THE O'FARRELL CHARTER SCHOOL

AN AVID NATIONAL DEMONSTRATION SCHOOL

Board of Directors
Agenda
June 9, 2014

Closed Session: 5:00 p.m. – 6:00 p.m.
Public Session: 6:00 p.m. – 7:00 p.m.

I. CALL TO ORDER

II. CLOSED SESSION

1. In accordance with California Education Code Section 48900 the Board will meet in closed session to consider student ID #51300084: **STUDENT DISCIPLINE MATTERS**

2. In accordance with California Education Code Section 54957, the Board will meet in closed session to consider: **PARENT BOARD OF DIRECTOR INTERVIEW AND POSSIBLE APPOINTMENT**

3. In accordance with California Education Code Section 54957, the Board will meet in closed session to consider: **OUTSIDE CONSULTING**

RECONVENE TO OPEN SESSION

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

1. Student Discipline Matters

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

2. Parent Board of Director Interview and Possible Appointment

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

IV. PLEDGE OF ALLEGIANCE

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.

VI. PUBLIC HEARING

1. **Public Hearing on the Local Control and Accountability Plan(LCAP).....Page 5**

Opened at_____ Closed at_____

VII. PRESENTATION

1. Retirement of Susan Brickson – Art Teacher
2. FSS Update – Mary Skrabucha
3. Washington D.C and New York trip – Liz Wong
4. High School Testing Data – Moise Buhain.....**Page 7**
5. The Little Shop of Horrors Video – Linda Logan

VIII. APPROVAL OF AGENDA

Principal/Superintendent's Recommendation: Approve Agenda.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

IX. DISCUSSION ITEMS

1. **Principal/Superintendent Announcements .....Page 8**
2. **Charter Vision Board Report .....Page 10**
3. **Facilities Update.....Page 15**
4. **Bus Purchase .....Page 19**

X. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

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

1. **Approval of Minutes from the May 12, 2014 Board of Directors meeting .....Page 21**
2. **Approve recommended actions on the personnel activity list .....Page 25**
3. **Approve check registers .....Page 26**

Principal/Superintendent's Recommendation: Approve Consent Calendar.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

XI. ACTION ITEMS

1. **Approve and adopt our three-year Local Control and Accountability Plan (LCAP) beginning on July 1, 2014.....Page 29**

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

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

2. **Award the renewal for the commercial insurance package for the 2014-2015 school year to Johnson & Wood Insurance Services, Inc. in the amount not to exceed $144,278.40 ..... Page 62**

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

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

3. **Approve the 2014-2015 Board of Directors meeting calendar ..... Page 64**

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

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

4. **Adopt the final Proposed Budget for 2014-2015 ..... Page 65**

Principal/Superintendent's Recommendation: Approve Action Item 4.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

5. **Approve the renewal term for Linda Logan to remain a member of the Board of Directors for another two years.....Page 69**

Principal/Superintendent's Recommendation: Approve Action Item 5.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

6. **Approve the Outdoor Education Program Contract for the 2014-2015 school year in the amount not to exceed $39,780.....Page 70**

Principal/Superintendent's Recommendation: Approve Action Item 6.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

7. **Approve the 2013-2014 Consolidated Application Part One.....Page 71**

Principal/Superintendent's Recommendation: Approve Action Item 7.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

8. **Adopt Resolution to Determine the Use of Education Protection Account (EPS) Spending Requirements.....Page 72**

Principal/Superintendent's Recommendation: Approve Action Item 8.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

9. **Approve updates for the 2014-2015 Staff Handbook.....Page 77**

Principal/Superintendent's Recommendation: Approve Action Item 9.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

10. **Adopt Board Policy #5007 Operation of School During Hot Weather.....Page 85**

Principal/Superintendent's Recommendation: Approve Action Item 10.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

11. **Adopt the textbooks for English Language Arts and Literacy in the amount not to exceed $22,793.94.....Page 90**

Principal/Superintendent's Recommendation: Approve Action Item 11.

Moved by_____ Seconded by_____ Vote_____
Scott_____ Katzman_____ Jones_____ Rivera_____ Logan_____ Barrelet_____

XII. ROUNDTABLE

XIII. ADJOURNMENT

NOTICES

The next regular meeting of The O'Farrell Charter School Board of Directors will be September 8, 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 Friday, June 6, 2014 at 3 p.m.

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

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Public Hearing

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

BACKGROUND INFORMATION:

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

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

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

CURRENT INFORMATION:

There are eight areas for which schools, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a school may also identify and incorporate in its plan goals related to its own local priorities.

ADDITIONAL INFORMATION:

When will districts start developing these plans?

The State Board of Education is in the process of developing a template for school districts to use for their own local plans. This template will be finalized by March 2014.

Between March and June, school districts must engage their parents and communities and adopt their local plans. California State PTA encourages districts to utilize a broad and multi-channel approach to involve parents and school sites beginning now.

Ultimately, the plan must be reviewed by a parent advisory committee. If a district has 15 percent or more English learners, a separate parent committee must provide feedback in this area. The final plans must be approved by July 1.

The initial plan will cover three years, but must be updated annually by the district by July 1 of each following year.

What can parents and PTAs do now?

The new LCFF and LCAPs provide a great opportunity for parents to engage in the decisions that impact their children and schools.

You can start now by thinking about the eight state priority areas and what you would like to see as goals for your school district and schools in each.

In addition, now is the time to communicate with school administrators and elected board members to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard.

The school and district administrators are to schedule presentations and participate directly in conversations about the following:

The programs and services currently being offered in the school, and their effectiveness in achieving student outcomes. Strategies, programs and services to improve student outcomes at your schools and for groups of students, and the resources needed.

The school's current budget-building process, and how the school will be adapting its planning and budgeting processes to meet the new requirements of the LCFF and LCAP.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Presentation Item 4

California High School Exit Examination (CAHSEE)

In California, all high school students must pass a test to earn a high school diploma. The test is called the CAHSEE. The English–language arts (ELA) part is administered on the first day of testing. The mathematics part is administered on the second day. The CAHSEE includes 72 questions in ELA with one writing prompt and 92 questions in mathematics. All students must take the CAHSEE for the first time in grade ten.

Students must earn a score of 350 or higher in both ELA and mathematics to meet the CAHSEE requirement. If they do not pass the test in grade ten, they have more chances to take the test. Students retake only the specific section(s) of the CAHSEE they did not meet. In grade eleven, they can take the test two times. In grade twelve, they have up to five times to take the test.

Percentage of Students meeting CAHSEE requirement.

Description	Testing Year	Filipino	Hispanic	African American	English Learner	SPED
The O'Farrell Charter School	**2014**	**88**	**82**	**73**	**35**	**47**
San Diego Unified	2013	88	70	71	30	33

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Discussion Item 1
Principal/Superintendent Announcements

Student Demographics

Student Enrollment in PowerSchools on June 3, 2014:

Grade	Total
K	50
1	45
2	48
3	48
4	49
5	60
6	229
7	243
8	235
9	112
10	103
Total	**1222**

2014-2015
Enrollment Numbers

	Returning Students	New Students	Wait List	**Returning + New Students**
YOK	-	20	5	**20**
Kinder	-	52	16	**52**
1st	52	2	49	**54**
2nd	45	7	38	**52**
3rd	49	5	38	**54**
4th	48	14	22	**62**
5th	47	13	27	**60**
6th	60	201	17	**261**
7th	224	38	5	**262**
8th	238	36	3	**274**
9th	154	5	54	**159**
10th	104		13	**104**
11th	100		14	**100**
				1514

Elementary Academy = 354
Middle Academy = 797
High Academy = 363

NOTIFICATION OF SELECTION FOR PARTICIPATION IN NAEP 2015

During the 2014–15 school year, the National Assessment of Educational Progress (NAEP) will take place in schools across the United States, including approximately 1,100 California public schools. The O'Farrell Charter School has been selected by the U.S. Department of Education to represent California and the United States by participating in NAEP 2015 at grades four and eight.

NAEP 2015 will include reading, mathematics, and science assessments at grades 4, 8, and 12. National-level results will be released for all of the assessments, and California will receive state-level results for the grade four and eight assessments. Approximately 63 students from each grade will be randomly selected to participate from your school.

The NAEP 2015 assessment window is **January 26–March 6, 2015**. Schools selected to participate will be assigned a test date within this assessment window, but the date can be rescheduled if it conflicts with other school events. The assessment will take approximately 90 minutes for students to complete, and NAEP field staff will conduct the assessment and handle all test materials. There is no need for students to prepare for NAEP, and school staff should need to spend only a few hours to prepare for the assessment.

Title I funding is contingent upon selected schools participating in grade 4 and grade 8 NAEP assessments in reading and mathematics. While participation in other NAEP assessments is voluntary, all selected schools are encouraged to participate to ensure that an accurate and fair representation of student performance can be reported.

WASC Accreditation Granted for Six Years

The Accrediting Commission for School, Western Association of Schools and Colleges announced that The O'Farrell Charter School was granted accreditation through June 30, 2020 with a two-day mid-cycle review.

This action was taken after a careful study of the Visiting Committee Report, which identified school wide critical areas for follow-up that need attention. The mid-cycle review requires a written progress report and a visit by a two- to five-member team. Our progress report should demonstrate that the school has:

- Addressed the critical areas for follow-up through implementation of the school wide action plan.
- Improved student achievement relative to the school wide learner outcomes and the academic standards.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Discussion Item 2
Charter Vision Board Report

For the period beginning in July 1, 2013 through April 30, 2014

CharterVision®

Balance Sheet Summary

Liquidity Ratio	13.5
Assets	
Current Assets	
Cash	$5,480,905
Accounts Receivables	$903
Prepaid Expenses	$102,000
Total Current Assets	*$5,583,809*
Fixed Assets	
Land	$89,935
Buildings and Improvements	$13,600
Computer Equipment	$30,173
Furniture and Fixtures	$21,982
Construction in Progress	$836,551
Transportation Equipment	$25,710
Accumulated Depreciation	($60,463)
Total Fixed Assets	*$957,488*
Other Assets	
Loans Receivable	$150,000
Total Other Assets	*$150,000*
Total Assets	*$6,691,297*
Liabilities And Net Assets	
Current Liabilities	
Accounts Payable	$142,633
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$78
Deposits held on behalf of other employees	$272,071
Total Current Liabilities	*$414,782*
Long Term Liabilities	
Total Long Term Liabilities	
Total Liabilities	*$414,782*
Net Assets	
Restricted Net Assets	$211,470
Unrestricted Net Assets	$4,854,118
Profit/Loss YTD	$1,210,927
Total Net Assets	*$6,276,515*
	$6,691,297

CharterVision®

Year to Date Actual to Budget Summary

Account Description	Actual YTD	Budget YTD	Variance $	Variance %	Total Budget	Budget Remaining
Revenue Limit	$6,543,498	$7,246,764	($703,266)	-9.7%	$7,246,764	$703,266
Federal Revenue	$310,744	$1,246,039	($935,295)	-75.1%	$1,246,039	$935,295
Other State Revenue	$694,028	$1,199,203	($505,175)	-42.1%	$1,199,203	$505,175
Local Revenue	$439,314	$277,000	$162,314	58.6%	$277,000	($162,314)
Total Revenues	$7,987,584	$9,969,006	($1,981,422)	-19.9%	$9,969,006	$1,981,422
Certificated Salaries	$3,400,576	$4,131,393	$730,817	17.7%	$4,131,393	$730,817
Classified Salaries	$816,408	$1,138,562	$322,154	28.3%	$1,138,562	$322,154
Employee Benefits	$1,187,161	$1,537,436	$350,275	22.8%	$1,537,436	$350,275
Total Personnel Expenses	$5,404,145	$6,807,391	$1,403,246	20.6%	$6,807,391	$1,403,246
Books and Supplies	$474,049	$892,080	$418,031	46.9%	$892,080	$418,031
Services & Other Operating Expenses	$801,944	$1,604,518	$802,574	50.0%	$1,604,518	$802,574
Capital Outlay	-	-	-	0.0%	-	-
Other Outgo	$96,519	$253,001	$156,482	61.9%	$253,001	$156,482
Total Operational Expenses	$1,372,512	$2,749,599	$1,377,087	50.1%	$2,749,599	$1,377,087
Total Expenses	$6,776,657	$9,556,990	$2,780,333	29.1%	$9,556,990	$2,780,333
Net Income	$1,210,927	$412,016	$798,911	193.9%	$412,016	($798,911)

