O'Farrell Community School
Board of Directors Meeting
Monday, June 11, 2012 - Library
Closed Session: 5:00 p.m. – 5:15 p.m.
Public Session: 5:15 p.m. – 7:00 p.m.

AGENDA

I. Call to Order

II. Adjourn to Closed Session

1. **In accordance with Education Code Section 48918 the Board will meet in closed session to consider the expulsion of two students ID 012998-273 and ID 388281**

Reconvene to Open Session

III. Action Items Considered In Closed Session

1. **Approve the findings and recommendations of the Executive Director pursuant to student expulsions**

IV. Pledge of Allegiance

V. Presentation:

1. **Students from Washington D.C. & New York trip.**
2. **IBI Group – Architects for the high school**
3. **Elementary, middle and high school family leader update: Anne Mathews, Jill Andersen, Brian Rainey and Liz Wong.**

VI. Approval of Agenda

VII. Public Comment

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

VIII. Discussion Items

1. **Executive Director Announcements ..... Page 3**
2. **Charter Vision Board Report ..... Page 5**
4. **Discuss and review site plans for both a future elementary and high school.**
5. **Discuss O'Farrell Community School name change.**

IX. Consent Calendar/Routine Items of Business

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

1. **Approval of Minutes from the May 14, 2012 Board of Directors meeting..... Page 12**
2. **Approval of Minutes from the May 23, 2012 Special Board of Directors meeting. .Page 14**
3. **Approve/Ratify recommended actions on the personnel activity list..... Page 15**
4. **Approve monthly check registers..... Page 16**

X. Action Items

1. **Award the renewal for the commercial insurance package for the 2012-2013 school year to Johnson & Wood Insurance Services, Inc in the amount not to exceed $108,498..... Page 21**
2. **Approve the 2012-2013 Board of Directors meeting calendar..... Page 22**
3. **Approve the Consolidated Application for funding Categorical Aid Programs, Part I for 2012-2013..... Page 23**
4. **Adopt the final Proposed Budget for 2012-2013..... Page 24**
5. **Approve the contract agreement with the San Diego County Office of Education for participation and services in the Outdoor Education Program for 2012-2013 at a cost of $280 per student..... Page 29**
6. **Approve the renewal term for Linda Logan to remain a member of the Board of Directors for another two years..... Page 30**
7. **Approve the purchase the "Everyday Mathematics: Common Core" program for mathematics instruction in grades kindergarten through five not to exceed the amount of $14,769.37..... Page 31**

XI. Roundtable

XII. Adjournment

NOTICES

The next regular meeting of the O'Farrell Community School Board of Directors will be September 10, 2012 at 5:15 p.m.

O'Farrell Community School does not discriminate on the basis of disability in the admission or access to, or treatment in employment in its programs or activities. Jonathan Dean, Executive Director, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in O'Farrell Community 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.

Certification of Posting
I, Jonathan Dean, Executive Director, hereby certify that I posted this agenda on Wednesday, June 6, 2012 at 3:00 p.m.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: May 14, 2012
Discussion Item1
Executive Director Announcements

Student Enrollment & Demographics
Student Enrollment in Zangle on June 4, 2012:

Grade	Female	Male	Total
6	125	111	236
7	130	127	257
8	134	128	262
9	55	51	106
Total	**444**	**417**	**861**

Ethnicity	Grade 6	Grade 7	Grade 8	Grade 9	Total
American Indian/Alaska		1			1
Black or African American	57	78	65	25	225
Cambodian		2			2
Filipino	41	52	55	14	163
Guamanian		2	1		2
Hispanic or Latino	123	104	108	59	396
Hmong		1	1	2	4
Intentionally Left Blank	1		1		2
Japanese	1				1
Laotian	5	8	11	2	26
Other Asian	1	3	2		6
Other Pacific Islander	1	2	3		6
Samoan		1	4	2	7
Vietnamese	2	2	5		9
White	4	2	6	2	14
Grand Total	**236**	**257**	**262**	**106**	**861**

June 4, 2012
Completed Enrollment

This Year's ZANGLE

Grade	Grand Total		Grade	NEW	Returning		Completed Enrollment
6	236		Kinder	30			18
7	257		1st	30			12
8	262		2nd	30			16
9	106		3rd	30			13
	861		4th	64			18
			5th	30			4
				214			81
			6th	215			22
			7th	27	226		179
			8th	23	255		182
			9th	24	142		70
Total Middle					912		453
GRAND TOTAL					1126		534

Update on High School Construction Project

Met with SDUSD representatives regarding the lease agreement.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Discussion Item 2
Charter Vision Board Report

For the period beginning in July of 2012 and ending May 2012.

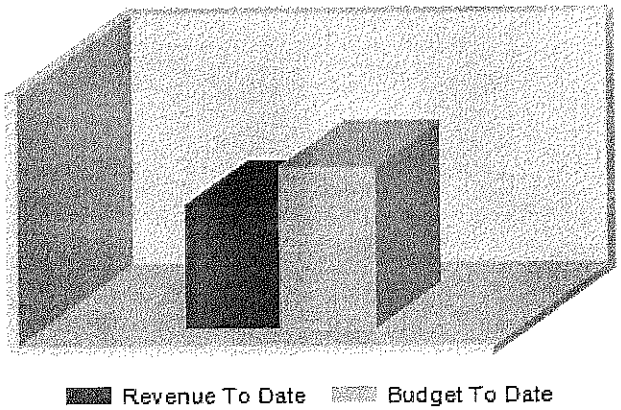
CSMC

Charter Vision® Financial Snapshot

Total Cash on Hand

Cash Available: $3,030,586

Revenue To Date

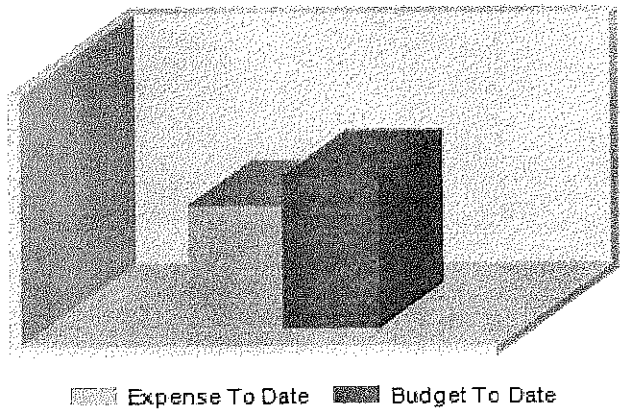


Revenue $4,789,728

Budget $6,370,169

Revenue To Budget 75%

Expense To Date



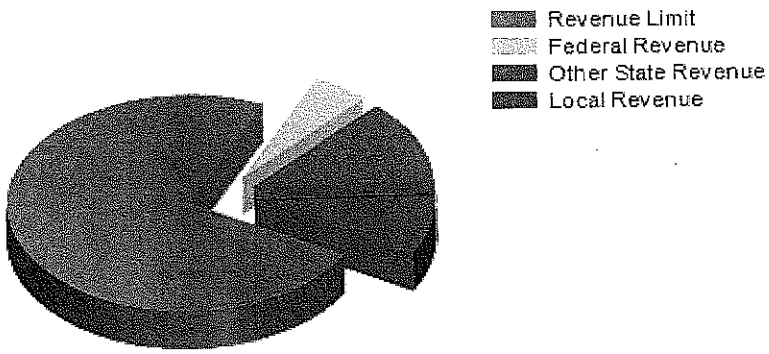
Expense $4,807,427

Budget $5,973,613

Expense To Budget 80%

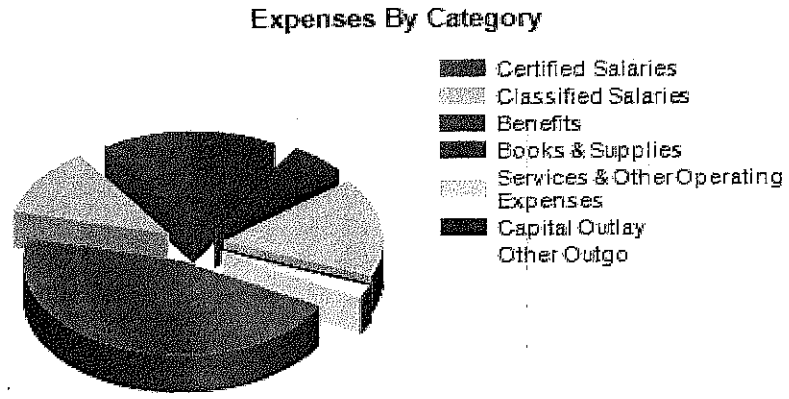
Account Group	Description	Total	Percent
800	Revenue Limit	$3,525,671.00	73.61%
820	Federal Revenue	$241,078.37	5.03%
840	Other State Revenue	$593,135.10	12.38%
870	Local Revenue	$429,844.00	8.97%
	Total:	**$4,789,728.47**	**100.00%**

