
June 2016	SMCOE Technology Profile	Assistant Principals/Family Leaders	Assess staff computer literacy for proficiency
Implementation Plan/Action Steps/Timeline			
• Review current SMCOE Technology Profile assessment results (January 2014) • Update training plan for staff members based on assessment results (January 2014) • Assess staff with SMCOE Technology Profile (June 2014)			

- Implement training plan (Sept 2014-June 2105)
- Assess staff with SMCOE Technology Profile (June 2105)
- Implement training plan (Sept 2015-June 2106)
- Assess staff with SMCOE Technology Profile (June 2106)

Goal 4b.2: All teachers and administrators will be able to competently instruct students in developing and using digital portfolios for presentation to demonstrate learning.

Objective: By June 2016, all teachers and administrators will be able to competently instruct students in developing and using digital portfolios for presentation to demonstrate learning as measured by internal rubrics and student work.

End of Year 1	By June 2014, 80% of teachers and administrators will be evaluated proficient on an in-house rubric of their ability to guide students in developing and using digital portfolios. Each teacher and administrator will receive two hours of training.
End of Year 2	By June 2015, 90% of teachers and administrators will be evaluated proficient on an in-house rubric of their ability to guide students in developing and using digital portfolios. Each teacher and administrator will receive two hours of training.
End of Year 3	By June 2016, 100% of teachers and administrators will be evaluated proficient on an in-house rubric of their ability to guide students in developing and using digital portfolios. Each teacher and administrator will receive two hours of training.

Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Digital Portfolio rubric	Assistant Principals/Family Leaders	Assess staff on proficiency in developing and using digital portfolios
June 2015	Digital Portfolio rubric	Assistant Principals/Family Leaders	Assess staff on proficiency in developing and using digital portfolios
June 2016	Digital Portfolio rubric	Assistant Principals/Family Leaders	Assess staff on proficiency in developing and using digital portfolios

Implementation Plan/Action Steps/Timeline

- Create in-house rubric for proficiency in developing and using digital portfolios (February 2014)
- Train staff in developing and using digital portfolios (March 2014)
- Assess staff on proficiency in developing and using digital portfolios (June 2014)
- Train staff in developing and using digital portfolios (November 2014, March 2015)
- Assess staff on proficiency in developing and using digital portfolios (June 2105)
- Train staff in developing and using digital portfolios (November 2015, March 2016)
- Assess staff on proficiency in developing and using digital portfolios Profile (June 2106)

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Constant monitoring, assessment, and corrective action of goals, objectives, and benchmarks outlined in section 4 is key to O'Farrell reaching educational targets and serving our community to the best of our ability. A subset of stakeholders will convene, at least semi-annually in September and January, to review data, benchmarks goals, and to access whether adequate progress towards the curriculum goals is taking place within the dictated timeline. If implementation is not on schedule, adjustments to the plan will be made and areas explored to ascertain why benchmarks have not been met. An annual report will be delivered to the school's Board of Directors each June for the duration of the plan.

Data collected for review semi-annually, September and January:

State standardized test scores (when available,) MAP online assessment results, in-house benchmark results

Student digital portfolios and appropriate work samples

Developed/Implemented Training Materials

SMCOE tech profiles and internal survey data

Lesson Plans

In-house created surveys/quizzes

Training sign in sheets

Person(s) Responsible for Collection of Data:

Assistant Principals

Family Leaders

Grade level Lead Teachers

Data will assessed by a subset of the stakeholders:

Principal/Superintendent

Assistant Principals

Family Leaders

Grade level Lead Teachers

Curriculum Coordinator

Technology Coordinator

Site Technician

ELD Coordinator

Special Education Coordinator

Parent Volunteers

Summary of Data will be presented to O'Farrell's Board of Directors each June 2014-June 2016:

The report will be reviewed and recommendations, feedback, questions will be directed at the subset of stakeholders by August. Stakeholders will meet each September for the duration of the plan and implement all recommended changes/suggestions.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: O'Farrell's technology hardware inventory is composed of a mix of computers from several different manufacturers including, Apple Computer, Lenovo, IBM, and Dell. Of the 1279 computing devices on campus, 97 Intel iMacs, 45 eMacs, 650 netbooks, 17 PC desktop workstations and 54 PC laptops, 30 thin clients, 380iPads. We have five Intel x86 based servers that are used as servers or provide network services. These machines run Windows Server 2000/2003, or Windows 2000/XP. The remaining 377 computers are Apple desktop or server computers. Of these computers, 57 are more than four years old, with some as old as 10 years. Our servers range in age from one to eleven years old (four apple-xServe, three 2012-windows servers.)