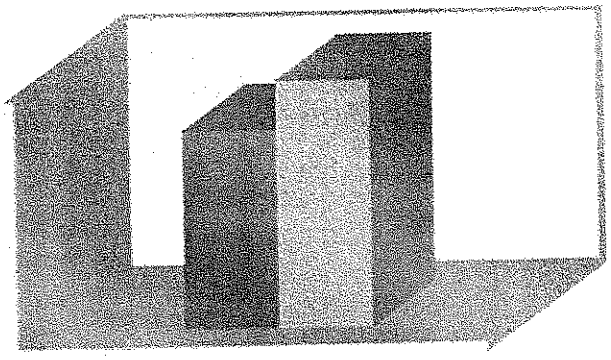
CharterVision®

Financial Snapshot

Total Cash on Hand

Cash Available: $5,480,905

Revenue To Date



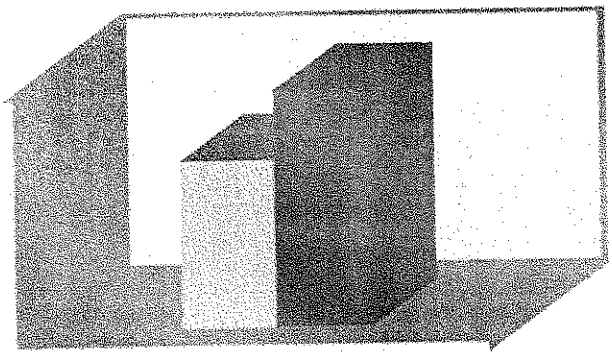
Income To Date Budget To Date

Revenue $7,987,584

Budget $9,969,006

Revenue To Budget 80%

Expense To Date



Expense To Date Budget To Date

Expense $6,776,657

Budget $9,556,990

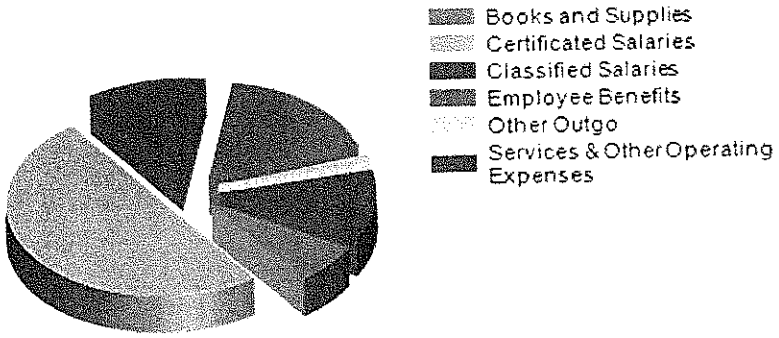
Expense To Budget 71%

CharterVision®

Expenses By Category

Account Category	Description	Total	Percent
100	Certificated Salaries	$3,400,576.38	50.18%
200	Classified Salaries	$816,407.92	12.05%
300	Employee Benefits	$1,187,160.58	17.52%
400	Books and Supplies	$474,049.08	7.00%
500	Services & Other Operating Expenses	$801,943.59	11.83%
700	Other Outgo	$96,519.05	1.42%
	Total:	**$6,776,656.60**	

Expenses By Category

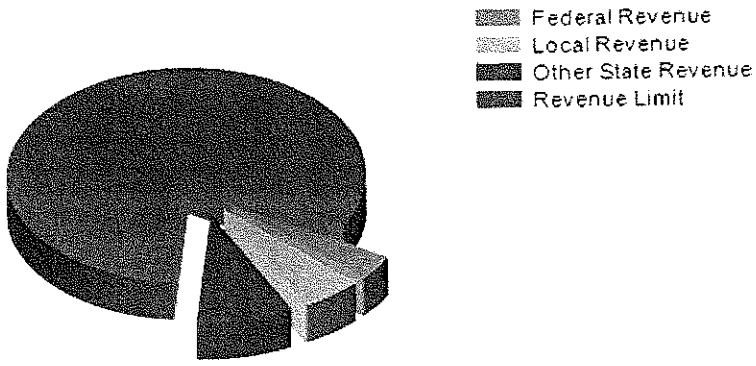


CharterVision®

Revenue By Category

Account Group	Description	Total	Percent
800	Revenue Limit	$6,543,498.00	81.92%
820	Federal Revenue	$310,744.00	3.89%
840	Other State Revenue	$694,027.78	8.69%
870	Local Revenue	$439,314.13	5.50%
	Total:	**$7,987,583.91**	

Revenue By Category



BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Discussion Item 3
Facilities Update

Byrom-Davey, Inc.

(858) 513-7199
(858) 513-7198 Fax
www.byrom-davey.com

May 28, 2014

San Diego City School District
Maintenance and Operations
4860 Ruffner Street
San Diego, Ca. 92111
Attn: Mr. Loren Chico

Project: O'Farrell Community School

Subject: ESTIMATE - O'Farrell Community School - Synthetic Turf Field and Track

Dear Mr. Chico:

The following is a estimate for constructing O'Farrell Community School Synthetic Turf Field, 9-Lane Running Track and (2) D-Zone Areas with Track Surfacing. Price is based on a Football/Soccer Field Area of **82,750 square feet**. Track and D-Zone Area is **71,670 square feet.**

FIELD WORK:

MOBILIZATION/SUPERVISION	$	48,400.00
SWPPP MANUEL/PERMIT (PER JULY 1 2010 REGULATIONS)	$	19,000.00
SWPPP IMPLEMENTATION	$	7,000.00
SURVEYING	$	7,240.00
DEMOLITION/POTHOLING	$	7,500.00
EARTHWORK INCLUDING OVER EX AND RECOMPACT TO 95% (NOT INCLUDING REMOVAL OR REPLACEMENT OF CONTAMINATED MATERIAL FOR SITE - STOCKPILE ONLY)	$	104,325.00
ADVANEDGE FLATDRAIN SYSTEM	$	21,806.00
PERIMETER "TREX" HEADER	$	9,100.00
FIELD DRAINAGE SYSTEM	$	66,200.00
CONNECTION STORM WATER SYSTEM TO EXISTING	$	12,420.00
GEOTEXTILE LINER	$	27,135.00
4" PERMEABLE BASE	$	111,713.00
3" ASPHALT OVER 4" CLASS II BASE AT D-ZONES AND TRACK	$	184,371.00
D-ZONE CONCRETE CURBING	$	9,600.00
TRENCH DRAIN (1320LF)	$	68,640.00
SUB-TOTAL	**$**	**704,450.00**

FIELDTURF "REVOLUTION" INFILL SYSTEM

FIELDTURF "REVOLUTION" INFILL SYSTEM	$	483,260.00
TAX ON MATERIAL		INC
SOCCER LINES		INC
FOOTBALL MARKINGS		INC
MIDFIELD LOGO		INC
END ZONE LETTERS (18 MAX 1-COLOR)		INC
MAINTENANCE EQUIPMENT		INC
MAINTENANCE PROGRAM (2-GROOMINGS PER YEAR) (1-YEAR INC)		INC
SUB- TOTAL:	**$**	**483,260.00**

TRACK SURFACING AT D-ZONES AND 9-LANE TRACK

CALIFORNIA TRACK IMS SYSTEM	**$**	**262,620.00**

TRACK AND FIELD VENUES:

LONG JUMP PITS WITH SAND CATCHERS/PITCOVERS (2 EACH)	$	51,641.00
SUB-TOTAL:	**$**	**51,641.00**

MISC. CONSTRUCTION ITEMS:

FIELD COOLING SYSTEM/BOOSTER PUMP/CONTROLLER	$	71,300.00
ELECTRICAL CONDUIT FOR FUTURE (FIELD BOXES AND MISC)	$	14,120.00
GOAL POSTS (PAIR)	$	11,765.00
MEDIA LINE	$	8,500.00
OUTSIDE TRACK AREA PAVING (10 FT WIDE)(16,440 SQFT)	$	65,966.00
CONCRETE PAD FOR FUTURE SEATING (2000 SQFT)	$	14,000.00
DISCUS VENUE/CAGE	$	6,800.00
SHOT PUT VENUE	$	8,000.00
SUB-TOTAL:	**$**	**200,451.00**

TOTAL ESTIMATE:	**$**	**1,702,422.00**

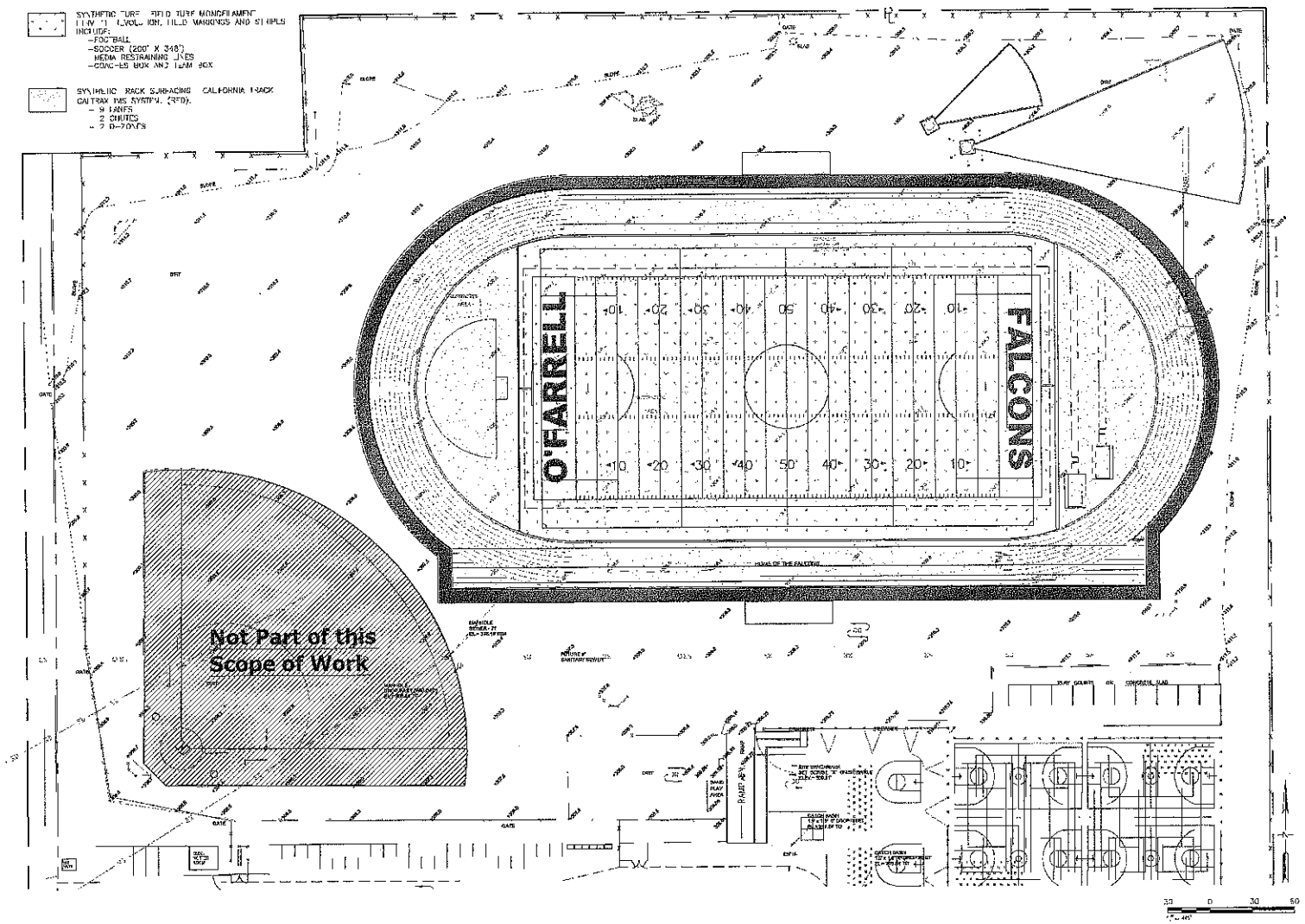
Price Includes:
Supervision, SWPPP Plan, SWPPP Implementation, Perforated Drainage System, 4" Permeable Base, Aqua 12 Impermeable Liner, Advanedge Flat Drain System @ 20ft O.C., Trex Perimeter header, 6"x12" D-Zone Concrete Curb, ACO 3000 Trench at inside track curb, Connection to existing Storm Drain System, Grading, Scarify and Re-Compact to 12" @ 95%, Demolition, Perimeter AC Paving, Concrete Pad for future seating, Fieldturf "Revolution" Series Synthetic Turf, 9-Lane Track with Synthetic Rubber Surface, Long Jump Venue with (2) Pits, Cooling/Quick Coupler System with Booster Pump, Surveying. Excludes: Unsuitable Material Removal/Replacement, Soils Compaction Testing, Permits, Fees, Repair/Replacement of Unknown existing Utilities

Price Excludes:
Unsuitable Material Removal/Replacement, Soils Compaction Testing, Permits, Fees, Repair/Replacement of Unknown existing Utilities, New water service, Irrigation POC in public ROW.

Please don't hesitate to call if you have any questions or need additional information.

Sincerely,

Paul Pankow
Vice-President-Operations



1 ENLARGED SITE PLAN

Scale: 1"=30'

FIELD WORK:

- MOBILIZATION/SUPERVISION
- SWPPP MANUEL/PERMIT (PER JULY 1 2010 REGULATIONS)
- SWPPP IMPLEMENTATION
- SURVEYING
- DEMOLITION/POTHOLING
- EARTHWORK INCLUDING OVER EX AND RECOMPACT TO 95%
- (NOT INCLUDING REMOVAL OR REPLACEMENT OF CONTAMINATED
- MATERIAL FOR SITE - STOCKPILE ONLY)
- ADVANEDGE FLATDRAIN SYSTEM
- PERIMETER "TREX" HEADER
- FIELD DRAINAGE SYSTEM
- CONNECTION STORM WATER SYSTEM TO EXISTING
- GEOTEXTILE LINER
- 4" PERMEABLE BASE
- 3" ASPHALT OVER 4" CLASS II BASE AT D-ZONES AND TRACK
- D-ZONE CONCRETE CURBING
- TRENCH DRAIN (1320LF)

FIELDTURF "REVOLUTION" INFILL SYSTEM

- SOCCER LINES
- FOOTBALL MARKINGS
- MIDFIELD LOGO
- END ZONE LETTERS (18 MAX 1-COLOR)
- MAINTENANCE EQUIPMENT
- MAINTENANCE PROGRAM (2-GROOMINGS PER YEAR) (1-YEAR INC)

TRACK SURFACING AT D-ZONES AND 9-LANE TRACK

- CALIFORNIA TRACK IMS SYSTEM

TRACK AND FIELD VENUES:

- LONG JUMP PITS WITH SAND CATCHERS/PITCOVERS (2 EACH)

MISC. CONSTRUCTION ITEMS:

- FIELD COOLING SYSTEM/BOOSTER PUMP/CONTROLLER
- ELECTRICAL CONDUIT FOR FUTURE (FIELD BOXES AND MISC)
- GOAL POSTS (PAIR)
- MEDIA LINE
- OUTSIDE TRACK AREA PAVING (10 FT WIDE)(16,440 SQFT)
- CONCRETE PAD FOR FUTURE SEATING (2000 SQFT)
- DISCUS VENUE/CAGE
- SHOT PUT VENUE

* P.O.C. FOR WATER, ELECTRICAL POWER, AND LOW VOLTAGE FOR FIELD INCLUDED.