Revenue By Category



Charter Vision
Expenses By Category

Account Category	Description	Total	Percent
100-199	Certified Salaries	$2,197,104.14	45.70%
200-299	Classified Salaries	$562,420.31	11.70%
300-399	Benefits	$859,469.97	17.88%
400-499	Books & Supplies	$268,564.53	5.59%
500-599	Services & Other Operating Expenses	$816,117.55	16.98%
600-699	Capital Outlay	$0.00	0.00%
700-799	Other Outgo	$103,750.38	2.16%
	Total:	**$4,807,426.88**	**100.00%**



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Charter Vision®

Year To Date Actual To Budget Summary

Account Description	Actual YTD	Budget YTD	Variance $	Variance %	Total Budget	Budget Remaining
Total Revenue Limit	$3,525,671	$4,479,782	($954,111)	-21.3%	$4,479,782	$954,111
Total Federal Revenues	$241,078	$944,813	($703,735)	-74.5%	$944,813	$703,735
Total Other State Revenue	$593,135	$847,097	($253,962)	-30.0%	$847,097	$253,962
Total Local Revenue	$429,844	$98,477	$331,367	336.5%	$98,477	($331,367)
Total Revenues	$4,789,728	$6,370,169	($1,580,441)	-24.8%	$6,370,169	$1,580,441
Total Certificated Salaries	$2,197,104	$2,844,642	$647,538	22.8%	$2,844,642	$647,538
Total Classified Salaries	$562,420	$684,905	$122,485	17.9%	$684,905	$122,485
Total Employee Benefits	$859,470	$1,009,183	$149,713	14.8%	$1,009,183	$149,713
Total Personnel Expenses	$3,618,994	$4,538,730	$919,735	20.3%	$4,538,730	$919,735
Total Books and Supplies	$268,565	$172,100	($96,465)	-56.1%	$172,100	($96,465)
Total Services and Other Operating Expenses	$816,118	$1,092,238	$276,120	25.3%	$1,092,238	$276,120
Total Capital Outlay	-	-	-	0.0%	-	-
Total Other Outgo	$103,750	$170,545	$66,795	39.2%	$170,545	$66,795
Total Operational Expenses	$1,188,432	$1,434,883	$246,451	17.2%	$1,434,883	$246,451
Total Expenses	$4,807,427	$5,973,613	$1,166,186	19.5%	$5,973,613	$1,166,186
Net Income	($17,698)	$396,556	($414,255)	-104.5%	$396,556	$414,255

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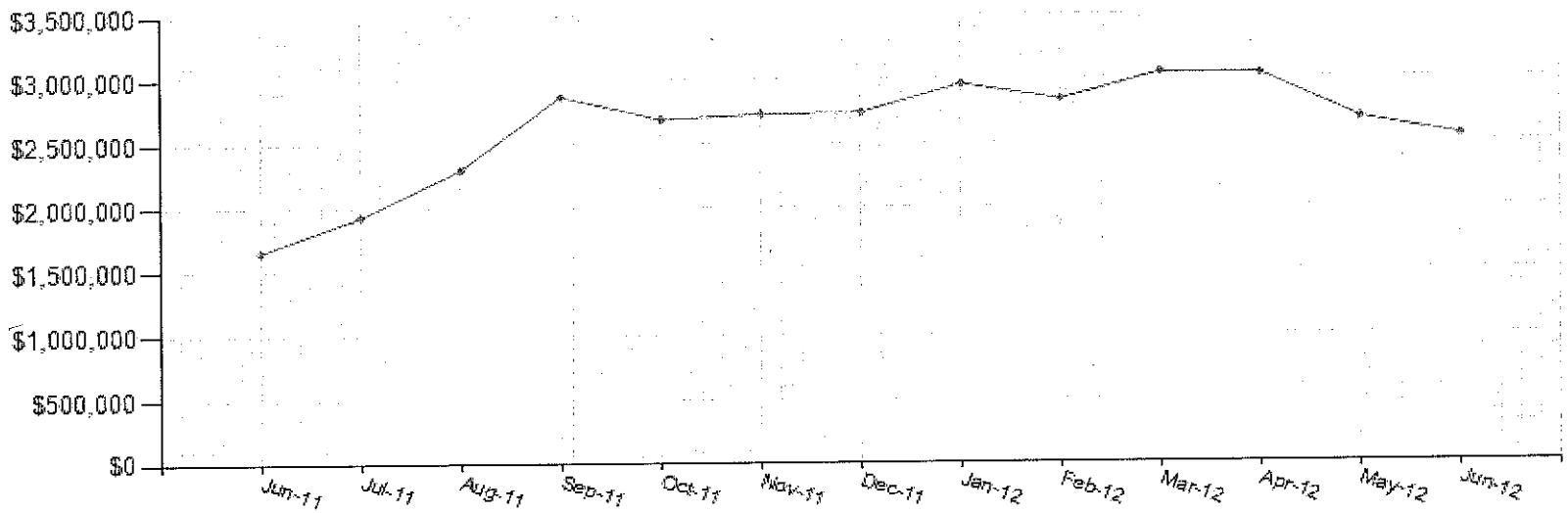
Charter Vision®
Balance Sheet Summary

Liquidity Ratio	14.9
Assets	
Current Assets	
Cash	$3,030,586
Accounts Receivables	$13,480
Prepaid Expenses	$1,493
Other Current Assets	($1,502)
Total Current Assets	*$3,044,056*
Fixed Assets	
Land	$43,485
Buildings and Improvements	$5,600
Computer Equipment	$30,173
Furniture and Fixtures	$21,982
Accumulated Depreciation	($9,310)
Total Fixed Assets	*$91,931*
Other Assets	
Total Other Assets	
Total Assets	*$3,135,987*
Liabilities And Net Assets	
Current Liabilities	
Accounts Payable	$19,871
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$57,238
Deposits held on behalf of other employees	$127,231
Total Current Liabilities	*$204,341*
Long Term Liabilities	
Total Long Term Liabilities	
Total Liabilities	*$204,341*
Net Assets	
Restricted Net Assets	$211,470
Unrestricted Net Assets	$2,737,875
Profit/Loss YTD	($17,698)
Total Net Assets	*$2,931,647*
Total Liabilities And Net Assets	*$3,135,987*

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Charter Vision®

Monthly Book Balance Over Time



	Jul 10	Aug 10	Sep 10	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	Jun 11
Actual Ending Monthly Book Balance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,653,712
Projected Ending Monthly Book Balance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	Jul 11	Aug 11	Sep 11	Oct 11	Nov 11	Dec 11	Jan 12	Feb 12	Mar 12	Apr 12	May 12	Jun 12
Actual Ending Monthly Book Balance	$1,950,081	$2,303,033	$2,668,061	$2,587,773	$2,726,734	$2,736,081	$2,954,638	########	$3,038,432	########	$0	$0
Projected Ending Monthly Book Balance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$2,682,606	$2,547,100

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Consent Calendar Item 1

RECOMMENDATION: Approve the Minutes from the May 14, 2012 Board of Directors meeting.