Existing Internet Access: All computers in classroom and administrative spaces are connected to the campus network and have appropriate software installed for accessing the Internet. All staff have site issued e-mail accounts as well as accounts to access all appropriate site-based networked resources including file servers, web servers and application/database servers.

O'Farrell contracts with San Diego City School's Internet network. The LAN backbone operates at 1 Gigabit per second (Gbps) speed over 50/125 fiber optic cable, which is installed between the central switch and all connecting switches. The LAN operates at 10/100 Megabits per second (Mbps) from the interconnecting switch to the desktop devices. Enhanced Category 5 (Cat 5e) cable is installed from the interconnecting switch to the wall plates in the classrooms.

The telecommunications network currently includes basic phone and services (including alarm lines, centrex lines, conferencing services, custom calling services, direct inward dialing, directory assistance, FAX lines, homework hotline services, wire maintenance, local measured service and lease charges for trunk or transport lines), long distance service, cell and paging services. Internet access includes digital subscriber lines, domain name registration, email services, firewall services, GSP services, web hosting and wireless Internet access.

The school's network infrastructure is composed of a switched Gigabit Ethernet fiber-optic backbone with connections to approximately nine, forty-port, 100 Mb switches and eighteen, twenty-four port, 100 Mb switches. All classrooms are currently equipped with six 100 Mb switched ports for network access. There also exist multiple wireless access points divided up into five separate wireless networks (campus wide wireless). Internet access is available throughout all classrooms and administrative spaces on campus.

Existing Electronic Learning Resources: Electronic learning resources available include 46 teacher presentation stations which includes Promethean interactive whiteboard, audio/visual cabinet, a teacher's presentation station, a wireless voice amplification system, an advanced-model document camera, and DVD player. The library/media center circulation system utilizes Follett Online Public Access Catalogue. Campus-wide cable television is available through our local provider, Cox Cable. There are also 6 classroom sets (30 each set) of interactive classroom polling devices (clickers), as well as 12 portable TV's, 7 VCR's, 8 digital cameras, and 5 camcorders that are available for checkout. On-line electronic resources include several subscription-based services, web-based tutorial programs and an on-line learning management system based on the open-source Moodle LMS. Additional networked software resources exist in the form of assessment and tutorial programs in mathematics and reading.

Existing Technical Support: The technical support for all of the site's network infrastructure, connected systems, applications and services is currently provided by a full time, on-site Network Systems/Media Support Technician. This individual is responsible for equipment repair for all network attached devices and systems that do not require manufacturer authorized service. In the case of manufacturer authorized warranty service, this person acts to facilitate/expedite the repair process by interfacing with the appropriate district or manufacturer representatives.

The O'Farrell Charter School shall properly maintain all netbook computers to the District's satisfaction outlined in the i21 Technology Memorandum of Understanding. The O'Farrell Charter School will repair, maintain, support, and replace all damaged, lost, or stolen i21 technology. A copy of O'Farrell's theft insurance policy (Johnson and Wood insurance services) has been provided to San Diego Unified School District. If and when the netbooks need repair/service, The O'Farrell Charter School will use the warranty and extended warranties provided by Aery Jones to service the netbook computers. Any damage, repair, or replacement that is not covered by warranty will be purchased with O'Farrell's budget for i21 equipment. Reimaging of the netbooks and iPads will require district-imaging software that will be required from the District or its' partners. O'Farrell Community School shall provide and require its' students, teachers, and staff to sign and follow a Service Level Agreement to maintain a safe computing environment with the netbook computers

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed:

We anticipate the need to refresh our entire workstation and server inventory during the duration of this plan to meet all of the goals, objectives and benchmarks outlined in this plan. This will

require the purchasing of newer equipment as O'Farrell grows in size over the next 3 years and replacement of aging inventory:

- 442 iPads
- 31 Intel x86 Based Workstations
- 6 Apple Macintosh Servers

Additional hardware will be acquired, as needed. Based on current usage patterns, the greatest hardware challenge that this plan faces is for storage-based network resources as students and staff generate more content-oriented' lessons, assignments and portfolios. The content-oriented nature of these assignments and lessons will consume the largest proportion of any server-based network storage resources. The digital portfolio component of the curriculum section of this plan will present additional demands on network bandwidth. This may outstrip the current plant infrastructure.