O'FARRELL COMMUNITY SCHOOL

O'FARRELL COMMUNITY SCHOOL
6130 SKYLINE DRIVE, SAN DIEGO CA 92114

SHEET # 319

SAN DIEGO UNIFIED SCHOOL DISTRICT

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 3, 2014
Discussion Item 4
Bus Purchase

RECOMMENDATION: Discuss the purchase of a bus for $160,000 to $180,000.

BACKGROUND INFORMATION:

The O'Farrell Charter School presently has no bus transportation of its own for students.

CURRENT INFORMATION:

OCS is expanding, and with that expansion comes additional transportation needs, specifically for field trips, college tours and our growing athletics department.

A bus that would meet these needs would seat approximately 82 students and have undercarriage storage for backpacks, lunches and athletic equipment; and would cost approximately $160,000-$180,000.

While we are aware that given out current and anticipated future needs, this purchase would not be one of financial gain, it would be a great benefit to our students. which would be the reason for the purchase? Currently, we utilize SDUSD buses; however, we are encountering increasing problem, with SDUSD transportation with regards to availability and even billing.

Most recently, SDUSD gave our Elementary AP two day notice informing a pick up time was changed to 12:30 pm; this will give our students approximately only one hour on their field trip. Ms. Mathews was told there was nothing that could remedy the situation and that was the new time. This kind of occurrence is becoming more and more common, as is limited original booking availability. Furthermore, the buses are often, if not usually, late to depart for a trip and to pick up; which often results in students missing out on field trip activities because they are late arriving and it leaves us with annoyed parents who are awaiting to pick up their late child.

While there are other transportation companies, the primary company, First Student, will be closing this month, which will likely create even more bus availability issues within San Diego. Other companies have better availability, but costs are an average of 2-3 times more, creating a much heavier financial burden for the school and OCS ASB.

Having our own bus would allow OCS to get its students where they need to go, and get them there on time; giving them the most access to these valuable enrichment opportunities, and college tours. For our athletic teams it would ensure lack of transportation would not be a reason for a student not joining a team, and it would ensure our athletes arrived to their games on time and ready to participate.

This bus would also serve as great advertisement for the school; further getting O'Farrell's name out into not just our home town community, but communities throughout San Diego.

This cost could also be offset by "renting out" the bus to other charter schools with similar needs as ours.

ADDITIONAL INFORMATION:

These are some of the plans we have with the bus:
1. Take students on field trips.
2. Field trips throughout school year.
3. Take student to school sporting event - after school sports.
4. We will hire a fully licensed bus driver custodian and will have a bus instructor.

Also, we would like to loan out our bus to a few other charter schools if they run into a bind.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the May12, 2014 Board of Directors meeting.

Minutes

May 12, 2014

Members Present:	Christian Scott, Linda Logan, Delano Jones, Agnés Barrelet (via phone), Tim Katzman
Members Absent:	Salvador Rivera
Guests:	Eileen Logue, Candace Austin, Brian Rainey, Anne Mathews, Corinda Mytinger

I. CALL TO ORDER - 5:05 p.m.

II. CLOSED SESSION

The Board of Directors 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: SALARY AND HEALTH AND WELFARE**
2. **In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider : PERSONNEL**
3. **In accordance with California Education Code Section 48900 and following, the Board will meet in closed session to consider: STUDENT DISCIPLINE MATTERS**
4. **In accordance with California Education Code 54957, the Board will meet in closed session to consider: PRINCIPAL/SUPERINTENDENT EVALULATION**
5. **In accordance with California Education Code Section 54957, the Board will meet in closed session to consider: PARENT BOARD OF DIRECTOR APPOINTMENT**

RECONVENE TO OPEN SESSION – 6:07 p.m.

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

1. Salary and Health and Welfare

Approved. Delano Jones moved and Tim Katzman seconded. Motion carried 4-0-1.
Staff will receive a C.O.L.A. increase of three percent on the salary schedule and a one percent off the salary schedule for full-time empolyees, with the existing benefit plan completely covered by O'Farrell. The three percent C.O.L.A. will be reflected on next years' salary schedule and the one percent will be paid out November 15.
Ayes: Scott, Katzman, Jones, Barrelet
Nays: None
Abstain: Logan
Absent: Rivera

2. Personnel

No decisions made.

3. **Student Discipline Matters**
No decisions made.

4. **Principal/Superintendent Evaluation**
No decisions made.

5. **Parent Board of Director Appointment**
No action. Parents will be invited to the June 9 board meeting for interviews in closed session.

IV. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Christian Scott.

V. PUBLIC COMMENT

None

VI. PUBLIC HEARING

Conducted Public Hearing. Christian Scott opened the public hearing at 6:12 p.m. to notify the public on the Local Control and Accountability Plan (LCAP). Dr. Jonathan Dean gave an overview of the plan. No speakers came forward to be heard. The public hearing closed at 6:19 p.m.

VII. PRESENTATION

1. Family Support Services Update – Mary Skrabucha – Didn't show up.

VIII. APPROVAL OF AGENDA

Approved. Christian Scott moved and Tim Katzman seconded. Motion carried 5-0-0.
Ayes: Scott, Katzman, Jones, Barrelet, Logan
Nays: None
Abstain: None
Absent: Rivera

IV. DISCUSSION ITEMS

1. Principal/Superintendent Announcements were discussed.
2. Charter Vision Board Report discussed.
3. JROTC discussed. Looks like this won't start for two more years.
4. Preliminary Budget for 2014-2015 discussed with action item.

X. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

1. **Approval of Minutes from the April 14, 2014 Board of Directors meeting**
2. **Approve/ratify recommended actions on the personnel activity list**
3. **Approve/ratify check registers**
Approved. Delano Jones moved and Tim Katzman seconded. Motion carried 4-0-1.
Ayes: Scott, Katzman, Jones, Barrelet, Logan
Nays: None
Abstain: None
Absent: Rivera

XI. ACTION ITEMS

1. **Award the renewal of our Health/Dental Package for the 2014-2015 school year with a proposed $22,940.88 increase to Discovery Benefit Solutions**
   Awarded. Delano Jones moved and Tim Katzman seconded. Motion carried 4-0-1.
   Ayes: Scott, Katzman, Jones, Barrelet,
   Nays: None
   Abstain: Logan
   Absent: Rivera

2. **Approve the 9th Grade Retreat to YMCA Camp Marston for September 24-26, 2014 in the amount of $15,250 .....Page 31**
   Approved. Christian Scott moved and Tim Katzman seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Jones, Barrelet, Logan
   Nays: None
   Abstain: None
   Absent: Rivera

3. **Approve the 188 day calendar for the 2014-2015 school year.....Page 32**
   Approved. Delano Jones moved and Linda Logan seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Jones, Barrelet, Logan
   Nays: None
   Abstain: None
   Absent: Rivera

4. **Award the County of San Diego with the contract to support the operations of Family Support Services for 2014-2015 in the amount not to exceed $91,625;**
   And
   Award Social Advocates for Youth (SAY) with the contract to provide services to add an additional advocate on campus to enhance O'Farrell Charter School's achievement in the amount not to exceed $25,000.....Page 33
   Awarded. Christian Scott moved and Tim Katzman seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Jones, Barrelet, Logan
   Nays: None
   Abstain: None
   Absent: Rivera

5. **Approve the 2013-2014 Summer School Program in the amount not to exceed $55,000**
   Approved. Linda Logan moved and Tim Katzman seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Jones, Barrelet, Logan
   Nays: None
   Abstain: None
   Absent: Rivera

6. **Certify that the Board of Directors of The O'Farrell Charter School are aware of the requirements of the Local Control Funding Formula (LCFF) pursuant to California Education Code.**
   Certified. Christian Scott moved and Delano Jones seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Jones, Barrelet, Logan
   Nays: None
   Abstain: None
   Absent: Rivera

7. **Amend our Fiscal Policies and Procedures section of the Staff Handbook to allow for ACH payments/Direct account debits for any/all credit card payments; and amend the Travel Section dealing with work-related travel expenditures.**
   Amended. Tim Katzman moved and Linda Logan seconded. Motion carried 4-1-0.
   Ayes: Scott, Katzman, Barrelet, Logan
   Nays: Jones
   Abstain: None
   Absent: Rivera

8. **Approve the 2014-2015 Preliminary Budget**
   Approved. Delano Jones moved and Linda Logan seconded. Motion carried 5-0-0.
   Ayes: Scott, Katzman, Jones, Barrelet, Logan
   Nays: None
   Abstain: None
   Absent: Rivera

XII. ROUNDTABLE

None

XIII. ADJOURNMENT – 7:00 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Consent Calendar Item 2

RECOMMENDATION: Approve/Ratify Personnel Activity List

NEW HIRES

Khristopher Astudillo	Science Teacher – 8th Grade	August 21, 2014
Kathryn Reamer	Art Teacher -	August 21, 2014

RESIGNATION

David Barry	5th Grade Teacher	June 19, 2014

RETIREMENT

Susan Brickson	Art Teacher	June 19, 2014

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Consent Calendar Item 3

RECOMMENDATION: Ratify Monthly Check Registers

General Account				
Check#	Date	Vendor Name	Transaction Description	Check Amount
1064	5/6/14	SDUSD	Stem day fieldtrip	$180.00
1065	VOIDED			
1066	5/19/15	Julia LeBlanc		$800.00
1067	5/19/14	MTS	Day tripper trolley passes for DIVE activity	$37.50
1068	5/19/14	MTS	Day tripper trolley passes for DIVE activity	$37.50
1069	5/29/14	San Diego Make-A-Wish	Entry fee for marathon participants via DIVE program	$1444.50

CharterVision®

Check Register Detail

O'Farrell Charter School

Check Register 4/1/2014 through 4/30/2014

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
10002080	4/8/2014	Apple Inc.	Cleared	$2,775.82	4400-020-00	Noncapitalized Equipment	qty 2 - iMacs for teachers use	$2,775.82
10002081	4/8/2014	Aztec Leasing, Inc.	Cleared	$483.60	5605-020-00	Equipment Rental/Lease Expense	Sharp Copier Leasees: 3/1 - 4/1/14	$483.60
10002082	4/8/2014	City Treasurer	Cleared	$1,755.09	5501-020-00	Utilities	Water, Sewer, Fire Service & Backflow Srvc 3/4 - 4/2/14	$1,755.09
10002083	4/8/2014	EDCO Disposal Corp	Cleared	$522.50	5501-020-00	Utilities	March 2014 Trash Service	$522.50
10002084	4/8/2014	Edmentum, Inc.	Cleared	$246.58	4315-020-00	Classroom Materials and Supplies	Reading Eggs Program for K class #2 3/7/14 - 2/19/15	$246.58
10002085	4/8/2014	Philadelphia Insurance Companies	Cleared	$4,262.33	5400-020-00	Insurance	Spec & Tr Sch, Flexi Plus & Sch Pkg Ins. Pmt 9 of 9	$4,262.33
10002086	4/8/2014	Sharp Health Plan	Cleared	$51,900.98	3403-020-00	Health & Welfare Benefits	May 2014 Health Ins.	$43,958.02
					3403-020-01	Health & Welfare Benefits	May 2014 Health Ins. - Title 1	$3,682.56
					3403-020-03	Health & Welfare Benefits	May 2014 Health Ins. - Title 3	$517.46
					3403-020-65	Health & Welfare Benefits	May 2014 Health Ins. - Spec Ed.	$3,742.94
10002087	4/16/2014	Charter School Management Corporation	Cleared	$102,000.00	9330-020	Prepaid Expenses	2014/15 Back Office Support - PREPD (Discounted frm $108K)	$102,000.00
10002088	4/16/2014	Dunbar Armored Inc	Cleared	$147.37	5800-020-00	Professional/Consulting Services and	April 2014 Armored Truck Service	$147.37
10002089	4/16/2014	San Diego Unified School District	Cleared	$720.00	5505-020-62	Student Transportation/Field Trips	HS Field Trip - CSUSM Campus Tour 3/28/14	$720.00
10002090	4/16/2014	San Diego Unified School District	Cleared	$1,700.00	5505-020-62	Student Transportation/Field Trips	HS Field Trip to USC - Campus Tour 3/28/14	$1,700.00
10002091	4/16/2014	San Diego County Superintendent of Schools	Cleared	$30.00	5200-020-00	Travel and Conferences	Registration Fee for 2 - 1/27/14 STD/HIV Training	$30.00
10002092	4/16/2014	TCR Services	Cleared	$649.08	5605-020-00	Equipment Rental/Lease Expense	Print Cost Per Page - March 2014	$649.08
10002093	4/29/2014	Wells Fargo Business Card	Outstanding	$70.14	4300-020-00	Materials and Supplies	3/28 -USA 63124 - Gas for Landscape Tools / Equip	$68.24
					5890-020-00	Interest Expense/Fees	3/28 - Wells Fargo Periodic Finance Chrg	$1.90
10002094	4/29/2014	Wells Fargo Business Card	Outstanding	$1,762.54	5505-020-00	Student Transportation/Field Trips	3/18 - Sandag - Bus Passes	$1,332.00
					5601-020-00	Building Maintenance	3/27 - Alcatraz Locksmith - Restroom Keys	$48.51
					5505-020-00	Student Transportation/Field Trips	3/28 - USA 63110 - Gas for Van	$80.00
					4300-020-00	Materials and Supplies	4/11 - Winchells Donuts -Donuts for Mtg	$13.98
					5505-020-00	Student Transportation/Field Trips	4/2 - Sandag - Bus Passes	$72.00
					5505-020-00	Student Transportation/Field Trips	4/14 - Sandag - Bus Passes	$144.00
					5890-020-00	Interest Expense/Fees	4/17 - Over Limit Fee & Finance Chrgs	$72.05
10002095	4/29/2014	Wells Fargo Business Card	Outstanding	$2,941.99	4300-020-00	Materials and Supplies	3/19 - Oriental Trading - Students Awards for Elem	$104.74