MINUTES
Monday, May 14, 2012

Members Present:	Christian Scott, Linda Logan, Tim Katzman, Salvador Rivera, Joselito De Jesus, Delano Jones
Members Absent:	Agnés Barrelet
Staff Present:	Jonathan Dean, Candace Austin, Eileen Logue, Sergio Padilla, Mary Skrabucha, Marlene Shannon

I. Call to Order
The public meeting was called to order by Christian Scott at 5:00 p.m.

II. Closed Session

Reconvene to Open Session - at 5:35 p.m.

III Action Items Considered In Closed Session
1. **Expulsion of student #360369**
   Approved. Tim Katzman and Salvador Rivera seconded. The motion carried 6-0-0.
2. **Personnel Issues**
   1. Evaluation of executive director. No action taken.
   2. Classified salary placement. No action taken.

Pledge of Allegiance
The Pledge of Allegiance was led by Christian Scott.

IV. Public Comment
Mary Skrabucha, Family Services Coordinator, addressed the Board of Directors on the meeting she and Dr. Dean attended at the Diamond District Educational Collaborative and on her attendance at the Coalition for Community Schools National Forum held in San Francisco.

V. Presentation
1. **IBI Group – Architects for the high school**
   Cancelled.

VI Approval of Agenda
Approved. Delano Jones moved and Joselito De Jesus seconded. The motion carried 6-0-0.

VII. Discussion Items

1. **Executive Director Announcements**
   See pages 3 – 4 in the agenda packet.
2. **Attendance and Reward**
   Fifteen minute discussion regarding the use of an incentive for students' attendance based on the article included on pages 5-10..
3. **Charter Vision Board Report**
   See pages 11 – 17 in the agenda packet

IX. Consent Calendar/Routine Items of Business

1. **Approval of Minutes from the April 16, 2012 Board of Directors Meeting**
2. **Approve monthly check register.**
3. **Approve the renewal of our Sharp Health Plan for the 2012-2013 school year with a proposed 4.2% increase and move our Life/LTD plan to Guardian for a 5% savings in dental premiums.**
   Approved. Salvador Rivera moved and Delano Jones seconded. The motion carried 5-0-1. Linda Logan abstained on consent calendar Item 3.

X. Action Items

1. **Award the County of San Diego with the contract to support the operations of Family Support Services for 2012-2013 in the amount not to exceed $91,625.**
   Approved. Linda Logan moved and Joselito seconded. Motion carried 6-0-0.
2. **Approve a Summer School Program in the amount not to exceed $45,000.**
   Approved. Delano Jones moved and Joselito De Jesus seconded. Motion moved 6-0-0.
3. **Approve changing the name of O'Farrell Community School to O'Farrell Community Charter School.**
   Tabled.
4. **Approve the 2011-2012 Consolidated Application Part Two.**
   Approved. Tim Katzman moved and Delano Jones seconded. Motion carried 6-0-0.

XI. Roundtable

XII. Adjournment - 6:55 p.m.

Respectfully submitted by Candace Austin, Administrative Assistant II.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Consent Calendar Item 2

RECOMMENDATION: Approve the Minutes from the May 23, 2012 Special Board of Directors meeting.

MINUTES
Wednesday, May 23, 2012

Members Present:	Christian Scott, Linda Logan, Tim Katzman, Joselito De Jesus, Delano Jones
Members Absent:	Agnés Barrelet, Salvadro Rivera
Staff Present:	Jonathan Dean

I. Call to Order

The public meeting was called to order by Christian Scott at 5:05 p.m. via telephone conference call

No Closed Session

II. Action Items

1. **Approve the contract with San Diego Unified School District Extended Learning Opportunities Department, to authorize funding to engage O'Farrell Community School in providing before and after school services (Prime Time) to students in kindergarten through ninth grade with academic and enrichment services to help students meet state and local standards in core content areas from July 1, 2012 through June 30, 2013.**
   Approved. Linda Logan moved and Delano Jones seconded. Motion carried 5-0-0.

2. **Approve the Memorandum of Understanding with College Board, a New York Not-For-Profit corporation to outline the shared expectations, responsibilities, and commitments between the College Board and District with regard to establishing and supporting the California AP® Expansion (CAPE) program at no cost.**
   Approved. Delano Jones moved and Christian Scott seconded. Motion carried 5-0-0.

III. Roundtable

None

IV. Adjournment – 5:30 p.m.

Respectfully submitted by Candace Austin, Administrative Assistant II.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Consent Calendar Item 3

RECOMMENDATION: Approve/Ratify Personnel Activity List

New Hires
Certificated Staff

Kowalski, Lisa	3rd Grade Teacher	May 31, 2012
Robledo, Irma	4th Grade Teacher	May 18, 2012
Tinsay, Queenie	2nd Grade Teacher	June 9, 2012

Contract Changes
Classified Staff

Shannon, Marlene	Changing from a 10-month employee to a 12-month employee	July 1, 2012

CSMC

Charter Vision®
Check Register Detail

O'Farrell Community Center for Advanced Academy

Check Register 5/1/2012 through 5/31/2012

Report run at
6/6/2012 11:22:11 AM

Payment Date	Payment Number	Payment Type	Payee Name	Rec Status	Check Amount	Invoiced GL Amount	Account	Account Description	Transaction Description
5/1/2012	10000639	Check	Charter School Management Corporation	Continuation	$7,727.00	$7,727.00	5800-020-00	Professional/Consulting Services and Operating	MAY 2012 BACK OFFICE
5/2/2012	10000642	Check	Public Employee Retirement	Outstanding	$8,408.45	$8,408.45	9504-020	Accrued PERS	APRIL 30, 2012 PERS PAYMENT
5/2/2012	10000643	Check	State Teachers Retirement	Continuation	$42,740.33	$42,740.33	9503-020	Accrued STRS	APRIL 30, 2012 STRS PAYMENT
5/4/2012	10000644	Check	Candace Austin	Continuation	$77.20	$24.89	5200-020-00	Travel and Conferences	REIMB - mileage
						$52.31	5200-020-00	Travel and Conferences	REIMB mileage
5/4/2012	10000645	Check	El Dorado County Pffice Of Education	Continuation	$50.00	$50.00	5200-020-65	Travel and Conferences	Spec ED Conference - Samantha Pobaku 3/28/12
5/4/2012	10000646	Check	Gafcon	Continuation	$1,910.00	$1,910.00	5800-020-00	Professional/Consulting Services and Operating Expenditures	Services thru 3/31 - 3hrs Dumaran & 7.30hrs Wright
5/4/2012	10000647	Check	Guardian	Continuation	$3,431.99	$3,431.99	3403-020-00	Health & Welfare Benefits	May 2012 Dental Ins. Premiums 5/1/ - 5/31/12
5/4/2012	10000648	Check	Home Depot Credit Services	Continuation	$622.56	$71.94	5500-030-00	Operation and Housekeeping Services	triple 15 fertilizer
						$550.62	5601-030-00	Building Maintenance	Materials for cost & backpack racks
5/4/2012	10000649	Check	J.W. Pepper & Son, Inc.	Continuation	$189.63	$144.37	4315-020-00	Classroom Materials and Supplies	Battle Creek March,Mary Ann, Procession of the Cyborgs music
						$45.26	4315-020-00	Classroom Materials and Supplies	First Concert Parade
5/4/2012	10000650	Check	Ray Kinne	Continuation	$1,150.05	$1,150.05	4315-020-00	Classroom Materials and Supplies	REIMB - Dominos, porttrait / Chavez
5/4/2012	10000651	Check	Office Depot	Continuation	$1,893.05	$42.28	4315-020-00	Classroom Materials and Supplies	AA - Batteries
						$1,850.77	4315-020-00	Classroom Materials and Supplies	Supplies, pencils , tape, markers,fastners, comp bks
5/4/2012	10000652	Check	San Diego Unified School District	Continuation	$309.51	$309.51	4300-020-00	Materials and Supplies	NCR requisitions, supportive leaving plan
5/4/2012	10000653	Check	San Diego Facility Maintenance, Inc	Continuation	$10,350.00	$10,350.00	5500-020-00	Operation and Housekeeping Services	Cleaning Service for May 2012
5/4/2012	10000654	Check	School Specialty, Inc.	Continuation	$881.35	$881.35	4400-030-00	Noncapitalized Equipment	4 reading nooks
5/4/2012	10000655	Check	Employment Development Department	Continuation	$270.30	$270.30	3503-020-00	State Unemployment Insurance	SEF Local Experience Charge