Electronic Learning Resources Needed:

The digital portfolios, technology usage and efficacy assessment, and plan components of the curriculum and staff development section of this plan will drive our primary needs for electronic learning resources. The specific needs related to these initiatives are not yet specifically formulated. However, we anticipate the need for the following types of resources:

- Courseware
- Software
- Digital Cameras / Camcorders
- Audio Recording Equipment and software
- Video Recording/Editing Equipment and software
- Scanners
- Video Data Display Projectors

Networking and Telecommunications Infrastructure/Physical Plant Modifications Needed:

Our networking needs are currently provided by the San Diego Unified School District and have been recently upgraded in accordance with several technology initiatives at the district level. While these recent upgrades bring the site infrastructure to an acceptable minimum standard, they do not address the future needs of the site as teacher lesson delivery and student assignment submission becomes more content-oriented. These anticipated uses will place higher demands on what, at that time, will be a severely dated and both limited and limiting technology. The San Diego Unified School District's Information Technology department has been reducing the levels of service that it provides to charter schools and will continue to do so in the future by shifting more of the costs of services and support, for both the physical plant network infrastructure and data services, to the site itself. Given this trend, it is imperative that any plan must make provision for increased levels of support on-site and it must address the possibility of

higher costs for data services as those needs grow with ever-increasing use of Internet-based technologies. Currently the only telecommunications support that SDUSD provides is fee-based programming of on-site PBX equipment and voice line wiring within the physical plant.

Technical Support Needed:

Currently, support for the site's network infrastructure, connected systems, applications, and services are currently provided, on-site, by one Network Systems/Media Support Technician. Given the trend for the San Diego Unified School District's Information Technology department to reduce the level of support for charter schools, we realize that as we acquire new hardware, software and services, our technical support burden will rise accordingly. O'Farrell is projected have a 40% student increase over the next 3 years. As the complexity and number of the systems and services required to meet the needs of this plan increase, it will become more difficult for the site to successfully implement this plan without additional on-site support In order for this plan to be successfully implemented, O'Farrell's governing board will explore ways to increase the number of on-site, technical support hours.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

O'Farrell will continue to invest/refresh in hardware, infrastructure, learning resources and technical support to keep this plan viable and all goals attainable. The following goals do not necessarily comprise all of the hardware, infrastructure and technical support goals for our school. However, the following equipment is key to reaching targets outlined in sections 3 and 4:

All teachers and students will have access to a computer capable of operating Common Core Strategies.

All teachers and administrators are provided with a workstation/hardware compatible with San Diego Unified's District Wide Applications.

Goal 5c By June 2016 O'Farrell will review and update site bandwidth and capacity as needed. A minimum of 60% of aging and damaged computers will be replaced, with all new equipment meeting the technology requirements for the new CalMAPP state testing system.	
Objective: All aging and damaged computers will be replaced, with all new equipment meeting the technology requirements for the new state testing system.	
End of Year 1	By June 2014, O'Farrell will review site bandwidth and update capacity as needed. Twenty percent of our aging and damaged computer devices will be replaced.
End of Year 2	By June 2015, O'Farrell will review site bandwidth and update capacity as needed. Twenty percent of our aging and damaged computer devices will be replaced.
End of Year 3	By June 2016, O'Farrell will review site bandwidth and update capacity as needed. Twenty percent of our aging and damaged computer devices will be replaced.