					5820-020-00	Fundraising Expense	3/20 - GG Friends of Albe - Donation for Educational Opp.	$600.00
					4300-020-00	Materials and Supplies	3/20 - Amazon.Com - Frozen Film DVD for Students	$16.16
					4300-020-00	Materials and Supplies	3/21 - Costco.Com - Bvg & Snack for Student Testing	$754.95
					4300-020-00	Materials and Supplies	3/26 - Amazon.Com - Macbook Air Computer Cover	$24.99
					4300-020-00	Materials and Supplies	3/25 - Hunter's Nursery - Flowers for School Landscape	$43.59
					4300-020-00	Materials and Supplies	4/12 - Staples Direct - Char for Principal/Superintendent	$215.99
					4200-020-00	Books and Other Reference Materials	4/12 - Amazon. Com - Middle Schl Novel for Library	$323.35
					5505-020-00	Student Transportation/Field Trips	3/26 - Sandag - Bus Passes	$144.00
					4315-020-00	Classroom Materials and Supplies	3/27 - Valore Books Refund - Unavail	($6.15)
					4300-020-62	Materials and Supplies	3/27 - Amazon.Com - Guitar Holder Rack	$34.95
					4315-020-00	Classroom Materials and Supplies	3/27 - Amazon. Com - Spanish Play for HS SPN Class	$63.68
					4300-020-00	Materials and Supplies	3/27 - Amazon.Com - Astonmy Wall Decal	$82.98
					4315-020-00	Classroom Materials and Supplies	3/27 - Valore Books. Com - Spanish Play for HS SPN Class	$88.05
					4200-020-00	Books and Other Reference Materials	3/30 - Barnes & Noble - Sprng sup curric lib bks-elem	$108.71
					5505-020-62	Student Transportation/Field Trips	4/11 - SD Performing Arts - Qty 18 Play Tickets for Play Tri	$342.00
10002096	4/29/2014	Wells Fargo Business Card	Outstanding	$108.72	5505-020-00	Student Transportation/Field Trips	3/20 - Sandag - Bus Passes	$72.00
					4300-020-00	Materials and Supplies	3/21 - Station Tavern - Lunch mtgw/Mcgil Charter Leader	$26.60
					5890-020-00	Interest Expense/Fees	3/26 - Wells Fargo - Finance Chrgs	$10.12
1061	4/14/2014	Julia A. LeBlanc	Cleared	$800.00	5800-020-61	Professional/Consulting Services and	EXTENDED DAY COOKING CLASSES	$400.00
					5800-020-62	Professional/Consulting Services and	EXTENDED DAY COOKING CLASSES	$400.00
		Total Check Amount:		**$172,876.74**			**Total GL Amount:**	**$172,876.74**

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 1

RECOMMENDATION: Approve and adopt our three-year Local Control and Accountability Plan beginning on July 1, 2014.

BACKGROUND INFORMATION:

As part of the Local Control Funding Formula (LCFF), school districts, county offices of education and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014.

CURRENT INFORMATION:

The LCAP is required to identify annual goals, specific actions, and measure progress for student subgroups across multiple performance indicators, including student academic achievement, school climate, student access to a broad curriculum, and parent engagement.

School districts and charter schools are required to obtain parent and public input in developing, revising and updating LCAPs.

The academic priorities must be aligned to O'Farrell's spending plan. The Board of Directors must first approve the LCAP before adopting the annual budget.

Charter school LCAPs will be reviewed by the chartering authority. County Offices of Education's are required to provide technical assistance when they disapprove an LCAP.

The state Superintendent of Public Instruction may intervene if a school district or charter school fails to show improvement across multiple subgroups in three out of four consecutive years.

ADDITIONAL INFORMATION:

See our attached Local Control and Accountability Plan and Annual Update Template.

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: The O'Farrell Charter Schools **Contact:** Dr. Jonathan Dean, Superintendent, Jonathan.dean@ofarrellschool.org,619-307-3009 **LCAP Year:** 2014/15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1.Parents, community partners, pupils, and school staff have actively engaged in the development of The O'Farrell Charter School (OCS) LCAP through the following methods: • January-April, 2014 , OCS administered LCAP survey to school staff, parents, and students. • February 5, 2014 : OCS introduced Locally Controlled Funding Formula (LCFF) to parents of English learner students. Parents participated in LCAP survey and open forum to discuss English learner needs and suggested areas of school-wide development. • February 10, OCS School Board conducted public meeting to discuss LCAP and 8 priority areas • April 2014, OCS presented draft of LCAP to advisory committee (ELAC). Public was provided additional venue to offer input and feedback • February 28, 2014, Western Accreditation of Schools and Colleges (WASC) visiting committee provides self-study findings and additional areas of consideration in addressing special population (EL, Low Income, Foster and Reclassified English learner) student needs. • February 28, 2014, Teachers met with parents of academically at-risk students to conduct Supportive Learning Plans (SLPs). Parents are offered additional venue to provide input on LCAP and areas of need. • March 12, 2014, OCS held school-wide professional development that detailed the 8 priorities of LCAP. School staff provided feedback on the 8 LCAP priorities. • March 14, OCS School Board conducted public meeting to	After several months of community meetings, organized internally or through community partners, OCS has identified common recurring themes, which are identified below. These themes are reflected in the goals, action/services and investments of the OCS. Common themes included: • Differentiated support for the Common Core State Standards (CCSS) initiative, • Increase the reclassification rate of English Learners, • Effective teacher support and evaluation, • Availability of instructional materials and adequate facilities, • Increasing academic and social-emotional counselors and other support personnel • Expansion of targeted support services for foster youth, • Increased communication with and training for parents, and • College and career readiness for all students. • Expansion of extended learning opportunities (winter intercession, spring intercession and summer school) • Implementation of extended school year (ESY) Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages. • Foster youth • English Learners

Involvement Process	Impact on LCAP
discuss LCAP and 8 priority areas. • March, OCS facilitated Southeastern Collaborative with community partners discussing further foster youth learner needs associated with the LCAP. County child welfare agency, Foster youth organization, and foster youth parent and kinship care organizations were present at the meeting. • March 15, 2014, OCS held a school administration leadership meeting with Charter Schools Management Cooperation (CSMC) to review initial draft of LCAP. • April 2014, OCS presented LCAP initial findings to advisory ELAC, SSO and PTO committees. Committees provided additional feedback on findings. • May 2014, OCS held public hearing to discuss LCAP. • June 2014, OCS presented draft of LCAP to advisory committees (SSC & PTO). Public was provided additional venue to offer input and feedback • June 9, 2014 OCS Board of Directors approved LCAP 2.OCS has provided monthly opportunities to engage all stakeholders in the development of the LCAP. Transcripts from monthly meetings have been made available for public viewing in a timely manner. 3. OCS has administered LCAP surveys to parents, students, and staff containing questions that utilize likert scale and open ended questions as a method of soliciting both qualitative and quantitative data. Parents have also been involved in the WASC Self-Study Process. During the WASC Self- Study parents were provided an additional venue to identify school areas needing further improvement. WASC Self-Study findings and LCAP survey results have been made available for public view through the school website. 4.OCS has considered all feedback during the development of the LCAP. As a result of such processes, OCS has identified the need to enhance school parent nights, increase parent school	• School climate and student engagement • Students with disabilities • Parent engagement • Focus on Elementary and teacher support • Focus on Middle School English Language Arts & Math • Focus on College and Career Readiness in high school

Involvement Process	Impact on LCAP
communication, and increase parent correspondence on the adoption of Common Core State Standards. Findings from staff survey identify the need to implement an extended school year (ESY). Implementing ESY allows additional instructional time to increase learning outcomes for struggling learners. Specifically, ESY provides Foster youth, English learners, and low-income students additional core instructional minutes as well as additional opportunities for extended learning opportunities. OCS will extend the student calendar to 182 calendar days; the teacher calendar will extend to 188 workdays. Extending the teacher work calendar allows additional time for professional development and strategic planning time to address the learning needs of OCS special populations in professional learning communities. 5. OCS has actively engaged parents and guardians of foster youth, English learners, reclassified English proficiency students, and low income. Minutes from ELAC, SSC, PTO and Southeast Coalition have been made available for public viewing. 6. In the annual update, OCS will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities. OCS will continue to refer to trends in students achievement and parent input.	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: To monitor and support Foster Youth middle and high school attainment. **Metrics:** Exhibition Academic assessments Individual graduation plan Senior	***Foster Youth Goals*** ***All Foster Youth will have a comprehensive academic assessment completed by the home base teacher, Family Support Services and school counselor.***	*Foster Youth* *Elementary Foster Youth* *Middle School Foster Youth* *High School Foster Youth*	The O'Farrell Charter School Elementary Academy Middle School Academy High School Academy		65% 65% 65% 65%	85% 85% 85% 85%	100% 100% 100% 100%	Student Achievement Student Engagement

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Internship	***All foster youth will participate in end of year exhibitions in the 5th, 8th, and 12th grade.***							
Need: To increase the number of English Learners who achieve full English language proficiency **Metrics:** English Learners making yearly progress (AMAO 1) English Learners achieving profiency in English (AMAO 2) Reclassification Rate	***Increase the number of English Learners who reclassify as Fully English Proficient***	*English Learners*	The O'Farrell Charter School Elementary Academy Middle School Academy High School Academy		16%	18%	20%	Student Achievement Share of EL's become English Proficient
Need: To increase the number of English learners,	***Increase performance in basic skills assessment demonstrating***	*English Learners*	The O'Farrell Charter School		Benchmark	B+1%	B+2%	Student Achievement Performance on Standardized Test

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
demonstrating readiness to participate in a core English language arts curriculum. **Metrics:** assessments that define basic readiness skills have yet to be determined	***proficient English to participate in curriculum designed for native English Speakers***							EL Reclassification Rate
Need: To decrease the number of long term English Learners **Metrics:** Overall percent of Long Term English Learners Reclassification Rate	***Decrease the amount of long term English Learners (LTEL)***	*Long Term English Learners*	The O'Farrell Charter School		15%	14%	13%	Student Achievement Share of EL's that become English Proficient
Need: Decrease absenteeism **Metrics:** Attendance Rate	***Decrease students missing 16 days or more each school year***	*All Students* *Low income students* *English Learners* *Foster Youth*	The O'Farrell Charter School		10%	9%	8%	*Student Engagement* *-Chronic Absenteeism*

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: reduce the number of student suspensions **Metrics:** students suspension data	***Decrease the number of suspensions for all students***	*All Students* *Low income students* *English Learners* *Foster Youth*	The O'Farrell Charter School		5%	5%	5%	*School Climate -Suspension Rate*
Need: increase the number of students who score proficient or above in English Language Arts SBAC assessment	***Increase students scoring proficient and above on the CCSS/SBAC benchmark English Language arts scores established in 2014-15***	*All Students* *Low income students* *English Learners* *Foster Youth*	The O'Farrell Charter School		Benchmark	B +1	B+2	Student Achievement -performance on standardized Tests Implementation of common core standards
Need: increase the number of students who score proficient or above in Mathematics SBAC assessment	***Increase students scoring proficient and above on the CCSS/SBAC benchmark Mathematics scores established in 2014-15***	*All Students* *Low income students* *English Learners* *Foster Youth*	The O'Farrell Charter School		Benchmark	Benchmark +1	Benchmark +3	Student Achievement
Need: To provide and maintain Basic Services for students and school	***Maintain school facilities in good repair***	*All Students* *Low income students* *English Learners*	The O'Farrell Charter School					Student Achievement

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metrics: standards aligned instructional materials		*Foster Youth*						
Need: to increase the number of parents providing input on school conditions **Metrics:** School Experience Survey	***Increase the percentage of parents trained on academic initiatives by providing a minimum of four workshops annually***	*All parents*	The O'Farrell Charter School		30%	35%	40%	Parent Involvement Increasing parent involvement

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action ?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase parent input **Increase the number of parents involved in school events**	Parental involvement Efforts seek parent input Promotion of parental involvement and participation	**Parental involvement** OCS recognizes student learning is accelerated when parents are aware and invested in the school's curriculum and expectations. OCS will increase parental involvement of all students through implementation of a Spring Open House with dinner offered to families in attendance. The open house will provide increased community involvement and provide an opportunity for families to engage in arts and music. Additionally, OCS will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options. OCS seeks to maintain positive school climate, parent and student engagement. OCS will continue the use of WestEd California Healthy Kids Survey (CHKS) to measure school climate and student safety. Reports from CHKS will be made public to parents. OCS will purchase of additional technologies to increase parent	LEA-wide		Promoting parent involvement $10,000.00		