5/9/2012	10000[illegible] Check	City Treasurer	Continuation	$1,868.28	$1,[illegible].28 5501-020-00	Utilities	Water, Sewer, Fire & Backflow 4/3 - 5/2/12
5/9/2012	10000657 Check	Jonathan C. Dean	Continuation	$521.69	$9.57 4300-020-00	Materials and Supplies	Petty Cash - Purchased staple gun, staples from Walmart
					$34.20 4300-020-00	Materials and Supplies	REIMB - Taco Bell, Lunch Carpe Diem, Yuma
					$64.61 4315-020-00	Classroom Materials and Supplies	Petty Cash - Purchased Fraction Bars at Lakeshore Lrng
					$21.75 4315-020-00	Classroom Materials and Supplies	Petty Cash - Purchased mouth piece / McRae Music
					$13.06 4315-020-00	Classroom Materials and Supplies	Petty Cash - Purchased Sci lab supps, veg oil, etc., Walmart
					$123.77 5200-020-00	Travel and Conferences	REIMB - Mileage, SDUSD, Airport, gafcon, Agnes' house
					$52.73 5200-020-00	Travel and Conferences	REIMB - Mileage, SDUSD, Tubman, County Off. +
					$30.00 5500-020-00	Operation and Housekeeping Services	Petty Cash - Arco gas for carts, equipment
					$60.00 5505-020-00	Student Transportation/Field Trips	Petty Cash - Arco gas for U-Haul Camp Cuyamaca rnd trip
					$60.00 5505-020-00	Student Transportation/Field Trips	Petty Cash - Arco gas U-Haul Camp Cuyamaca rnd trip
					$52.00 5800-020-00	Professional/Consulting Services and Operating Expenditures	Petty Cash - School Pd for fingerprinting for volunteer help
5/9/2012	10000658 Check	EDCO Disposal Corp	Continuation	$399.87	$399.87 5501-020-00	Utilities	April 2012 Trash Service
5/9/2012	10000659 Check	EBA&M Corporation	Continuation	$1,201.50	$951.50 3403-020-00	Health & Welfare Benefits	May 2012 Admin Fees / Co-Power/Delta Dental
					$250.00 3403-020-00	Health & Welfare Benefits	S125 Braun: Benefits Dept.
5/9/2012	10000660 Check	Office Depot	Continuation	$90.26	$90.26 4315-020-00	Classroom Materials and Supplies	eraser, pencils, certificates & stapler - 7th gr fam
5/9/2012	10000661 Check	Patrick's Landscape Services	Continuation	$850.00	$850.00 5500-020-00	Operation and Housekeeping Services	Grounds Maintenance Serv. for May 2012
5/9/2012	10000662 Check	Positive Promotions, Inc.	Continuation	$177.20	$177.20 4315-020-00	Classroom Materials and [illegible]	Testing/erasers, lollipops & goody [illegible]
5/9/2012	10000663 Check	Renaissance Learning Inc.	Continuation	$565.83	$565.83 4315-020-00	Classroom Materials and Supplies	STAR Reading, AR Enterprise subscriptions
5/9/2012	10000664 Check	Sharp Health Plan	Continuation	$37,450.86	$37,450.86 3403-020-00	Health & Welfare Benefits	June 2012 Medical Ins.
5/10/2012	10000665 Check	Worldstrides	Continuation	$508.00	$508.00 5505-020-00	Student Transportation/Field Trips	Balance of Chaperone cost for DC trip for 9th gr.
5/16/2012	10000668 Check	Dunbar Armored Inc	Continuation	$106.15	$106.15 5800-020-00	Professional/Consulting Services and Operating [illegible]	April Services 2012
5/16/2012	10000669 Check	Lorraine Demi	Continuation	$1,875.00	$1,875.00 5800-020-00	Professional/Consulting Services and Operating [illegible]	For AT & T Proposal May 2012
5/16/2012	10000670 Check	J.W. Pepper & Son, Inc.	Continuation	$267.12	$267.12 4315-020-00	Classroom Materials and [illegible]	Music Materials / CD's
5/16/2012	10000671 Check	Logical Choice Technologies Inc.	Continuation	$886.93	$886.93 4400-020-00	Noncapitalized Equipment	Replacement Lamp for PRM-10, PRM-20 & Lamp for EST-P1

5/16/2012	10000672 Check	Law Office of Middleton, Young & Minney, LLP	Continuation	$2,482.35	$2,482.35	5805-020-00	Legal Services and Audit	Legal Services: Thru April 30, 2012
5/16/2012	10000673 Check	Office Depot	Continuation	$1,366.18	$167.20	4315-020-00	Classroom Materials and Supplies	pens, pencils, dry markers , brd, cleaner
					$330.87	4315-030-00	Classroom Materials and Supplies	pencils, sharpner, scissors, markers
					$219.47	4400-020-00	Noncapitalized Equipment	Cabinet 2dr ltr
					$526.31	4400-030-00	Noncapitalized Equipment	Cabinet, Organizer, wire cart
					$122.33	4400-030-00	Noncapitalized Equipment	Storage Organizer & Desk Organizer
5/16/2012	10000674 Check	RICOH USA, INC.	Continuation	$2,666.64	$2,666.64	5605-020-00	Equipment Rental/Lease Expense	(3) Copy Machine Service 4/2 - 6/1/12
5/16/2012	10000675 Check	Rosetta Stone Ltd	Continuation	$21,429.40	$3,520.00	5210-030-02	Training and Development Expense	Training Services
					$17,909.40	5800-030-00	Professional/Consulting Services and Operating Expenditures	On Line Subscription
5/16/2012	10000676 Check	Sound Therapies, Inc.	Continuation	$4,020.00	$4,020.00	5810-020-65	Educational Consultants	Speech Therapy: Rachel McKearin
5/16/2012	10000677 Check	The McGraw-Hill Companies	Continuation	$3,141.11	$3,141.11	4100-030-00	Approved Textbooks and Core Curricula Materials	L1043 MMH Treasures/Reading 2010 Gr 4 L1043 elem
5/16/2012	10000678 Check	TCR Services	Continuation	$919.79	$919.79	5610-020-00	Equipment Repair	April 2012 Cost per page / printer maintenance
5/16/2012	10000679 Check	Verizon Wireless	Continuation	$50.08	$50.08	5900-020-00	Communications (Tele., Internet,	Monthly Access Charges 3/27 - 4/26/12
5/16/2012	10000680 Check	Woodwind & Brasswind	Continuation	$654.31	$654.31	4400-020-00	Noncapitalized Equipment	Music Supplies Reeds , Sax Straps, Thumb svrs, swabs,
5/23/2012	10000681 Check	American Express	Continuation	$2,019.77	$133.60	4700-020-00	Food and Food Supplies	4/16 & 5/14 - Costco: Board Mtg Food
					$1,752.46	4700-020-00	Food and Food Supplies	4/26 - Costco: Testing snacks for students
					$133.71	4700-020-00	Food and Food Supplies	4/27 - Giant New York Pizza: March Mddns 6th gr prize
5/23/2012	10000682 Check	Arbor Scientific	Continuation	$59.08	$59.08	4315-020-00	Classroom Materials and Supplies	Projectile Nose Cone (science dept)
5/23/2012	10000683 Check	CDW-Government	Continuation	$2,411.96	$2,304.12	4400-020-00	Noncapitalized Equipment	270 Stereo Headsets
					$107.84	4400-020-00	Noncapitalized Equipment	patch cables & power strips
5/23/2012	10000684 Check	EBA&M Corporation	Outstanding	$250.00	$250.00	3403-020-00	Health & Welfare Benefits	S125 Braun: Benefits Dept.
5/23/2012	10000685 Check	Educational Data Systems	Continuation	$311.88	$311.88	4315-020-00	Classroom Materials and Supplies	Fitness testing answer docs, scores & record labels
5/23/2012	10000686 Check	Home Depot Credit Services	Continuation	$2,063.57	$116.12	4315-020-00	Classroom Materials and Supplies	fertilizer, shovel, gloves & 6 ft Poly (In Clsrm Ag grant)
					$161.99	4400-020-00	Noncapitalized Equipment	marker board & cutting chg
					$592.80	5500-020-00	Operation and Housekeeping Services	Blower, trimmer, & landscape plants
					$1,192.66	5601-020-00	Building Maintenance	blinds, corner braces & paint
5/23/2012	10000687 Check	Mutual of Omaha	Continuation	$647.87	$647.87	3403-020-00	Health & Welfare Benefits	May 2012 Life, AD&D & LTD
5/23/2012	10000688 Check	Office Depot	Continuation	$343.71	$77.75	4315-020-00	Classroom Materials and Supplies	classroom markers (art)