Evaluation Schedule	Instrument/Data	Person Responsible	Analysis/Modification
June 2014	Report on site bandwidth. Inventory of current technology	Site computer technician, Principal/Superintendent, Assistant Principals	Update and replace as necessary
June 2015	Report on site bandwidth. Inventory of current technology	Site computer technician, Principal/Superintendent, Assistant Principals	Update and replace as necessary
June 2016	Report on site bandwidth. Inventory of current technology	Site computer technician, Principal/Superintendent, Assistant Principals	Update and replace as necessary

Implementation Plan/Action Steps/Timeline

- Review requirements for technology for CalMAPP assessment system as they are released by the CDE and Smarter Balanced Consortium (ongoing)
- Compile report on site bandwidth (June 2014, 2015, 2016)
- Inventory technology (Annually to be reviewed each June for the next school year)

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

Constant monitoring, assessment, and corrective action of goals, objectives, and benchmarks outlined in section 5 is key to O'Farrell reaching educational targets and serving our community to the best of our ability. A subset of stakeholders will convene, at least semi-annually in September and January, to review data, benchmarks goals, and to access whether adequate progress towards the curriculum goals is taking place within the dictated timeline. If implementation is not on schedule, adjustments to the plan will be made and areas explored to ascertain why benchmarks have not been met. An annual report will be delivered to the school's Board of Directors each June for the duration of the plan.

Data collected for review semi-annually, September and January:

Current budget

Hardware/Software purchases

Technology Coordinator and Site Technician recommendations

Summary of Consultations with SDUSD

Summary of deployed technology

Person(s) Responsible for Collection of Data:

Technology Coordinator

Site Technician

Data will assessed by a subset of the stakeholders:

Principal/Superintendent

Assistant Principals

Family Leaders

Lead Teachers

Curriculum Coordinator

Technology Coordinator

Site Technician

ELD Coordinator

Special Education Coordinator

Parent Volunteers

Summary of Data will be presented to O'Farrell's Board of Directors each June 2014-2016:

The report will be reviewed and recommendations, feedback, questions will be directed at the subset of stakeholders by August. Stakeholders will meet each September for the duration of the plan and implement all recommended changes/suggestions.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: O'Farrell is fully aware of the budget crises that continue to plague the state of California, but funding levels though dramatically lower have appeared to stabilize. Currently O'Farrell is undergoing expansion from a middle school to K-12 school. Over the next five years O'Farrell expects to experience an 80% rise in enrollment.

The current technology budget of $503,901.43 includes contracted services from the San Diego Unified School District (DWA and infrastructure maintenance), the salary for one network technician, and basic repairs. This allows us only to maintain our aging network, not to pursue any new initiatives. Our current budget is allocated as follows (budget is adjusted by 3% annually for assumed inflation).

Categories 2000 and 3000 include the salary and benefits of a fulltime site technician who is in charge of campus technology duties such as: servers, nightly backups, installation of software, basic repairs, and network security. Category 5000 includes district access and use of the DWA system. **Please note**: category 6000 is a flat fee paid to San Diego Unified for campus maintenance (which includes network infrastructure as well as plumbing /roofing among other things), but it is impossible to determine what percentage is used for tech infrastructure upkeep year to year (thus the complete fee is included and is somewhat higher than the actual cost).

Expense Category	2013-14
1000 – Certified Staff	
2000 – Non-Certified Staff	39,452
3000 – Benefits	13,115
4000 – Parts, Supplies < $5K	28,375
5000 – Vendors / Consultants	97,267
6000 – Capital Expenses	241,356
Total	419565

Potential Funding Sources: In order to develop the resources needed to fulfill our goals, it has become increasingly important to develop an updated technology plan that might be easily manipulated for submittal to grant approval entities. With this plan as a guideline, we will explore various options including competitive grants, E-Rate, and developing relationships with non-profits and businesses. This exploration process will include working closely with our local CTAP office, the San Diego Business Roundtable for Education and The Charter School Consortium to identify likely sources of funding. At least yearly, we explore and seek to identify new sources of funding to support this technology plan. We will consider outside funding sources as well as local (partnerships), state and federal funding.

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Network Tech	$40,656	$41,875	$43,131	General Funds
2000-2999 Classified Salaries				
Non Certificated Salary	$13,388	$13,789	$14,203	General Funds
3000-3999 Employee Benefits				
Benefits	$13,388	$13,789	$14,203	General Funds
4000-4999 Materials and Supplies				
Parts and supplies	$42,506	$43,781	$45,094	General Funds
5000-5999 Other Services and Operating Expenses				
Copiers, District Wide Applications, and printers	$99,966	$102,926	$106,053	General Fund
6000-6999 Equipment				
Capital Expenses - iPads, computers, classroom presentation sys, etc.	$246,454	$253,847	$261,463	General Funds, K-12 voucher funds, San Diego's Proposition S/Z
Totals:	$456,358	$470,007	$484,147	

6c. Describe the district's replacement policy for obsolete equipment.