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action ?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		engagement, as a method of increasing parent communication to all students. OCS will assign staff to compile parent emails and cell phone numbers for an email and text alert/reminder system for upcoming events. Additionally, OCS will use sign-in sheets from parent events, evidence of parent emails in SIS, and enrollment in parent education classes to monitor efforts in increasing parent engagement.			Technology and media $10,000.00		
Increase graduation rates for all students **Maintain a highly effective workforce** **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of EL's learning and attaining English Proficiency**	Student Achievement High School Graduation Rate Course Access: A-G graduation requirements Student achievement- Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement -Share of ELs that become English proficient	**<u>Professional Development</u>** All OCS teachers will receive professional development in common core writing with an emphasis on text dependent writing, citing evidence, and complex text analysis to increase rigor. Training will commence at the beginning of each academic year and will continue in-house through the use of common prep times and whole staff meetings on early release days. OCS staff will attend AVID strategies training that enhance Common Core State Standards writing strategies In addition, staff will be provided common core training through the California Charter School Association (CCSA) conference and other workshops that address common core standards and writing. OCS will provide professional development in the area of stem instruction and begin implementation of enhanced STEM programming in all Elementary, Middle, and High School	LEA-wide		Professional development $33,672.00		

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action ?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the number of English students who reclassify as Fully English Proficient **Decrease the number of Long Term English Learners (LTEL)** **Decrease the number of suspension**		Academies. OCS will allocate increased time for instructional leadership and coaching practices throughout the school year. Additional time will also be allocated to prepare start of school year achievement data and establish strategic plans to address struggling students. OCS will establish additional professional development in curriculum coaching will continue to enhance the leadership team's approach on addressing struggling students. LEA leaders, assistant principals, school counselors, and instructional leaders will look for an Increase in the use of implemented strategies to improve student learning in core classes. Provide professional development on positive student relationship building with the intent of lowering suspensions for defiance.					
Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts **Increase the**	Student Achievement High School Graduation Rate Course Access: A-G graduation requirements Student achievement-Performance on	**Instruction** OCS stakeholders have recognized a need to incorporate the common core writing strategies that are text dependent, cite evidence, and are complex that align with Advanced Placement and college readiness. All middle school students will receive instruction in pre-AP. Curriculum will be embedded into the regular school day through core subject areas.	LEA-wide				

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action ?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
number of EL's learning and attaining English Proficiency **Increase graduation rates for all students** **Decrease the number of Long Term English Learners (LTEL)**	Standardized Tests Implementation of the Common Core State Standards Student Achievement -Share of ELs that become English proficient	OCS will allocate teacher collaboration time throughout the school year for vertical skills alignment with the goal of increasing pupil enrollment in rigorous, high level courses. OCS will monitor evidence of teaching strategies implemented in classrooms, benchmark, and MAP exams scores of students. OCS will continue reduce class sizes in language arts and mathematics to increase student achievement and performance on CCSS/SBAC Math and Language Arts Assessments.			Reduction in class size $228,971.00		
Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts **Increase the number of EL's learning and attaining English Proficiency** **Increase graduation rates for all students**	Student Achievement High School Graduation Rate Course Access: A-G graduation requirements Student achievement-Performance on Standardized Tests Implementation of the Common Core State Standards	**Curriculum** OCS will purchase and adopt College Board Spring Board pre-AP aligned to Common Core State Standards curriculum to enhance current program. OCS seeks to increase increase enrollment of all student sub-groups, specifically foster youth, EL and low-income students in AP courses through Pre-AP curriculum. Purchase supplemental curriculum for Common Core State Standards. OCS will purchase Rosette Stone to promote Common Core State Standards development of 21st century student and enhance student mastery of foreign language.	LEA-wide		Supplemental curriculum $45,000.00		

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action ?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Decrease the number of Long Term English Learners (LTEL)							
Supports all academic goals	Student Achievement High School Graduation Rate Course Access: A-G graduation requirements Student achievement- Performance on Standardized Tests Implementation of the Common Core State Standards	**Assessments** OCS will increase student performance on standardized tests, increase the number of pupils that are college and career ready, increase the number of English learners that become English proficient, and increase the English language learner reclassification rate. OCS will improve student achievement and outcomes through multiple measures, including test scores, English proficiency, and college and career preparedness. Increase the number of pupils that pass AP exams with a 3 or higher, and increase number of pupils determined prepared for college by the Early Assessment Program. Assistant Principals and lead teachers will measure an Increase of student achievement on benchmark assessments administered throughout the school year, including MAPS and curriculum-embedded benchmarks.	LEA-wide		NWEA Maps $23,288.00		
Increase graduation rates for all students	Student Achievement High School	**Programs and Interventions** OCS recognizes all students may not have adequate resources outside of the	LEA-wide		Summer School $45,000.00		

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action ?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Maintain a highly effective workforce **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Decrease student suspension Increase the number of EL's learning and attaining English Proficiency** **Increase the number of English who reclassify as Fully English Proficient** **Decrease the number of Long Term English Learners (LTEL)**	Graduation Rate Course Access: A-G graduation requirements Student achievement- Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement -Share of ELs that become English proficient	school. OCS will provide extended learning opportunities including summer school. Provide the extended learning opportunities of summer school that target instructional support improving student achievement. OCS will improve school climate by focusing on teacher-student relationships and helping students gain perspective on their actions. OCS will institute Restorative Justice to increase student engagement, student achievement and reduce suspension. Restorative justice emphasizes a focus on problem solving by expressing feelings and needs and exploring how to address problems in the future. Dialogue and negotiation, with everyone involved in the communication and cooperation with each other. Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices and attention to relationships and achievement of a mutually desired outcome. OCS will continue to provide Supplemental Educational Services			$67,344.00		

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase graduation rates **Increase the rate of students eligible to apply to four year college /university.** **Increase the number of EL's learning and attaining English Profiency** **Increase proficient and above over CCSS/SBAC benchmark Math and Language**	Student Achievement High School Graduation rate Course Access (A-G graduation requirements) Student Achievement- Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement	**For low income pupils:** Increase learning outcomes of unduplicated students OCS will hire a Program Coordinator to serve as an instructional coach that assist teachers with increasing student success. OCS Program Coordinators will: *Facilitate teachers' understanding and implementation of the Common Core State Standards, creates detailed teaching coaching plans, which include focused goals and measures of success, to drive learning*	LEA/ school-Wide		Program Coordinator 110,000.00	Program Coordinator 110,000.00	Program Coordinator 110,000.00

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Arts.		*cycles* *Support teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, and observing).* *Consistently analyze teacher practice through ongoing classroom observations, data analysis, and examination of student work.* *Provide clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess the effectiveness of coaching.* *Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning.*					

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Foster collaboration, teacher leadership, and provide professional development meetings and trainings. *Oversee EL Program and staff.* Expanding professional development and extended school year (ESY), addition of two additional school days for students. Four additional work days for teachers. OCS will implement an extended school year (ESY). 4 instructional school days to address special population learning needs by increasing instructional minutes and teacher planning. OCS will implement after school tutoring in core content areas for Elementary Academy and Middle School Academy. Provide the extended learning opportunity			Extended School Year (two additional school days) $100,000.00 Afterschool Tutoring $45,000.00	Extended School Year (two additional school days) $100,000.00 Afterschool Tutoring $45,000.00	Extended School Year (two additional school days) $100,000.00 Afterschool Tutoring $45,000.00

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		of winter and spring intercession that target instructional support to increase student achievement OCS will pay for high school students Preliminary SAT (PSAT) exam to increase college readiness and performance OCS seeks to negate the opportunity gaps often experienced by low socio economic status youth by expanding enrichment activities that foster student engagement, school culture and student achievement. OCS seeks to provide 4th grade students with San Diego's Old historical and cultural enrichment program aligned to Common Core State Standards. OCS will establish 9th grade camp for incoming high school students. Students from all subgroups will gain enhance skill sets needed to thrive			Winter and Spring Intercession $35,000.00 PSAT $1000.00 Enrichment Camps $35,000.00	Winter and Spring Intercession $35,000.00 PSAT $1000.00 Enrichment Camps $35,000.00	Winter and Spring Intercession $35,000.00 PSAT $1000.00 Enrichment Camps $35,000.00

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		in high school. 9th grade camp will foster student connection, school engagement and positive school culture. First generation college-going students benefit from attending camps that increase their exposure to real world applications outside their community. OCS recognizes that attrition rates for first generation low-income college students are disproportionate to higher social economic status (SES) communities. OCS seeks to establish 12th Grade Camp. Allowing students an additional experience outside of their community may help to strengthen the independent living skills needed in college.					
Increase graduation rates **Increase the rate of students**	Student Achievement- Share of EI's that become English Proficient Student Achievement-	**For English learners:** OCS will establish additional professional development on	LEA/ school-wide		Professional Development (WestEd) $12,000.00	Professional Development (WestEd) $12,000.00	Professional Development (WestEd) $12,000.00

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
eligible to apply to four year college /university. **Increase the number of EL's learning and attaining English Profiency** **Increase proficient and above over CCSS/SBAC benchmark Math and Language Arts.**	Performance on Standardized Course Access (A-G graduation requirements) Increase Advanced Placement readiness and course enrollment in grades 9-12	English learner strategies to increase learning outcomes. OCS will seek WestEd to provide EL professional development Hiring additional EL aides that will assist students in grades 6 through twelve with small group instruction, monitoring benchmark achievement, and maintaining parental contact. Additional EL aides will assist with the following four key strategies to meet all annual measurable achievement objectives (AMAO): Full and consistent implementation and monitoring of standards-based ELD instruction at all grade levels. Increase classroom instructional time allotted toward ELD instruction. Provide additional intervention programs that support ELD instruction.			EL aides $91,000.00	EL aides $91,000.00	EL aides $91,000.00

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Continued professional development for teachers and administrators, focusing on all aspects of ELD success. Consistent implementation of targeted language arts interventions. The use of core and supplemental materials to ensure equal access to language arts standards and curriculum. Consistent implementation of targeted math interventions. The use of core and supplemental materials to ensure equal access to math standards and curriculum. Utilization of a data system to monitor benchmarks and EL and RFEP student success.					
Increase graduation rates	Student Achievement- Performance on Standardized	**For foster youth:** Every foster youth will receive case management and	LEA/school-wide		Social Advocates for Youth (SAY)	Social Advocates for Youth (SAY)	Social Advocates for Youth (SAY)

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the rate of students eligible to apply to four year college /university. **Increase proficient and above over CCSS/SBAC benchmark Math and Language Arts.**	Course Access (A-G graduation requirements) Student Achievement- High School Graduation Rate Course Access (A-G graduation requirements) Increase Advanced Placement readiness and course enrollment in grades 9-12	counseling from Family Support Services (FSS) student advocates. OCS will utilize policy and data infrastructure necessary to support and monitor the educational success of foster youth OCS school counselor will ensure every transferring foster youth will be enrolled in the appropriate classes and transferring foster youth will be awarded credit for all work completed partial credits OCS will allocate additional funds to ensure academic supports, remediation; transportation; and costs and fees for sports and extracurricular programs. Emphasis will be placed on ensuring foster youth participate in extended learning extended learning			San Diego $25,000 Additional funds $5,000.00	San Diego $25,000 Additional funds $5,000.00	San Diego $25,000 Additional funds $5,000.00

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		opportunities to include enrichment camps at the 4th, 9th and 12th grades.					
See English Learner	See Engish Learner	**For designated fluent English proficient pupils:** Action and Services are located in the English Learner section above and services provide a multi-tiered system of supports for English Learners and struggling readers, inclusive of designated fluent English proficient students (RFEPS).	LEA/school-wide		See Engish Learner	See Engish Learner	See Engish Learner
Increase graduation rates **Increase the rate of students eligible to apply to four year college /university.** **Increase proficient and above over CCSS/SBAC benchmark**	Student Achievement High School graduation rate Student Achievement Performance on Standardized Course Access (A-G graduation requirements) Increase Advanced Placement readiness and course enrollment in	**Services serving ALL unduplicated populations above** Education services serving all students, inclusive of unduplicated students OCS will increase the strength and reach of its current parent groups such as PTO, SSC, and ELAC. OCS will focus on creating and hosting a minimum of four	LEA/school-wide		Increase EL parent participation. $8000.00	Increase EL parent participation. $8000.00	Increase EL parent participation. $8000.00

Goal	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Math and Language Arts. **Decrease students missing 16 days or more each school year** **Decrease the number of suspensions**	grades 9-12	parent education classes/events per year centered on topics of family literacy, parent gradebook portal access, English Language Development, and helping children prepare for college.					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

OCS identified GAP funding increase in FY 14-15 is $466,097.00 After identifying $487,396.00 in FY 13-14 expenditures which support and serve our populations of unduplicated students, OCS's additional supplemental and concentration spending requirement is 10.08%. A detail of FY 13-14 & 14-15 expenditures for unduplicated students, and new investments, are provided as appendices to this document.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

This section will be populated once prior sections are finalized, base and supplemental/concentration expenditures are fully identified and coded in the current year budget, and investments for FY 14-15 are confirmed.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

O'Farrell Community Center for Advanced Academy - 6061964

4/11/1

Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant

		2013-14	2014-15	2015-16**	2016-17**
1.	LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*		2,349,062	2,350,236	2,404,356
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils				
	Prior Year EIA expenditures *2014-15 py exp (2013-14 exp minus 2012-13 EIA exp*	TITLE			
3.	Difference *(2) less (3)*		1,681,662	1,396,748	976,669
4.	Increase in Estimated Supplemental & Concentration Grant Funding *(3) * GAP funding rate*		456,057	474,194	211,644
	GAP funding rate		*28.01%*	*33.95%*	*21.67%*
5.	Estimated Supplemental and Concentration Grant Funding *(2 plus (4) unless (3)<0 then (1))*		953,493	1,427,687	1,639,331
6.	Base Funding *LCFF Phase-In Entitlement less (5)*		9,460,907	10,681,115	10,984,832
	LCFF Phase-In Entitlement		*10,414,400*	*12,108,802*	*12,624,163*
7/8.	Minimum Proportionality Percentage* *(5)/(6)*		10.08%	13.37%	14.92%

percentage by which services for unduplicated students must be increased over services provided for all students in the LCAP year. If line 3 is <0, then calculate the minimum proportionality percentage of Estimated Supplemental & Concentration Grant Funding, step 5

**Regulations only require an EIA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 953,493	$ 1,427,687	$ 1,639,331
Current year Minimum Proportionality Percentage (MPP)	10.08%	13.37%	14.92%

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 2

RECOMMENDATION: Award the renewal for the commercial insurance package to Johnson & Wood Insurance Services, Inc in the amount not to exceed $144,278.40.