					$[illegible]5.22 4315-020-00	Classroom Materials and Supplies	colored pencils, paint, glitter, sharpies & templates (art)
					$14.00 4315-020-00	Classroom Materials and Supplies	Hands on Math (elem)
					$66.74 4315-020-00	Classroom Materials and Supplies	templates & paper (art)
5/23/2012	10000689 Check	Picnic Tables, Inc.	Continuation	$892.42	$892.42 4400-020-00	Noncapitalized Equipment	8' Expanded Metal Picnic Table - Green (elem)
5/23/2012	10000690 Check	San Diego Unified School District	Outstanding	$582.34	$42.34 4300-020-00	Materials and Supplies	Exhibition rubric
					$540.00 5505-020-00	Student Transportation/Field Trips	3 buses for AVID Fieldtrip 4/20/12
5/23/2012	10000691 Check	San Diego Gas & Electric	Continuation	$9,661.57	$9,661.57 5501-020-00	Utilities	Gas & Electric bill 4/13 - 5/14/12
5/23/2012	10000692 Check	S & S Worldwide, Inc.	Continuation	$1,274.85	$10.21 4400-020-00	Noncapitalized Equipment	BBS BDay cakes (elem)
					$1,241.09 4400-020-00	Noncapitalized Equipment	Folding Wheasels, & trays for Wheasels (elem)
					$23.55 4400-020-00	Noncapitalized Equipment	paper trays in various colors
5/23/2012	10000693 Check	Woodwind & Brasswind	Continuation	$12.93	$12.93 4300-020-00	Materials and Supplies	Saxaphone Neck Cleaner
5/31/2012	10000694 Check	Charter School Development	Outstanding	$1,485.00	$1,485.00 5200-020-02	Travel and Conferences	Boot Camp 6/24 - 6/29/12 - Anne
5/31/2012	10000695 Check	Delaney Educational, Inc	Outstanding	$4,493.18	$4,493.18 4100-020-00	Approved Textbooks and Core Curricula Materials	Rourke Classrooms reading Books
5/31/2012	10000696 Check	Edlio	Outstanding	$4,200.00	$4,200.00 5800-020-01	Professional/Consulting Services and Operating Expenditures	Website Content Management system 6/23/12 until 6/23/13
5/31/2012	10000697 Check	Guardian	Outstanding	$3,361.39	$3,361.39 3403-020-00	Health & Welfare Benefits	June 2012 Dental Ins Premiums
5/31/2012	10000698 Check	Office Depot	Outstanding	$4,038.47	$17.16 4300-020-00	Materials and Supplies	self adherent wrap
					$728.05 4300-020-00	Materials and Supplies	tape, bandage, sterile pads, towels, provide hbg
					$1,446.46 4315-020-00	Classroom Materials and Supplies	glue sticks, tape, tpe disp,fldrs cmp, black book rings
					$1,581.73 4315-020-00	Classroom Materials and Supplies	lind paper, esi pads, const. paper
					$265.07 4315-020-00	Classroom Materials and Supplies	notebook comp 300
5/31/2012	10000699 Check	Postmaster	Outstanding	$57.60	$57.60 5900-020-00	Communications (Tele., Internet, Courier, Postage, Messenger)	Postage for bulk mailer due
5/31/2012	10000700 Check	Wells Fargo Business Card	Outstanding	$2,940.82	$207.82 4700-020-00	Food and Food Supplies	Coronado Brewing Co. - Admin
					$29.00 5500-020-00	Operation and Housekeeping Services	Alcatraz Locksmith - keys for classrooms
					$2,704.00 5505-020-00	Student Transportation/Field Trips	Sandag - Bus passes
5/31/2012	10000701 Check	Wells Fargo Business Card	Outstanding	$293.41	$387.42 4700-020-00	Food and Food Supplies	Old Town Mexican Cafe - day of
					$27.74 4700-020-00	Food and Food Supplies	Sizzler Imperial - Agnes /high schl (fndraising)
					$27.06 4700-020-00	Food and Food Supplies	Sizzler Imperial - rev winter/high schl (fndraising)
					($147.54) 5815-020-00	Advertising/Recruiting	Adjust on line sign purpose
					($1.27) 5890-020-00	Interest Expense/Fees	finance charges
5/31/2012	10000702 Check	Wells Fargo Business Card	Outstanding	$400.22	$28.44 4315-020-00	Classroom Materials and Supplies	Amazon.com - AAA batteries

						$24.75 4315-020-00	Classroom Materials and Supplies	Amazon.com - germicide spray
						$38.70 4315-020-00	Classroom Materials and Supplies	Amazon.com - nylon bean bags toy
						$99.95 4315-020-00	Classroom Materials and Supplies	Musical Instruments - 36 Angel Black recorders
						$100.75 4315-020-00	Classroom Materials and Supplies	Oriental Trading - Accelerted Math & Reading incentive
						$107.63 4400-020-00	Noncapitalized Equipment	ACP Direct - 8 position stereo jack boxes (7)
5/31/2012	10000703 Check	Xpedx	Outstanding	$22,062.10	$22,062.10 9330-020		Prepaid Expenses	copy paper, haml fore MP colors recy, victor mult purpose
5/31/2012	10000704 Check	Public Employee Retirement	Outstanding	$9,118.72	$9,118.72 9504-020		Accrued PERS	May 2012 PERS PAYMENT
5/31/2012	10000705 Check	State Teachers Retirement	Outstanding	$43,022.27	$43,022.27 9503-020		Accrued STRS	MAY 2012 STRS PAYMENT

Total Check Amount: **$279,515.10**

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Action Item 1

RECOMMENDATION: Award the renewal for the commercial insurance package to Johnson & Wood Insurance Services, Inc in the amount not to exceed $108,498.

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

- Property
- General Liability
- Crime/Fidelity
- Professional Educators Legal Liability
- Non Owned and Hired Auto
- Sexual/Physical Abuse or Molestation
- Commercial Excess Liability
- Inland Marine
- Professional Liability
- Director and Officers Liability/Employment Practices Liability
- Workers' Compensation and Employers' Liability
- Domestic Terrorism Liability
- Student Accident

CURRENT INFORMATION:
The overall effect is an increase of $21,837.50 for the year from last year's quote, coming in lower than the California Charter Schools Association JPA. This increase is due to the number of students increasing with the addition of the K-5 next year. It appears that workers' compensation rates have gone up pretty much across the board. Hartford's rate per $100 of payroll is up over lat year from $1.41 to $1.57.

We accepted proposals from the following insurance companies:

Company	Proposal Amount
Johnson & Wood	**$108.498 annual premium**
California Charter Schools Association Joint Powers Authority	$125,000 annual premium

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 11, 2012
Action Item 2

RECOMMENDATION: Approve the 2012-2013 Board of Directors meeting calendar.

BACKGROUND INFORMATION:

As noted in the November 20, 2006 Minutes, the Board of Directors agreed to conduct business meetings on the second Monday of each month, except for July, August and December.