Ideally, all of our equipment would be no more than five years old, in order to provide our students, teachers and administrators access to modern equipment. In light of the current budget constraints challenging schools throughout the state of California, this ideal is quite likely unrealistic.

In November 2008 San Diego voters approved a significant investment in new technology for district schools through Proposition S which provided funding for the, i21st Century (i21) Interactive Classroom Initiative, a five-year phased plan to implement the significant investment in new educational technology in public schools approved by San Diego voters. Beyond the initial Prop S investment in creating 21st Century Classroom, it is essential that O'Farrell funds a consistent hardware repair and replacement program to sustain transformation of classroom learning environments. The approved the Proposition S bond measure provides each classroom presentation system (Promethean Board, microphones, speakers, document cam, DVD/TV tuner, amplification system, and a classroom set of iPads or netbooks.)

The industry standard for computer replacement is approximately every three years. Although three year is optimal, due to budget constraints, the plan proposes a 5year replacement cycle. To accomplish this, the strategic technology plan calls for increased funding over the next five years to adequately address i21 computer upgrades and repairs. The Educational Technology and Information Technology departments will also work with the Educational Technology Strategic Plan Committee to develop viable policies and strategies for schools to address and better manage Total Cost of Ownership and provide for a sustainable replacement policy.

One of the ways in which technology equipment often enters the school district is through donations. While donated equipment can be beneficial, often it is old, requires repair, and adds to the maintenance burden of the district's hardware inventory. The district has addressed the situation by establishing minimum standards for donated equipment that can be accepted by schools. The donation acceptance policy was recommended by the Education Technology department and has been in effect since May 2000. The policy has helped to prevent the district from being a repository for outdated technology.

Approximately 20% of the equipment currently at the school is over five years old. We will be seeking newer equipment in an effort to reach our goal of 20% annual retirement of obsolete equipment. Our replacement policy is considered on a case by case basis by the Site Technician who decides if the technology is replaced, repurposed or removed from the inventory. Oversight provided by the Technology Coordinator and Principal/Superintendent. As newer equipment is procured it will be targeted towards literacy, math and digital portfolio applications. The equipment that is replaced as a result of new acquisition will then be redeployed to the most advantageous role in the network. Once equipment becomes completely unusable, either due to malfunction or obsolescence, it will then be disposed of in a manner consistent with state and federal guidelines for the safe disposal of such equipment.

O'Farrell accepts donations though it's non-profit foundation. O'Farrell has created minimum standards for donations to avoid being saddled with burdensome repair bills, insuring

compatibility, and being a repository for aging equipment. O'Farrell's technology will work toward implementing policies/procedures that address the true cost of ownership and insure sustainable replacement.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Strict monitoring of technology expenditures and prudent and thoughtful investment is imperative for the soundness of O'Farrell's finances as we expand to a K-12. Twice yearly (in January and June), the Technology Committee will review all expenditures related to implementation the technology plan. The purpose will be to insure budgeted expenditures are being made according to plan and determine if any additional resources have become available to support the plan. This information will be reported to the Principal and all other stakeholders.

As specific initiatives are identified and developed, appropriate budgets will be compiled as part of the initiative proposal, which will be used to compete for grants and other sources of funding including the internal technology budget.

Constant monitoring, assessment, and corrective action of funding and budgets outlined in section 6 is key to O'Farrell reaching educational targets and serving our community to the best of our ability. A subset of stakeholders will convene at least semi-annually, in September and January, to review data, benchmarks goals, and to access whether adequate progress towards the curriculum goals is taking place within the dictated timeline. If implementation is not on schedule, adjustments to the plan will be made and areas explored to ascertain why benchmarks have not been met. An annual report will be delivered to the school's Board of Directors each June for the duration of the plan.