BACKGROUND INFORMATION:

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

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

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

Part Three: *Workers' Compensation

Part Four: *Excess Medical/Accident Insurance

CURRENT INFORMATION:

Last year's package was $132,983.80. The overall effect is an increase of $11,294.60 from last year's cost. This increase is due to an addition of the 11th grade class.

We were able to get a rate that is less than last year's rate for workers' compensation

School Package - Hartford	$ 57,909.00
Workers Compensation - Hartford.	$ 86,537.00
Student Accident - QBE.	$ 3,832.40
Total Premium.	$ 144,278.40

The recommendation is based on Hartford's coverage and longtime practice of insuring schools. They provide excellent add on coverage, their Educators Legal Liability has full prior acts coverage and their liability coverage have broad definitions of what is covered. Their $10M umbrella goes over the Educators Legal Liability. This means it goes over the Directors & Officers and Employment Practices as well as the General Liability, Professional Liability, Employee Benefits Liability, Sexual Abuse Liability and Auto

Liability. This provides excellent protection to your board and for any employment related covered claims.

Hartford is our current workers' compensation carrier. By staying with them, it avoids having to provide your staff information on the change and having them sign a new form acknowledging the change to a new carrier as required by state law.

Lastly, by having both the school package and the workers' compensation with one carrier, it provides a level of clout in future years as far as the pricing. They will want to work hard to keep both policies.

ADDITIONAL INFORMATION:

We will only go out for bid, if there is a significant increase in the cost of this insurance package, as we are very happy with the services we receive from Johnson & Wood Insurance Services.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 3

RECOMMENDATION: Approve the 2014-2015 Board of Directors meeting calendar.

August 23rd or 30th, 2013 Board Retreat

September 8, 2014

October 6, 2014

December 8, 2014

January 12, 2015

February 9, 2015

March 9, 2015

April 13, 2015

May 11, 2015

June 8, 2014

* Board meetings could possibly be cancelled if no significant action needs to be taken.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 4

RECOMMENDATION: Adopt the proposed budget for 2014-2015.

BACKGROUND INFORMATION:

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

CURRENT INFORMATION:

The January Proposal was very favorable to K-12 budgets and state tax revenues as of the May revise are even stronger than expected. This will ensure that the optimistic news from the January proposal is likely to be passed with the State's Budget in the coming weeks. However, those that had hoped the additional revenue would increase K-12 funding even more than was promised, will be disappointed.

The Governor is determined to fix structural deficit problems with the state budget, instead the Governor wants to create "rainy day funds" and fix the mounting STRS crisis.

The STRS proposal is the "dark cloud" to the upcoming budget. The proposed fix will include increases to both Employer and Employee contributions. PERS is facing similar problems and rates had already begun to climb in recent years.

See the table for STRS proposals.

	Current	2014-15	2015-16	2016-17	2017-18	2018-19
Employer Contribution Rate	8.25%	9.5%	11/1%	12.7%	14.3%	15.9%

ADDITONAL INFORMATION:

See the Projection Worksheet, Non-Salary Worksheet and Assumptions.

THE O'FARRELL CHARTER SCHOOL			Prelim Budget	14/15
O'Farrell	1,432	Enrollment	LCFF	
REVENUE LIMIT FUNDING	1,386	ADA		
Charter General Purpose Revenue		10,268,546		
LCFF per V15 (see tab)	7407	10,268,546	10,268,546	-
SPED				
SPED 602	510/127	692,135		
SPED IDEA		166,360		
MHL1 and 2		52,727		
		911,221		
LOTTERY				
Lottery Unrestricted	$ 125.00	138,396		
Lottery Restricted	$ 15.00	16,608		
Subtotal		155,004		
FEDERAL FUNDS				
Title I		409,937	same as YR 13/14	
Title II		69,058		
Title III		19,411		
Subtotal		498,406		
OTHER GRANTS				
ASES and ASSET		277,000		
Subtotal		277,000		
Total Revenue		12,110,177		
EXPENDITURES				
Certificated/1000				
Teacher Classroom	69.00	3,909,462	INCL 3.0% plus 1% @ 188 days	
Monthly Sub-total	77.00	4,586,034		
Day to Day Visiting Tchr		93,150		
Suppl Hrly Teacher & Stipends		175,000		
Hourly Sub-total		273,513		
Total Certificated	77.00	4,859,547		
Classified/2000				
Clerical Staff	9.00	419,295	incl PT supervisor	
Paraeducators	3.00	69,220		
Campus Security	2.00	49,784		
Custodial	1.00	37,490		
Monthly Sub-total	15.00	575,789	incl 3.0% increase plus 1%	
Clsrm Asst Hourly - PE/ELL/Copy/SPED	HRLY	407,698	added in 3 addt elem aids, 2 addl SPED aides	
Custodial	HRLY	52,164		
Extended Day	HRLY	175,000		
Clerical Hourly/Summer School	HRLY	13,190		
Hourly Sub-total		648,052		
Total Classified	15.00	1,223,841		
BENEFITS EE, H&W/3000				
Health and Welfare Insurance		847,522	includes 92 FTE	
Cetificated Contributions	11.80%	573,427		
Classified Contributions	22%	269,245		
Total Benefits		1,690,194		
NON SALARY ACCOUNTS				
Books and Supplies/4000		1,354,500		
Contracts and Services/5000		1,817,537		
Program Improvement/Set Aside		139,438		
Sub-total		3,311,475		
BUY BACK/OVERSIGHT	1,432	pupils		
Oversight	1%	102,685		
Internal Special Ed Encroachment	250pp	346,583		
Mail Service	$ 5.00	7,160		
Sub-total		456,428		
Facilities	2%	205,371		
Sub-total		205,371		
Reserve for Uncertainties	3%	363,305		
Total Expenses		12,110,161		
Net Income (deficit)		17		
Projected Ending Fund Balance 7/01/2014		5,625,000.00		
Projected Ending Fund Balance 7/01/2015		5,625,016.71		

Operations	
Advertising	28,500.00
Arts and Music	5,000.00
Custodial	15,000.00
Educational Families (5)	2,500.00
Superintendent Discretionary	100,000.00
General Instructional	65,000.00
Health Office Supplies	2,500.00
LA/Math/Sci/SS Departments	4,000.00
Library/Media Center	**50,000.00**
Maintenance Requests	15,000.00
Office Supplies	10,000.00
Physical Education/Computers	1,500.00
Postage	10,000.00
Special Ed	15,000.00
Student att/academic incentives	7,500.00
Student Binders	8,500.00
Student Promotional Service	1,000.00
Student Transportation/bus pass	25,000.00
Studnt Scholarship Uniforms	6,000.00
Technology	500,000.00
Technology supplies (toner, ink)	24,000.00
Testing Services	6,000.00
Testing Snacks	2,500.00
Consumable Workbooks	150,000.00
Textbooks	300,000.00
	1,354,500.00
Contract Services	
audit	15,000.00
Back Office Services (includes 10K for p/r)	108,000.00
Ednet Website Maintenance	4,500.00
Equipment maint copier/phone/etc	30,000.00
Extended Day K-12 Subsidy	175,000.00
Field Trip 6th grade	38,000.00
FSS	92,000.00
FSS ADDL	25,000.00
Furniture and Fixtures	10,000.00
High School Expansion	250,000.00
Insurance Property and Casualty	54,000.00
Landscape Services	20,000.00
LCAP Improvements (bus, electives, etc)	250,000.00
Membership CCSA and CSDC	18,700.00
Professional Services/Legal/Facilities Planning	100,000.00
San Diego Facility Maintenance	180,000.00
SELPA/JPA	27,336.63
Speech Services	150,000.00
Technology Repair	75,000.00
Telephone	20,000.00
Utilities	175,000.00
	1,817,536.63
Program Improvement Set-Aside	
Title II	8,258.00
Staff Development	40,994.00
Supplemental Educational Services	81,988.00
Parent Involvement	4,099.00
Homeless Students	4,099.00
Total Placeholders	**139,438.00**
TOTAL NON SALARY	**3,311,474.63**

O'Farrell Community Center for Advanced Academy - 60619						4/25/18
LOCAL CONTROL FUNDING FORMULA						
	2012-13	2013-14	2014-15	2015-16	2016-17	
Excess Property Taxes	$ -	$ (0)	$ 0	$ 0	$ (0)	
Minimum State Aid	$ -	$ -	$ -	$ -	$ -	
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	
LCFF Target grant	$ -	$ -	$ -	$ -	$ -	
GAP funding - current year	$ -	$ 388,412	$ 987,871	$ 1,054,921	$ 515,362	
py LCFF gap funding * cy ADA	$ -	$ -	$ 431,365	$ 1,508,064	$ 2,562,985	
2012-13 Categoricals as adjusted	$ 1,107,661	$ 1,318,476	$ 1,442,469	$ 1,520,407	$ 1,520,407	
2012-13 Base entitlement	$ 5,522,010	#REF!	#REF!	#REF!	#REF!	
Total General Purpose Funding	$ 6,629,671	#REF!	#REF!	#REF!	#REF!	
Calculator tab: Recap total LCFF	$ 6,629,671	$ 8,507,536	$ 10,414,400	$ 12,108,802	$ 12,624,163	
Proof	TRUE	#REF!	#REF!	#REF!	#REF!	
P2 ADA	1,027.97	1,266.00	1,406.00	1,494.00	1,494.00	

LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

LCFF Entitlement per ADA

	2012-13	2013-14	2014-15	2015-16	2016-17
ADA	1,027.97	1,266.00	1,406.00	1,494.00	1,494.00
Estimated LCFF Sources per ADA	$ 6,449.28	$ 6,720.01	$ 7,407.11	$ 8,104.95	$ 8,449.91
Net Change per ADA		$ 270.73	$ 687.10	$ 697.84	$ 344.95
Net Percent Change		4.20%	10.22%	9.42%	4.26%
Estimated LCFF Entitlement per ADA	$ 6,449.28	$ 6,720.01	$ 7,407.11	$ 8,104.95	$ 8,449.91
Net Change per ADA		$ 270.73	$ 687.10	$ 697.84	$ 344.95
Net Percent Change		4.20%	10.22%	9.42%	4.26%

Components of LCFF Target Entitlement

Base Grant	$ 9,304,287
K-3 Grade Span Adjustment	$ 169,182
9-12 Grade Span Adjustment	$ 47,961
Supplemental Grant	$ 1,561,775
Concentration Grant	$ 333,136
Add-ons (TIIBG & Transportation)	$ -
Total	$ 11,416,341

Summary of Funding					
	2013-14	2014-15	2015-16	2016-17	
Target	$ 11,416,341	$ 12,948,350	$ 14,161,160	$ 14,487,028	
Floor	8,119,124	9,426,529	11,053,880	12,108,801	
CY Gap Funding	388,412	987,871	1,054,921	515,362	
ERT	-	-	-	-	
Minimum State Aid	-	-	-	-	
Total Phase-in Entitlement	$ 8,507,536	$ 10,414,400	$ 12,108,802	$ 12,624,163	

Components of LCFF By Object Code					
	2012-13	2013-14	2014-15	2015-16	2016-17
8011 - State Aid	$ 392,084	$ 3,340,045	$ 5,112,144	$ 6,721,836	$ 7,237,197
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	1,107,661	-	-	-	-
8012 - EPA	1,181,103	1,218,668	1,353,433	1,438,143	1,438,143
Local Revenue Sources:					
8021 to 8048 - Property Taxes net of in-lieu	-	-	-	-	-
8096 - Charter's In-Lieu Taxes	3,948,823	3,948,823	3,948,823	3,948,823	3,948,823
TOTAL FUNDING	$ 6,629,671	$ 8,507,536	$ 10,414,400	$ 12,108,802	$ 12,624,163
Excess Taxes	$ -	$ (0)	$ 0	$ 0	$ (0)
EPA in excess to LCFF Funding	$ -	$ 0	$ (0)	$ (0)	$ 0

LCFF Entitlement	$ 6,629,671	$ 8,507,536	$ 10,414,400	$ 12,108,802	$ 12,624,163
Excess Taxes	-	(0)	0	0	(0)
Minimum EPA	-	0	-	-	0
Proof Total all Sources	$ 6,629,671	$ 8,507,536	$ 10,414,400	$ 12,108,802	$ 12,624,163
	TRUE	TRUE	TRUE	TRUE	TRUE

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 5

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

BACKGROUND INFORMATION:

The regular term of each Director shall be two years.

CURRENT INFORMATION:

Linda Logan has served on the Board since June 2008. This shall be her fourth term.