August 4, 11 or 25, 2012 (Board Retreat Choices)

September 10, 2012

October 8, 2012

November 5, 2012

December 10, 2012

January 14, 2013

February 11, 2013

March 11, 2013

April 15, 2013

May 13, 2013

June 10, 2013

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

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Action Item 3

RECOMMENDATION: Approve the 2012-2013 Consolidated Application Part One.

NOTE: At this reading, the actual Consolidated Application Part I form has not yet been released by the CDE.

BACKGROUND INFORMATION:

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

Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

CURRENT INFORMATION:

Title I, Part A Basic Grant- NCLB/ESEA- $304,760
Required Set-Asides because of Program Improvement Status
Professional Development (10% of total allocation): $30,480

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%): $60,960
Homeless (1%; administered by FSS for transportation, clothing and school supplies): $3,048
Parent Involvement (1%; for parent meetings and communication): $3,048

Total of set aside expenditures: $97,536
***Title I, Part A Discretionary Spending in support of single plan for student achievement*: $207,224**
- Salaries for up to four and a half language arts or mathematics teachers to reduce class sizes in those content areas.

Title II, Part A, Teacher Quality - $68,599
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) - $23,217
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 11, 2012
Action Item 4

RECOMMENDATION: Adopt the proposed budget for 2012-2013.

BACKGROUND INFORMATION:

The May Revision marks Governor Jerry Brown's last statutory opportunity to formally amend his January Budget to reflect current economic realities. Those realities are very different in May than in January; the Budget gap has increased from $9.2 billion to $15.7 billion. The Governor cited three major reasons for the difference: lower revenues, an increase in Proposition 98 obligations, and adverse court decisions regarding some of the Governor's proposals.

CURRENT INFORMATION:

Based on these factors, I recommend that schools continue to budget conservatively basing revenue assumptions on a $441 per ADA cut and building cash reserves. I will continue to monitor state budget developments and provide updates.

ADDITONAL INFORMATION:

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

O'FARRELL COMMUNITY CHARTER SCHOOL BLOCK GRANT				ADA Calculation
		1,090	Ennrollment	
REVENUE LIMIT FUNDING		1035.50	ADA	**grade k-3**
Charter General Purpose Revenue			5,600,136.00	**104.50**
Supplemental Hourly			78,477.00	5,150.00
SPED 602 and IDEA		435/127	581,951.00	412.00
			6,260,564.00	**5,562.00**
Charter Categorical Programs			426,626.00	**grade 4-6**
Other Categorical (Tier II)			90,790.00	**285.00**
Economic Impact Aid	$	318.00	292,204.00	5,227.00
			809,620.00	412.00
Lottery Unrestricted	$	109.50	100,414.00	**5,639.00**
Lottery Restricted	$	11.50	11,867.00	**grade 7-8**
Subtotal			***112,281.00***	**532.00**
FEDERAL FUNDS				5,380.00
				412.00
Title I			304,760.00	**5,792.00**
Title II			68,599.00	**Total ADA**
Title III			23,217.00	**grade 9**
EETT			-	**114.00**
Subtotal			**396,576.00**	6,229.00
Interest			20,000.00	412.00
TAX Parcel cut	**$**	**(440.00)**	(455,620.00)	
Subtotal			***(435,620.00)***	**6,641.00**
Total Revenue			***7,143,421.00***	*7,143,421.00*

EXPENDITURES			
Certificated/1000			
Teacher Classroom	54	2,563,321.26	
Stipend for Family Leaders and		30,000.00	
		2,928,677.76	
Certificated Benefits/Monthly		336,797.94	
Monthly Sub-total	**58**	***3,265,475.70***	
Day to Day Visiting Tchr		67,500.00	
LT Sub	2lt	48,000.00	
Cert Hrly		7,500.00	
Suppl Hrly Teacher		59,250.00	summer school
Staff Development		10,850.00	
		193,100.00	
Certificated Benefits/Hourly		22,206.50	
Hourly Sub-total		***215,306.50***	
Total Certificated	*58.00*	***3,480,782.20***	*3,662,638.80*
Classified/2000			
Clerical Staff	11.000	392,800.32	
Custodial	1.000	29,310.00	
		422,110.32	
Classified Benefits/Monthly		90,753.72	
Monthly Sub-total	**12.00**	***512,864.04***	
Clsrm Asst Hourly -	HRLY	209,487.50	
Custodial	HRLY	29,310.00	
Clerical Hourly/Summer School	HRLY	2,400.00	
Campus Security Hourly	HRLY	45,150.00	
		286,347.50	
Classified Benefits/Hourly		61,564.71	
Hourly Sub-total		***347,912.21***	
Total Classified	*12.00*	***860,776.25***	*2,801,862.55*
NON SALARY ACCOUNTS			
Health and Welfare Insurance		669,800.00	
Books and Supplies		453,000.00	
Contracts and Services		983,541.07	
Program Improvement/Set		127,802.00	
Sub-total		***2,234,143.07***	*567,719.48*
BUY BACK SERVICES	**1,090**	pupils	
Oversight	1%	**63,189.66**	
Internal Special Ed	***140.00***	***152,915.00***	
Sub-total	**4**	**229,234.66**	*338,484.82*
Prop 39: 2%	**2%**	126,379.32	
Sub-total		**126,379.32**	*212,105.50*
Reserve for Uncertainties	3%	*212,105.52*	***-0.02***
Total Expenses		***7,143,421.02***	
STARTING FUND BALANCE JULY 1,		**3,250,000**	unrestricted fund balance
PROJECTED END BALANCE JUNE 30, 2013		**3,462,106**	

Operations		
Advertising	15,000.00	
Arts and Music	5,000.00	
Custodial	15,000.00	
Educational Families (3)	1,500.00	
EX Director Discretionary	40,000.00	
General Instructional	65,000.00	
Health Office Supplies	2,500.00	
LA/Math/Sci/SS Departments	4,000.00	
Library/Media Center	**20,000.00**	
Maintenance Requests	15,000.00	painting, carpet etc
Office Supplies	10,000.00	
Physical Education/Computers	1,500.00	electives
Postage	10,000.00	
Special Ed	15,000.00	
Student att/academic incentives	7,500.00	
Student Binders	7,500.00	
Student Promotional Service	1,000.00	graduation
Student Transportation/bus pass	16,000.00	
Studnt Scholarship Uniforms	6,000.00	homeless students
Technology	25,000.00	
Technology supplies (toner, ink)	12,000.00	toner/ink, maint supplies
Testing Services	6,000.00	
Testing Snacks	2,500.00	
Textbooks	50,000.00	
	353,000.00	
Contract Services		
Elementary Contracts Year 1	140,000.00	
Annual Audit	7,500.00	
Back Office Services (includes 10K for p/r)	95,000.00	
Ednet Website Maintenance	4,500.00	Parent Inv
Hish School Expansion	40,000.00	
Equipment maint copier/phone/etc	30,000.00	
Field Trip 6th grade	38,000.00	
FSS	92,000.00	
Furniture and Fixtures	10,000.00	
Insurance Property and Casualty	44,524.50	
San Diego Facility Maintenance	130,000.00	
Landscape Services	20,000.00	General, tree trimming, upper field
Membership CSDC	3,000.00	Title II
Professional Services/Legal/Facilities Planning	30,000.00	
SELPA/JPA	106,136.57	
Speech Services	42,880.00	
Technology Repair	5,000.00	
Telephone	10,000.00	
Utilities	135,000.00	
	983,541.07	
Program Improvement Set-Aside		
Title II	20,000.00	AVID Pro Dev/Title II
Staff Development	33,724.00	Pro Dev/Title I
Supplemental Educational Services	67,344.00	1350pp
Parent Involvement	3,367.00	
Homeless Students	3,367.00	
Total Placeholders	**127,802.00**	
TOTAL NON SALARY	**1,464,343.07**	

Assumptions

STUDENTS
O'Farrell will add a k-5 with 167 students (1 grade per level) in FY 2012/2013
OFarrell will add a parallel k-5 with 157 (2 grades per level) in FY 2013/2014 and in addition will add 120 HS students in 10th grade
OFarrell will add another 120 HS students, 11th grade by FY 2014/2015

FY	12/13	13/14	14/15
	167	287	120
TOTAL ADDL	574		

STAFF	12/13	13/14	14/15
TEACHER FTE	7.5	14	6
ADMIN	1	1	
CLSRM ASST	5	4	
CLERICAL	1.5		2
	15	19	8
TOTAL ADDL	42		

EXPANSION	12/13	13/14	14/15
ELEMENTARY	75000	100000	
HIGH SCHOOL		100000	100000
	75000	200000	100000
TOTAL	375000		

*O'Farrell intends to use surplus monies to fund site improvements and facilities upgrade/building.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Action Item 5

RECOMMENDATION: Approve the contract agreement with the San Diego County Office of Education for participation and services in the Outdoor Education Program for 2012-2013 in the amount of $42,000 with a minimum guarantee of 150 students participating.