Data collected for review semi-annually, September and January:

Current budget

Potential funding sources

Current inventory

Changes in total costs of ownership

Replacement/repair policies

Applicable policies and procedures

Person(s) Responsible for Collection of Data:

Technology Coordinator

Site Technician

Data will assessed by a subset of the stakeholders:

Principal/Superintendent

Assistant Principals

Family Leaders

Lead Teachers

Curriculum Coordinator

Technology Coordinator

Site Technician

ELD Coordinator

Special Education Coordinator

Parent Volunteers

Summary of Data will be presented to O'Farrell's Board of Directors each June 2013-June 2016:

The report will be reviewed and recommendations, feedback, questions will be directed at the subset of stakeholders by August. Stakeholders will meet each September for the duration of the plan and implement all recommended changes/suggestions.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

O'Farrell understands the importance of continual monitoring, evaluation, and correction through various methods to insure the success of this plan. Embedded in each component of this plan are specific benchmarks, evaluation criteria, responsible person(s), committee, schedule for evaluation, program analysis, and a modification process. Evaluation tools include standardized tests, courseware, API score, student work samples, observations, ETP data, internal surveys, student technology proficiency, and information literacy rates.

The mentioned data will be collected each September and January by the Site Technician, Curriculum, and Technology Coordinator for the duration of the plan (September 2013 - June 2016). The data will be reviewed by a subset of the stakeholders including:

- Principal/Superintendent
- Assistant Principals
- Family Leaders
- Lead Teachers
- Curriculum Coordinator
- Technology Coordinator
- Site Technician
- ELD Coordinator
- Special Education Coordinator

This group will access if adequate progress towards the benchmarks curriculum goals is taking place within the dictated timeline. We will follow the described plan, but, if the achievement of the goals is not on schedule, adjustments to the plan will be made and areas explored to ascertain why benchmarks have not been met. Success will be defined by attainment of all yearly benchmarks and adequate progress toward goals for each of component of the plan.

7b. Schedule for evaluating the effect of plan implementation.

Each June O'Farrell's Board of Directors will meet and review the report **mentioned in section 7a**. The board will consult and solicit input from all available stakeholders. By August 15th the board will prepare a report, in writing, on the progress of each goal and recommended action step(s), for presentation to the CEO and distribution of the plan to stakeholders.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The subset of stakeholders named in section 7a will meet in September and implement all recommended changes/suggestions. This group will be responsible for monitoring the progress towards each goal and benchmark outlined in this plan, using the evaluation instruments listed for each goal as an indicator of performance. The subset of stakeholders will meet again in January to review if recommendations were implemented desired effect took place. The Principal/Superintendent will make and necessary adjustments. Data will be again be collected and compiled again for and the next progress report for the Board of Directors prepared.

A summary of data will be presented to the O'Farrell Board of Directors annually each June.

8. Collaborative Strategies with Adult Literacy Providers

O'Farrell has several adult literacy providers in our area such as San Diego State University, San Diego Community College District, San Diego Public Library, and San Diego Unified. O'Farrell has consulted San Diego City Schools to ensure the plan is consistent with adult literacy outcomes and both parties have agreed to share resources. O'Farrell will continue to consult with the district to modify the plan as needed. Additionally, we will keep abreast of grant opportunities that would allow for work as a consortium.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

O'Farrell is committed to infusing technology into all grades as we expand to a K-12 school, as expounded upon in the school's Technology Plan. O'Farrell will meaningfully combine technology into projects, such as digital portfolios in order to create a mentally rigorous and creative environment for all students. A commitment to technology infusion can translate to higher test scores (Mann 1999). According to research by Hersh Waxman, Meng-Fen Lin, and Georgette Michko of the University of Houston, results of technology studies are overall "encouraging." Their findings suggest "the overall effects of technology on student outcomes may be greater than previously thought" (Waxman et al., 2003). Furthermore, the incorporation of technology into curriculum can increase students' academic performance (Chandra, Theng, Lwin, & Foo, 2009, p. 2); however, there are factors that can either increase or decrease the effectiveness must be taken into consideration. Factors that could alter the effectiveness in the classroom include the academic performance level of students prior to the commencement of the program, teacher training programs, teacher competency levels with the technology, and social class. These issues are addressed in this technology program to insure that all students make adequate progress in their learning.

The Educational Technology Plan calls for integration of technology into the curriculum in all subject areas with focus in language arts and mathematics in order to reach school educational targets. Technology integration, along with teacher professional development and student access to computers, has been demonstrated to increase student test scores (Honey 1999). O'Farrell has a goal to maintain a student to computer ratio of 3:1. Classroom use of computers has been demonstrated to be effective for teaching mathematics, with higher student gains on math achievement tests (Mann 1999). The highest levels of student use of computers for research, projects and publications were in classrooms with at least four computers that had LAN-based direct connections to the Internet (Becker 1999).