Board Member Approval Date: June 2008
Term 1: June 2008-2010
Term 2: June 2010-2012
Term 3: June 2012-2014

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 6

RECOMMENDATION: Approve the contract agreement with the San Diego County Office of Education for participation and services in the Outdoor Education Program for 2014-2015 in the amount of $39,780 with a guarantee of 111 students and scheduled 130 students participating at $306 each.

BACKGROUND INFORMATION:

It has been a tradition in San Diego for sixth grade students to attend an outdoor educational program. Students who attend sixth grade camp learn California State Standards through 'hands-on' activities. They learn to appreciate nature and what actions they can take to protect the environment.

Last year's rate was $43,500 with a guarantee of 128 students and scheduled 150 students participating at $290 each.

CURRENT INFORMATION

The dates the students will be attending Camp Cuyamaca are June 8-12, 2015. It will cost $306 per student. The cost of camp includes transportation, meals, supervised cabins, and educational programs.

The O'Farrell Charter School will seek financial support through outside sources. O'Farrell staff is committed to organizing fundraisers and seeking community contributions.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 7

RECOMMENDATION: Approve the 2014-2015 Consolidated Application Part One.

BACKGROUND INFORMATION:

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

CURRENT INFORMATION:

Title I, Part A Basic Grant- NCLB/ESEA- $409,937
Required Set-Asides because of Program Improvement Status
Professional Development (10% of total allocation): $40,994

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

Supplemental Educational Services (20%): $81,988
Homeless (1%; administered by FSS for transportation, clothing and school supplies): $4,099
Parent Involvement (1%; for parent meetings and communication): $4,099

Total of set aside expenditures: $131,180

***Title I, Part A Discretionary Spending in support of single plan for student achievement*: $278,757**
- Salaries for up to four and a half language arts or mathematics teachers to reduce class sizes in those content areas.

Title II, Part A, Teacher Quality - $69,058
Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and NCLB credentialing requirements.
1. Salary and training for Family Leaders to provide instructional leadership..
2. Training and stipend for one instructional coach from the teaching staff.

Title III, Part A, Limited English Proficient (LEP) - $19,411
Funds are used to hire teaching assistants (TAs) for English learners. The total cost of one TA per grade level is $45,000. Money from the general fund has been set aside to help pay for three TAs.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 8

RECOMMENDATION: Adopt Resolution to Determine the Use of Education Protection Account (EPA) Spending Requirements.

BACKGROUND INFORMATION:

On May 13, 2013, our Board of Directors adopted the first Resolution to Determine the Use of Education Protection Spending Requirements.

OCS has this on the website showing an accounting of the EPA funds received and how those funds were spent.

CURRENT INFORMATION:

OCS will bring this resolution to the Board annually, to show the estimate of total revenues, less refunds that will be derived from the incremental increase in tax rates that will be available for transfer into the EPA during the next fiscal year.

Board of Directors
The O'Farrell Charter Schools
San Diego, California

In the Matter of Support)
In Providing an Education)
Protection Account)

RESOLUTION TO DETERMINE THE USE OF EDUCATION PROTECTION ACCOUNT (EPA) SPENDING REQUIREMENTS

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Principal/Superintendent shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Board of Directors;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Board of Directors of The O'Farrell Charter School has determined to spend the monies received from the Education Protection Act as attached.

Jonathan Dean, Principal/Superintendent	Date
Delano Jones, Board Secretary	Date

Board Approval Date: June 9, 2014

The O'Farrell Charter School

Expenditures through: June 30, 2014

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	9791-9795	9791-9795	0.00
Revenue Limit Sources	8012	8010-8099	1,218,668.00
TOTAL AVAILABLE			1,218,668.00
EXPENDITURES AND OTHER FINANCING USES			
(Objects 1000-7999)	**SACS Object**	**SACS Function**	
Certificated Salaries	1000-1999	1000-1999	1,218,668.00
Classified Salaries	2000-2999	1000-1999	0.00
Benefits	3000-3999	1000-1999	
TOTAL			1,218,668.00
Instruction-Related Services			
Instructional Library, Media, and Technology	1200, 2200, 2900	2420	0.00
Other Instructional Resources (Including Parent Participation)	2900	2490-2495	0.00
Pupil Services			
Guidance and Counseling Services	1200	3110	0.00
Psychological Services	1200	3120	0.00
Attendance and Social Work Services	2900	3130	0.00
Health Services	1200, 2200	3140	0.00
Speech Pathology and Audiology Services	1100	3150	0.00
Pupil Testing Services	1100, 1900, 2100	3160	0.00
Pupil Transportation	2200	3600	0.00
Food Services	2200, 2900	3700	0.00
Other Pupil Services		3900	0.00
Ancillary Services		4000-4999	0.00
Community Services		5000-5999	0.00
Plant Services	2200	8000-8999	0.00
Other Outgo		9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			1,218,668.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 9

RECOMMENDATION: Amend the additions/changes/updates made in the 2014-2015 Staff Handbook.

BACKGROUND INFORMATION:

Every year the employees of The O'Farrell Charter School receive a staff handbook. The Board of Directors has oversight of the contents in the staff handbook. The handbook has multiple purposes:

- Defines the policies and procedures of The O'Farrell Charter School.
- Meets legal requirements for notification of staff (i.e. personnel, child abuse reporting or emergency procedures).

CURRENT INFORMATION:

Current additions/changes/updates include:

1. The Certificated Salary Schedule
2. The Assistant Principal Salary Schedule.
3. The Classified/Paraeducators Salary Schedule.
4. The Psychologist Salary Schedule.
5. Change under DISPUTE RESOLUTION page 59
   If the complaint is directed towards the principal/superintendent, the staff member is to follow Step 1. If there is no resolution at Step 1, the staff member is to contact the O'Farrell board chair.
6. High School Academy Attendance Policy

ADDITIONAL INFORMATION:

The O'Farrell Staff Handbook can be found on our website at: **ofarrellschool.org** under the Staff tab.

The O'Farrell Charter School Assistant Principal Salary Schedule (Step increases will be effective every July 1, 2014) 200 days (11 month)					
	Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Assistant Principal	$85,000 $7,727.28	$86,500 $7,863.64	$87,000 $7,909.10	$88,500 $8,045.46	$89,000 $8,090.91

Effective July 1, 2014

3% COLA plus 1% off schedule

ANNUAL CERTIFICATED SALARY RATES

TRADITIONAL 188-DAY CONTRACT YEAR

COLUMN	11	12	13	14
STEP	BA or MA	BA+60 or BA+54 w/MA	BA+72 or w/MA	BA+90 w/MA
1	$43,932.02	$46,459.81	$48,986.01	$51,513.82
2	$45,487.80	$48,014.01	$50,541.78	$53,067.99
3	$47,103.86	$49,631.69	$52,157.88	$54,685.68
4	$48,786.51	$51,314.81	$53,842.62	$56,368.79
5	$50,536.80	$53,061.47	$55,590.79	$58,118.64
6	$52,357.02	$54,883.21	$57,411.05	$59,938.87
7	$54,250.86	$56,777.02	$59,304.86	$61,831.02
8	$56,218.22	$58,744.37	$61,272.19	$63,798.33
9	$58,262.59	$60,790.45	$63,316.57	$65,844.42
10	$60,388.86	$62,916.67	$65,442.86	$67,970.69
11	$62,600.54	$65,128.32	$67,656.17	$70,182.32
12	$64,902.50	$67,430.36	$69,956.50	$72,484.35
13	$64,902.50	$69,824.38	$72,352.20	$74,878.37
14	$64,902.50	$69,824.38	$74,839.97	$77,367.77
15	$64,902.50	$69,824.38	$74,839.97	$79,955.82
16	$67,017.23	$71,939.09	$76,954.66	$82,070.53
17	$69,616.92	$74,538.78	$79,554.36	$84,670.23
25	$69,616.92	$74,538.78	$79,554.36	$87,822.03

The O'Farrell Charter School
SCHOOL PSYCHOLOGISTS
ANNUAL SALARY RATES
188 days

Effective July 1, 2014
188 days
with 3% increase

STEP	COLUMN 11	COLUMN 12	COLUMN 13	COLUMN 14
	BA+36 or MA	BA + 60or BA +54 with MA	BA+72 with MA	BA+90 with MA
1	$66,680.65	$69,471.82	$72,261.22	$75,052.42
2	$69,122.75	$71,913.92	$74,705.12	$77,494.47
3	$71,664.55	$74,455.78	$77,245.12	$80,036.34
4	$71,664.55	$77,099.24	$79,890.41	$82,679.81
5	$71,664.55	$77,099.24	$82,637.40	$85,428.55
6	$71,664.55	$77,099.24	$82,637.40	$88,286.26
7	$71,664.55	$77,099.24	$82,637.40	$88,286.26
8	$71,664.55	$77,099.24	$82,637.40	$88,286.26
9	$71,664.55	$77,099.24	$82,637.40	$88,286.26
10	$73,999.62	$79,434.28	$84,972.40	$90,621.30
11	$73,999.62	$79,434.28	$84,972.40	$90,621.30
12	$73,999.62	$79,434.28	$84,972.40	$90,621.30
13	$73,999.62	$79,434.28	$84,972.40	$90,621.30
14	$76,788.14	$82,222.80	$87,760.95	$93,409.84

monthly traditional (10 months)

	COLUMN 11	COLUMN 12	COLUMN 13	COLUMN 14
	BA+36 or MA	BA + 60or BA +54 with MA	BA+72 with MA	BA+90 with MA
1	$6,668.07	$6,947.18	$7,226.12	$7,505.24
2	$6,912.28	$7,191.39	$7,470.51	$7,749.45
3	$7,166.46	$7,445.58	$7,724.51	$8,003.63
4	$7,166.46	$7,709.92	$7,989.04	$8,267.98
5	$7,166.46	$7,709.92	$8,263.74	$8,542.86
6	$7,166.46	$7,709.92	$8,263.74	$8,828.63
7	$7,166.46	$7,709.92	$8,263.74	$8,828.63
8	$7,166.46	$7,709.92	$8,263.74	$8,828.63
9	$7,166.46	$7,709.92	$8,263.74	$8,828.63
10	$7,399.96	$7,943.43	$8,497.24	$9,062.13
11	$7,399.96	$7,943.43	$8,497.24	$9,062.13
12	$7,399.96	$7,943.43	$8,497.24	$9,062.13
13	$7,399.96	$7,943.43	$8,497.24	$9,062.13
14	$7,678.81	$8,222.28	$8,776.09	$9,340.98

The O'Farrell Charter School Classified Salary Schedule

2014-2015

(Step increases will be effective every July 1)

Includes 3% COLA increase

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Classified Salary						
Administrative Assistant II 11-month	5,009.25 55,101.76	5,258.97 57,848.71	5,521.72 60,738.88	5,797.37 63,771.02	6,087.67 66,964.38	6,283.00 69,113.00
Budget Technician & Buyer 12-month (eff. 010114)	3,833.32 45,999.84	4,025.80 48,309.55	4,226.89 50,722.72	4,438.12 53,257.39	4,659.62 55,915.40	4,772.92 57,275.00
School Clerk I 11-month	2,529.75 27,827.25	2,656.27 29,218.97	2,789.24 30,681.64	2,928.66 32,215.26	3,074.62 33,820.82	3,203.30 35,236.30
School Clerk II 11-month	2,789.24 30,681.64	2,928.66 32,215.26	3,074.62 33,820.82	3,228.70 35,515.70	3,390.83 37,299.13	3,708.00 40,788.00
School General Secretary I 11-month	2,963.98 32,603.77	3,106.74 34,174.11	3,362.61 36,988.71	3,519.89 38,718.80	3,859.03 42,449.32	4,248.75 46,736.25
School Library Technician II 11-month	2,928.66 32,215.27	3,074.62 33,820.84	3,228.70 35,515.70	3,390.83 37,299.15	3,559.49 39,154.44	3,764.65 41,411.15
Student Service Technician 12-month	2,742.80 32,913.57	2,879.94 34,559.30	3,023.46 36,281.54	3,280.05 39,360.54	3,611.45 43,337.37	3,803.58 45,643.01
Student Info System Site Tech. II 12-month	2,928.66 35,143.93	3,074.62 36,895.47	3,228.70 38,744.40	3,390.83 40,689.99	3,559.49 42,713.94	3,764.65 45,175.80
Computer Support Technician 12-month	3,074.62 36,895.47 -	3,228.70 38,744.40 -	3,390.83 40,689.99 -	3,559.49 42,713.94 -	3,737.91 44,854.93 -	4,068.50 48,822.00 -
Head Custodian	2,659.90 -	2,793.03 -	2,932.68 -	3,078.85 -	3,233.11 -	3,337.20 -
Custodian 12-month	2,533.23 30,398.80 -	2,659.90 31,918.83 -	2,793.03 33,516.36 -	2,932.68 35,192.13 -	3,079.31 36,951.70 -	3,275.40 39,304.80 -
EL Classroom Aides	1,936.64 19,366.37	2,033.12 20,331.17	2,134.78 21,347.78	2,241.60 22,415.99	2,353.59 23,535.91	2,412.18 24,121.78
Campus Security	14.07 -	14.77 -	15.51 -	2,303.51 23,035.13	17.10 24,897.60	2,603.44 26,034.38
Classified Hourly						
Primetime Program Leaders	14.67	15.40	16.17	16.97	17.83	19.18
Groundskeeper	14.42	15.05	15.80	16.58	17.42	18.24
Custodian 12-month	13.99	14.77	15.51	16.29	16.58	17.53
School Clerk I	14.42	15.03	15.78	16.56	17.39	18.21
Paraeducator						
EL Classroom Aides, Classroom P.E. Aides 10-month	11.58	12.15	12.76	13.40	14.07	14.42
Special Education Assistants & Behavior Assistants 10-month	12.36	12.98	13.60	14.21	14.83	15.45
Warehouse Technician 10-month	12.36	12.98	13.60	14.21	14.83	15.45
Confidential						
Executive Assistant 11-month	6,018.25 66,200.74	6,317.88 69,496.63	6,634.30 72,977.32	6,966.02 76,626.26	7,314.57 80,460.22	7,679.87 84,478.52

DISPUTE RESOLUTION

This dispute resolution policy outlines the steps to be used by individuals to internally resolve work-related concerns. A series of steps will be taken to resolve the issue. The intent of this policy is to resolve the problem as quickly and simply as possible.