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.

CURRENT INFORMATION: The Board of Education for San Diego City Schools has decided to continue with sixth grade camp next year. To maintain a competitive edge with other sixth grade programs, it is important for O'Farrell to continue to offer a camp experience.

The dates the students will be attending Camp Cuyamaca is under negotiation. It will cost $280 per student. The cost of camp includes transportation, meals, supervised cabins, and educational programs.

O'Farrell Community 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 11, 2012
Action Item No. 6

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 third term.

BOARD OF DIRECTORS AGENDA ITEM
Agenda Date: June 11, 2012
Action Item 7

RECOMMENDATION:

Approve the purchase of the "Everyday Mathematics: Common Core" program for mathematics instruction in grades kindergarten through five not to exceed the amount of $14,769.37.

BACKGROUND INFORMATION:

Mathematics instruction with this curriculum will be one hundred minutes daily in grades kindergarten through five.

"Everyday Mathematics" was developed by the University of Chicago School Mathematics Project (UCSMP) to help all children learn mathematics and become lifelong mathematical thinkers and problem solvers. Its instructional design was created to maximize learning by engaging students and developing concepts and skills over time in a wide variety of contexts.

CURRENT INFORMATION:

The cost of this curriculum is $14, 769.37. Program components and details are attached.

Everyday Mathematics

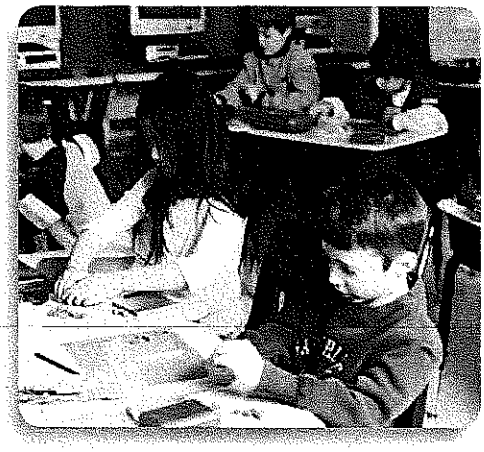
Everyday Mathematics® and the Common Core State Standards

About *Everyday Mathematics*®

Everyday Mathematics was developed by the University of Chicago School Mathematics Project (UCSMP) to help all children learn more mathematics and become lifelong mathematical thinkers and problem solvers. Its instructional design was created to maximize learning by engaging students and developing concepts and skills over time in a wide variety of contexts.

A Research-Based Program

Everyday Mathematics is based on extensive research in mathematics education. The program was originally developed and field tested one grade level at a time in a decade-long process (1985–1996) to ensure that every lesson works in actual classrooms. These field tests took place in classrooms nationwide. Researchers studied both teachers' implementation of the program and students' responses to it, including its effects on student achievement. Since then, the program has been classroom tested repeatedly, and improvements have been made continually based on results of these classroom tests as well as on advances in research into how children learn mathematics, new authoritative studies about school mathematics, and new evidence about what works best in classrooms across the nation and around the world. The result is a curriculum with an unmatched record of improved test scores.



A Design That Works

Traditional curricula teach topics in isolation, practice them intensively for a limited time, and then abandon them until they must be retaught the following year. To avoid this inefficient reteaching, the *Everyday Mathematics* curriculum is designed around the way children actually learn mathematics. Once a new concept or skill—such as performing division with decimals—is introduced, the curriculum strategically revisits it over time to reinforce recent and past learning, guide students towards mastery, and promote long-term retention. Over the years, the design of *Everyday Mathematics* has helped improve test scores and close achievement gaps nationwide. You can learn more about the results achieved with *Everyday Mathematics* at www.everydaymathsuccess.com.

About the Common Core State Standards

The Common Core State Standards (CCSS) were developed by the Council of Chief State School Officers and the National Governors Association Center for Best Practices (NGA Center). Work began in the summer of 2009 with the goal of creating common minimum education standards to be used across all states to help ensure consistent and high expectations regardless of zip code. On June 2, 2010, the CCSS were officially released and the state adoption phase began. The CCSS are meant to be the common *core*—they serve as the baseline from which states fill out their own frameworks. As of this writing, 36 states have officially adopted the CCSS.

There are two main parts to the CCSS: the Standards for Mathematical Practice, which outline *how* students should approach mathematics, and the Standards for Mathematical Content, which are *what* students should learn.

Standards for Mathematical Practice

What sets the CCSS apart from many existing state frameworks is the explicit requirement that specific mathematical practices be entirely incorporated into classroom instruction and given full attention within assessments. The practices identified by the CCSS are based on process standards identified by the National Council of Teachers of Mathematics (NCTM), the National Research Council, and other authoritative and expert sources. These standards define practices that should permeate instruction and assessment at all grade levels, Kindergarten through Grade 12. The Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.[1]

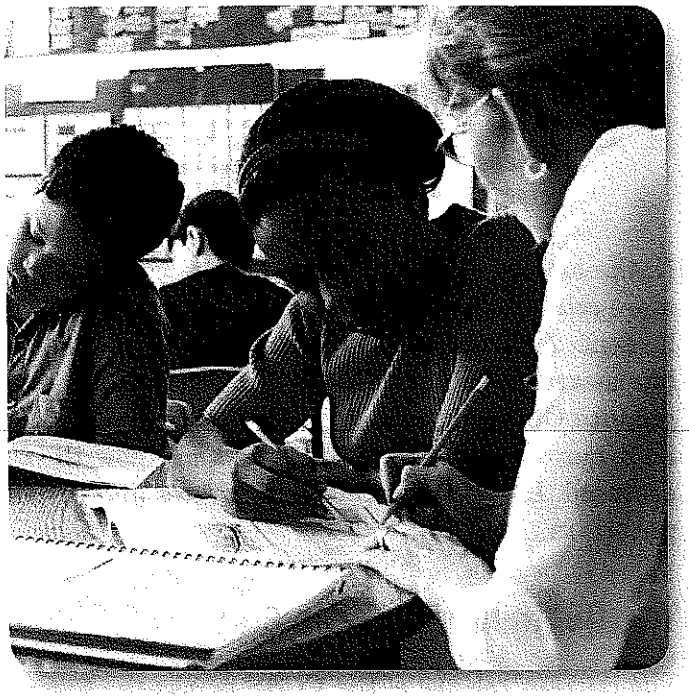
These standards are based on the practices of mathematicians and others who use mathematics expertly. They are meant to shift the focus of school mathematics away from teaching isolated skills and toward developing broadly applicable knowledge and powerful habits of mind.

Standards for Mathematical Content

The Standards for Mathematical Content resemble many existing state standards. They list specific skills and concepts to be taught, practiced, and mastered at each grade level. These content standards were written with several aims. One aim is to provide a foundation for a focused and coherent curriculum. Drawing on the *Curriculum Focal Points* from the National Council of Teachers of Mathematics, the Standards for Mathematical Content offer a curricular core that addresses what is known as the "mile-wide, inch-deep" problem, while also maintaining a "balanced combination of procedure and understanding." (*CCSSM,* p. 8) They are based on the best practices and research from across the nation and world, and they outline challenging content meant to hold up against the toughest international standards. (See the *Common Core State Standards for Mathematics* for a full list of works consulted.) For a complete list of the Standards for Mathematical Content and of the *Everyday Mathematics* lessons that address them, see page 11 of this brochure.