Effective professional development is critical. As stated earlier, it has been shown that "Teacher quality is the factor that matters most for student learning" (Darling-Hammond and Berry 1998). With this in mind, professional development for teachers becomes the key issue when technology is used to improve the quality of learning in the classroom. This Educational Technology Plan provides for learning opportunities for teachers, administrators and support staff. The level of technology used by the teacher has been shown to significantly affect student academic achievement in mathematics in a comparison of fourth and fifth grade teachers and their students.

Research reveals a long-term need for site mentors or coordinators (Strudler 1994). The Educational Technology Plan envisions training for in-house technology mentors. Technology mentors will assist teachers in effectively using technology. The mentor program and the

provision of a computer for each teacher are recommended staff development strategies to promote effective use of computer technologies (OTA 1995).

Students whose teachers were high-level users of technology in the classroom scored better than did students whose teachers were low-level users of technology in the classroom (Middletown & Murray 1999). Teachers' professional development was positively related to students' academic achievement in mathematics. Students whose teachers received professional development on computers showed large gains in math scores (Wenglinsky 1998).

Research suggests that the most successful implementation of innovations with technology require that teachers: thoroughly understand how to use the technology application; have access to any additional resources required; have access to timely technical guidance; use technology applications that are consistent with their own teaching practice and pedagogy, school culture and the curricular goals of the school and district; and have colleagues who will support and mentor them through the implementation of their innovative efforts (Zhoa 2001). The Technology Committee will work with Curriculum Coordinator, CEO, and Board of Directors to ensure that this criterion is met for O'Farrell teachers.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

O'Farrell accesses the World Wide Web through the San Diego Unified School District. San Diego County Department of Education, various higher level institutions, and nonprofits such as Khan Academy offer many classes via Internet for staff development, which is available to teachers, administrators and support staff.

The Educational Technology Plan provides for the continued use of CLRN-approved courseware (e.g. Accelerated Readers and Accelerated Math programs), which will enhance student learning. Students could have the ability to work at their own pace and teachers, to evaluate a student's progress with click of a button. Teachers could also gain the benefit of evaluating how effective and relevant a lesson plan is and adjust their lesson plans accordingly.

Additionally, if the plan were fully implemented the school would be in a position to explore the delivery of rigorous academic courses and curricula through the implementation of innovative technology strategies such as:

- Interactive digital textbooks
- Applied Computing (robotics)
- Video conferencing to be further explored as bandwith increases
- Voice over IP to be further explored as bandwith increases

Appendix A- Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.		The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism		The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.		The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.		The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.		The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.		The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.		The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List established and potential funding sources.		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.		The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.		Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.		The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plans' curricular and professional development goals.		The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.		The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix B - Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 37 - 68338

School Code (Direct-funded charters only): 6061964

LEA Name: The O'Farrell Charter School

*Salutation: Mrs.

*First Name: Jill

*Last Name: Andersen

*Job Title: Assistant Principal

*Address: 6130 Skyline Dr

*City: San Diego

*Zip Code: 92114

*Telephone: 619-263-2009 Ext: 2219

Fax: 619-263-4339

*E-mail: jill.andersen@ofarrellschool.org

Please provide backup contact information.

1st Backup Name: Jonathan Dean

E-mail: jonathan.dean@ofarrellschool.org

2nd Backup Name: Ray Garcia

E-mail: ray.garcia@ofarrellschool.org

* Required information in the ETPRS

BOARD OF DIRECTORS AGENDA ITEM

Agenda Date: January 15, 2014

Action Item 2

RECOMMENDATION: Adopt the Placement of Students and Acceleration in Grades K-12 Board Policy #6001.

BACKGROUND INFORMATION:

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

CURRENT INFORMATION:

Any parent who requests that The O'Farrell Charter School consider grade acceleration for his or her child shall be responsible for providing the Principal/Superintendent with a formal request for acceleration consideration and any relevant information from a credible independent professional source about the child's intellectual, emotional and social maturity.