Step 1: Contact the teacher or staff member involved. Discuss on the phone or have a face-to-face conference at a time that is mutually agreeable. Such meetings should not interfere with the teacher's/staff member's working time.

Step 2: If the problem is not resolved at Step 1, contact the Family Leader or supervisor of the teacher or staff member. The Family Leader or supervisor will assist the individual making the complaint to complete the complaint form (Appendix B) (available in the main office). The supervisor may meet with the employee privately or conduct a joint meeting with the person making the complaint.

Step 3: If the problem is not resolved at Step 2, contact the Principal/Superintendent. The Principal/Superintendent will not get involved in the issue until Steps 1 and 2 have been attempted. The individual will submit the complaint form as mentioned in Step 2, indicating in writing why that step was not satisfactory.

The complaint form needs to include a specific recommendation to resolve each issue that would be acceptable to the individual filing the complaint. The Principal/Superintendent will investigate the complaint and respond to the written complaint following completion of the investigation. The response will indicate the Principal/Superintendent's acceptance, rejection or modification to the proposed resolutions to the issues. The person making the complaint will have five (5) school days to respond to the Principal/Superintendent's decisions. If there is agreement, the Principal/Superintendent will move forward to resolve the issues.

If the complaint is directed towards the principal/superintend, the staff member is to complete Step 1. If there is no resolution at Step 1 the staff member is to contact the O'Farrell board chair.

Confidentiality

Out of respect for individuals' privacy rights, and to avoid causing disruption/division in the workplace, all OCS staff members are encouraged to keep matters related to complaints filed under this policy confidential.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Principal/Superintendent or Board President.

The O'Farrell Charter High School Academy Attendance Policy

The O'Farrell Charter School attendance policy is based on the premise that improving attendance and time engaged in academic activities will improve learning and student achievement.

The goals of the Attendance Policy are:

- To decrease absence and tardy rates.
- To improve learning and classroom achievement.
- To improve the ability of students to successfully access post-secondary opportunities.

Attendance Recovery
Students with 2 or more unexcused absences are required to attend OCS Attendance Recovery. The table below details the OCS Progressive Attendance policy

Days	Action	Persons responsible
2	Assigned after school Attendance Recovery	Homebase Teacher/ Parent contact
4	Assigned Saturday School	Homebase Teacher Parent contact
6	Student Attendance Review Team (SART)	School Counselor/ Parent meeting
10	Referral to Student Attendance Review Board	School Counselor/ SARB Office/Juvenile Court

Loss of Academic Credit
Students may not accumulate more than fifteen (15) absences per class, per semester. Student's who accumulate more than fifteen (15) absences will receive an "F" or no credit (NC) for the class. Independent Study Contracts or Long-term health problems are the exceptions.

Student Attendance Review Board (SARB)
OCS monitors student attendance throughout the entire school year. If an attendance problem arises and cannot be resolved by school staff, the school may refer the student and family to the School Attendance Review Board (SARB). If the SARB cannot resolve the attendance problem, it has the authority to refer cases to Juvenile Court.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 10

RECOMMENDATION: Adopt a Board Policy #5007 - Operation of Schools During Hot Weather.

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:

Due to the past extreme weather conditions we have experienced at O'Farrell, we thought we needed to create policy on it.

ADDITIONAL DATA:

See attached recommended Board Policy #5007 – Operation of School During Hot Weather

The O'Farrell Charter School

BOARD POLICY

Operation of Schools During Hot Weather
#5007

A. PURPOSE AND SCOPE

1. To outline administrative procedures governing operation of schools during periods of extremely hot weather. These plans shall include necessary relocation of classes or students, curtailment or limitation of physical activities, and other appropriate modifications contained within this directive.

B. REPORTS AND RECORDS

1. The present inability of the district to transport all students home following a minimum day schedule prohibits any reasonable early dismissal plan. Use of minimum days is limited. State guidelines mandate increased time in the instructional day and in the number of attendance days per year. A prolonged period of minimum days because of weather would necessitate make-up days. Therefore, schools need to develop hot weather plans for continued operation of schools during periods of extremely hot weather. Site administrator shall determine when the hot weather plan should be followed.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the principal/superintendent.

2. **Hot weather guidelines.** The following guidelines should be considered when developing a hot weather plan:

   a. **Teachers should make appropriate modifications** of the instructional program. Elementary teachers may wish to rearrange the daily schedule so that basic skills subjects are taught at the optimal time.

   b. **Limit physical education** to less strenuous activities and/or reschedule to a more appropriate time.

   c. **Restrict noon and recess** physical activities to quiet games that require a minimum of physical exertion.

   d. **Permit students** to eat lunch in shaded areas.

   e. **Cooler areas of school buildings** and grounds should be used when available (e.g., shaded lawn areas and rooms having good cross-ventilation).

   f. **Schedule large-group activities** in the auditorium or a multi-purpose facility. It might be appropriate to show an educational film in these areas.

g. **Curtail** educational field trips that would take students into hot climates (at the site administrator's discretion).

h. **Athletes** engaging in competitive sports must have their activities closely observed. Other strenuous student activities--such as drill team, marching band, cheerleading, and the like—must be closely observed by teachers, coaches, and other certificated personnel assigned to supervise such activities.

i. **On air-conditioned sites**, centrally controlled air-conditioning systems will automatically be turned on when classroom temperatures reach 78 degrees Fahrenheit. Independently operated or stand-alone air-conditioning equipment should not be turned on until the room reaches 78 degrees Fahrenheit. Students in non-air conditioned portable facilities should be merged with other classes in air-conditioned buildings. Use the media center, cafeteria, library, auditorium, and all large-group spaces where air conditioning exists. Exercise caution to avoid overcrowded spaces or blocked doorways, fire exits, halls, and corridors.

j. **Provide electrical fans** to bungalows or the hottest rooms. Electrical fans should be placed to bring in fresh air and exhaust stale air rather than just blowing it around the room. Fans should be placed in or next to an open window at one end of the room to bring in air, and a window or door (not one that opens into a hall) at the opposite end of the room should be opened to exhaust air. Fans should be turned on as early as possible. Precautions should be taken to ensure that when fans, coolers, or other devices are used they meet safety standards and that cooling strategies do not place an overload on existing electrical systems.

k. **Restrict heat generating appliances** such as overhead lights, projectors and computers to avoid heat build up.

l. **Darken rooms** to keep out direct sunlight.

m. **Turn on sprinklers** nearest classrooms for short periods of time.

n. **Provide adequate supplies of water**. Site administrators should assess weather conditions during inclement weather and make determinations regarding site specific needs. Personal water containers are recommended for use when heat is excessive as a means to prevent dehydration. Containers of water could be taken to classrooms not having drinking fountains. Children spraying themselves with cool water from a pump-spray bottle is acceptable. The container must not have been used for cleaning or chemical materials and should be labeled —water only.‖

- For health reasons, water containers should not be shared.
- For safety reasons, students should not run with straws or containers in their mouths.
- For safety reasons, certain containers may not be used while riding District buses. No glass containers. Lids must be tightly closed.
- Students should not bring containers to physical education activity areas unless given permission by the physical education teacher.

o. **Nurses should contact parents/guardians** of students with serious health problems and counsel them if attendance at school is considered hazardous.

p. **Contact the Extended Day Learning Programs Office,** the Physical Education, Health and Interscholastic Athletics Office, and the Office of Instructional Support, regarding before/afterschool programs, summer school, intersession programs, interscholastic athletic contests and practice.

q. **If emergencies occur** or additional assistance is needed, the site administrator should be contacted and/or 911 called.

D. HEAT STRESS IS THE OVERALL EFFECT OF EXCESSIVE HEAT ON THE HUMAN BODY

1. Prolonged exposure to high air temperatures or to high humidity at even more moderate temperatures may cause the body temperatures of people of all ages to rise and produce one or more of the signs of heat stress affecting the ability to learn, work, or even play.
2. Those at highest risk are the very young, the elderly, people with acute or chronic health problems, and people using certain medication or taking illicit drugs. For various reasons, not all people tolerate heat to the same extent.

3. To counteract heat stress, all District personnel must pay attention to these contribution factors:

- Air temperature
- Humidity
- Air circulation
- Radiant heat
- Air pollution
- Classroom temperature
- Classroom location
- Medical problems and use of medications
- Fluid intake
- Appropriate clothing
- Physical conditioning
- Acclimation to heat
- Intensity, type and duration of exercise

COMMON SENSE AND GOOD JUDGMENT MUST ALWAYS BE APPLIED BY STAFF WHEN ANALYZING SITE CONDITIONS.

E. WEATHER CONDITIONS FOR MODIFYING ACTIVITIES OR SCHOOL DAY

1. Authorities in the fields of medicine, environmental and occupational hazards, and safety have thoroughly studied heat stress and have issued guidelines pertaining to modifying physical activity and school or work schedules. It is recommended that temperature and humidity forecast be obtained from the National Weather Service Forecast Office, San Diego at (858) 675-8700. Local news reports on radio and television also carry this information.

2. The following chart provides guidelines for consideration in modifying instructional

programs, physical activity, and school schedules;

Category *	Temp. (F°)	Possible Heat Stress Effects	SUGGESTED ACTION Humidity less than 50%	Humidity 50% or greater
Normal	82° or less	•Good learning conditions. No effect.	•Regular school day.	•Regular school day.
Alert	82°-92°	•Learning may decrease with long exposure. •Fatigue may increase after 4-6 hours.	•Regular school day. •If near 50% humidity, limit intensity of or modify physical activity and monitoring.	•Regular school day. •Limit duration & intensity of or modify physical activity & monitor closely.
Caution	92° - 95°**	•Early heat stress and cramps possible. •Heat exhaustion or heat stroke possible with long exposure.	•Regular school day. •Limit duration & intensity of or modify physical activity & monitor-closely.	•Regular school day •Limit duration & intensity of & modify physical activity & monitor closely.
Extreme Caution	95° or above**	•Heat stroke or heat exhaustion possible.	•Consider schedule change. •Prohibit or limit duration & intensity of, modify physical activity, & monitor closely.	•Consider schedule change. •Prohibit physical activity.

* Air pollution alerts MUST be obeyed in all categories.

**If air circulation (or wind velocity) is 10 mph or greater, the effects of temperature may be less severe.

PLEASE NOTE:

STUDENTS WITH CERTAIN HEALTH PROBLEMS MAY REQUIRE MORE ATTENTION. IF STUDENTS COMPLAIN ABOUT THE HEAT, ALLOW THEM TO REST AND CONTACT THE SCHOOL NURSE, MENTAL HEALTH TECHNICIAN OR SITE ADMINISTRATOR WHO MAY WANT TO HAVE THEIR HEALTH STATUS CLARIFIED BY A PARENT/GUARDIAN OR THE STUDENT'S PHYSICIAN.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 9, 2014
Action Item 11

RECOMMENDATION: Adopt the textbooks for English Language Arts and Literacy in the amount not to exceed $22,793.94

BACKGROUND INFORMATION:

Key Shifts in English Language Arts
The Common Core State Standards (CCSS) for English Language Arts and Literacy build on existing standards and reflects the skills and knowledge students will need to succeed in college, career and life.

The following are the key shifts:

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational.
3. Building knowledge through content-rich nonfiction

The current Glencoe Adoption for English does not help fulfill these requirements of the new CCSS standards.

CURRENT INFORMATION:

College Board, the company that develops and administers K-12 and post-secondary standardized tests, has published Spring Board, a college and career readiness program that integrates rigorous instruction and performance-based assessment. The Middle School English Department proposes its' adoption due to Springboard's emphasis on:

- Relevant and complex texts
- Argumentative and informational writing
- Rhetorical devices
- Textual evidence to support claims
- Non fiction text
- 4 units per year, each focusing on essential questions
- Writing assessment component

The O'Farrell Charter School
ELA Adoption
2014 - 2015

Subject	*Teacher Edition*	*Student Textbooks*	*Total Textbooks*	*Total*
SpringBoard ELA 6th Grade SE	0	270	270	$4,819.50
SpringBoard ELA 6th Grade TE	3	0	3	$276.00
SpringBoard ELA 7th Grade SE	0	270	270	$4,819.50
SpringBoard ELA 7th Grade TE	3	0	3	$276.00
SpringBoard ELA 8th Grade SE	0	270	270	$4,819.50
SpringBoard ELA 8th Grade TE	3	0	3	$276.00
SpringBoard ELA 9th Grade SE	0	3	3	$54.75
SpringBoard ELA 10th Grade SE	0	1	1	$18.25
SpringBoard ELA 11th Grade SE	0	1	1	$18.75
SpringBoard ELA 12th Grade SE	0	1	1	$18.75
PermaBound Novel Sets				$4,168.80
			Subtotal	$19,565.80
			Shipping	$1,539.70
			Tax	$1,688.44
			Total	***$22,793.94***