THE O'FARRELL CHARTER SCHOOL

BOARD POLICY

PLACEMENT OF STUDENTS AND ACCELERATION IN GRADES K-12
#6001

Acceleration of a student to a higher grade (that is, skipping all or part of the current grade or skipping the next grade) shall be permitted only when the student has already learned a preponderance of the grade-level indicators scheduled to be learned in the grade being skipped. Acceleration shall be carried out only when intellectual, emotional, and social benefits to the student can be expected.

Acceleration of a student shall be based on the firm recommendation of the teachers, assistant principal, principal/superintendent, school psychologist, and other certified staff in the school, after consideration of a variety of data that must include, but is not limited to:

- The student's acquired knowledge, attitudes, and skills.
- The student's emotional, social, behavioral, and physical maturity.
- The student's proficiency level as measured on diagnostic assessments of the current grade level as well as the grade level into which the student would be matriculating.
- The student's historical academic grades.
- The student's age.
- The student's attendance record.
- The preferences of the student.
- The preferences of the student's parents.

In the absence of student records or grade level documentation, upon enrollment at The O'Farrell Charter School, the above data will also be used to determine grade level placement for incoming students.

Any parent who requests that The O'Farrell Charter School consider grade acceleration for his or her child shall be responsible for providing the principal/superintendent with a formal request for acceleration consideration and any relevant information from a credible independent professional source about the child's intellectual, emotional and social maturity.

The final decision about grade acceleration and placement shall be made by the principal/superintendent.

Board Approval Date:

BOARD OF DIRECTORS AGENDA ITEM

Agenda Date: January 13, 2014

Action Item 3

RECOMMENDATION: Amend the school-wide Student Uniform Policy and Staff Dress Code Policy regarding tattoos and piercings.

BACKGROUND INFORMATION:

The current Student Uniform Policy states: "Accessories or body modifications that prove to be a distraction will be handled on an individual basis."

The current Staff Dress Code Policy states nothing pertaining to tattoos or piercings.

CURRENT INFORMATION:

Amendment recommendation for students and staff:

Visible tattoos, facial piercings, body piercings, and gauges are not allowed with exception of earrings. All tattoos, including temporary tattoos, must be covered.

To take effect the 2014-2015 school year.

ADDITIONAL INFORMATION:

See attachment showing other school policies.

School Name	Staff Policy	Student Policy
United Independent School District	Tattoos shall be covered at all times	All exposed tattoos shall be covered at all times
Grayson County Schools	Body artwork (tattoos) if present should be covered	
Litchfield Elementary School District	The following are considered unprofessional: clothes and accessories, tattoos, jewelry/piercings, hair colors (extreme colors), etc., that are offensive and/or distracting to the learning environment.	
Field Elementary (SDUSD)		Tattoos and body piercing are not allowed. Standard pierced earrings are acceptable.
Roosevelt Middle School (SDUSD)		No facial piercings, spiked jewelry, or visible tattoos (including temporary tattoos)
Oceanside High School		Visible tattoos must meet all of the standards related to "pictures, writing & insignia" outlined above. Tattoos which do not comply with these standards must be covered while the student is at school or school activities. Excessive make-up or jewelry, including large dangling earrings, and pierced body parts, including eyebrows, noses, navels, and/or lips will not be permitted. Pierced ears are allowed.
Exeter Union High School, Exeter California		Presence of any apparel, head gear, jewelry, accessory, notebook, tattoo, body piercing, or other manner of grooming which, by nature of its color, arrangement, trademark or any other attribute, denotes membership in gangs, or which advocates racial, ethnic or religious prejudice, drug use, violence, intimidation, or disruptive behavior is prohibited. Presence of any apparel, jewelry, body piercing or accessory which creates a potential safety hazard to the student or others is prohibited.

Scripps Ranch (SDUSD)		Students are expected to wear appropriate clothing and footwear for school. Students wearing clothing deemed inappropriate will be referred to the Vice Principal, Dean of Students, and/or Counselor. Parents are encouraged to monitor their students for appropriate clothing as they leave for school each day.
McLane High School (Fresno Unified School District)		No bodily modifications (including tattoos) that draw undue attention to the wearer.
Gompers Preparatory Academy		Body piercing is unacceptable for GPA students and may not be visible at school or any school-related activities. Piercings must be taken out before a student arrives on campus. Tattoos are unacceptable for GPA students and may not be visible at school or any school-related activities. Tattoos are to be covered at all times while on school campus; or while attending school related events.