Implementing the CCSS

Many states already have standards that align fairly well to the CCSS, particularly to the Standards for Mathematical Content. So the *content* taught in many classrooms may remain similar. At the same time, there may be greater focus on the *processes* (the Standards for Mathematical Practice) to help students develop the critical-thinking and problem-solving skills they'll need for twenty-first century careers.



Control Stays Local

There is no single CCSS curriculum. The standards "do not dictate curriculum or teaching methods." (*CCSSM,* p. 5) As with any set of standards, implementation of the CCSS will ultimately be the responsibility of teachers, administrators, and local school boards.

More broadly, adoption of the CCSS is a state-by-state decision, and implementation will vary by state. If a state chooses to adopt the CCSS, it may include an additional 15% of its own custom standards to complete its framework.

Full Attention to the Standards for Mathematical Practice

The Standards for Mathematical Practice fundamentally affect instruction on a daily basis. Many existing mathematics programs, especially traditional basal textbooks, fall short in providing meaningful support for the sorts of mathematical practices called for in the CCSS. For many schools, figuring out how to induct students into the mathematical practices required by CCSS will be perhaps the greatest challenge in implementing these standards. *Everyday Mathematics* embeds these practices fully throughout its curriculum.

Assessment and Intervention

At this time, how the CCSS will be assessed is not clear.

> "Like adoption of common core standards, it will be up to the states: some states plan to come together voluntarily to develop a common assessment system, based on the common core state standards."[2]

As the assessment picture comes into focus, adjustments to curricula will probably be needed. This is certainly the case where certain intervention models are used as the CCSS give no guidance in the area:

> "The Standards . . . do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations." (*CCSSM*, p. 4)

In the long run, the CCSS may make assessment and intervention more coherent and effective, but a great deal of work remains to be done. As of this writing, the U.S. Department of Education has awarded $330 million to two partnerships of states that will produce CCSS-aligned standardized tests no sooner than 2014.[4] So it may be some time before we know how the CCSS will be assessed. In the meantime, what states and districts are to do is uncertain.

> **"There will be an ongoing state-led development process that can support continuous improvement of the standards."[3]**

The Beginning, Not the End

The current release of the CCSS marks the beginning, not the end, of the process. In the short term, clarifications and technical corrections to some standards are likely. In the longer term, new topics may be introduced, existing requirements may be reworked or eliminated entirely, and benchmarks may be shifted from one grade to another. For details of how the CCSS are intended to be a living, fluid document, refer to the Q&A section of the CCSS Web site at www.corestandards.org/frequently-asked-questions.

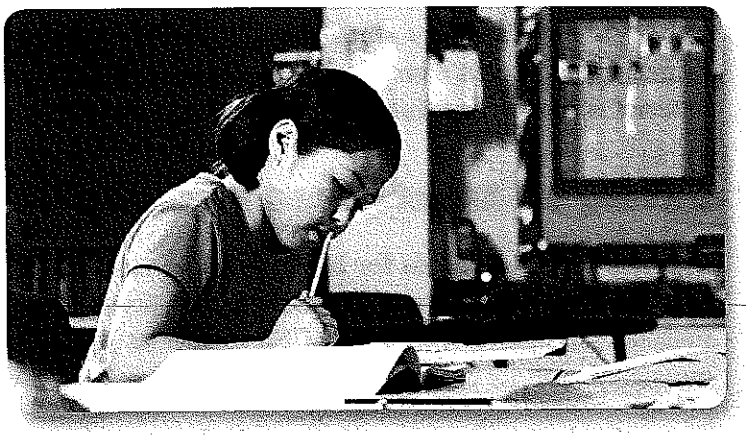
Everyday Mathematics and the Standards for Mathematical Practice

For twenty-five years, *Everyday Mathematics* has fully incorporated the skills and processes described in the Standards for Mathematical Practice. Meeting the Standards for Mathematical Practice will likely be especially challenging for schools using programs that give such practices only cursory attention. For schools using *Everyday Mathematics,* the transition will be much easier since the practices required by the CCSS are fundamental features woven throughout the entire program.

Reasoning and Problem Solving

The first four Standards for Mathematical Practice address reasoning and problem solving. (See page 3 of this brochure for a list of the Standards for Mathematical Practice.) Problem solving in *Everyday Mathematics* is much more than just finding solutions to word problems. It is a process of building mathematical models of situations drawn from purely mathematical contexts or from everyday life; applying mathematical tools, knowledge, and reasoning to the models to generate solutions; and checking whether the solutions fit the original situations and make sense.

Everyday Mathematics introduces children to problem solving and reasoning as early as Kindergarten in several ways. Children engage in Ongoing Daily Routines such as the Attendance Routine and Survey Routine. They tackle problems that emerge from everyday situations, such as sharing snacks equally or distributing supplies. And they solve number stories generated by their teachers or their classmates.



At later grades, students create number stories rooted in their everyday experiences—such as making purchases from vending machines—and model them using manipulatives, drawings, and number models. Students learn to ask questions that will help them solve the problems: *What do I know? What do I want to find out? What do I need to do to get there?* And, after they've arrived at a solution: *Does my answer make sense? How do I know?*

At all grade levels, special emphasis is placed on students sharing strategies and ideas. They explain and discuss the reasoning behind their methods and solutions. Through this process, students develop their reasoning and problem-solving strategies to become expert problem solvers.

Using Tools Appropriately and Effectively

The CCSS expect that students are "sufficiently familiar with tools appropriate for their grade to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations." (*CCSSM*, p. 7) A "tool" in *Everyday Mathematics* is anything that can be used to facilitate mathematical thinking: calculators, rulers, scales, manipulatives, computational algorithms, and number grids are all mathematical tools. Through regular exposure to such tools, *Everyday Mathematics* students learn to choose when and how to use tools appropriately. This emphasis on the intelligent use of tools makes school mathematics better resemble how mathematics is done in everyday life.

Attending to Precision

The CCSS require that students attend to precision in their reasoning, calculation, and communication through careful use of words, symbols, and units as well as mathematical expressions and processes. In *Everyday Mathematics,* students learn to recognize various levels of precision. They learn to distinguish between an exact answer and an estimate; they learn to use the language of estimation to communicate their reasoning rooted in number sense; and, using that number sense, they determine when a certain level of precision is needed. Obtaining exact answers has always been and continues to be a major goal of *Everyday Mathematics*. But *Everyday Mathematics* also attends to the many situations in which exact answers are unnecessary or even impossible, situations in which estimates and approximations are more appropriate than exact answers.

Seeking Out Structure and Regularity

The last two Standards for Mathematical Practice require students to seek out underlying patterns and structures in problems and, from those patterns, generalize problem-solving methods and processes. The CCSS note that proficient students may be able to generalize equations and formulas based on repeated calculations.

Throughout the *Everyday Mathematics* curriculum, students are asked to develop their number sense, operations sense, function or pattern sense, and common sense and to bring all these senses to bear on problems in creative ways. Students draw on their mathematical knowledge to identify underlying structures and to identify new variations and extensions of familiar calculations.

As an example, consider how the computational method for finding the area of a rectangle is developed in Grade 3. Children begin by counting square units in rectangles and noting the number of squares in a row and the number of equal rows of squares inside the rectangles. By studying the patterns in their results, children are led to connect the area of a shape to the multiplication of its length and width. This type of teacher-guided investigation is commonplace in *Everyday Mathematics.*

Everyday Mathematics and the Standards for Mathematical Content

Even though *Everyday Mathematics* has been around for decades longer than the CCSS, the content of the two align quite well. There are several reasons for this.

Shared Origin

Everyday Mathematics and the CCSS have a shared origin in decades of research and authoritative opinion. *Everyday Mathematics* was built and is constantly revised using an ever-growing body of research in the learning sciences, authoritative recommendations such as those from the National Council of Teachers of Mathematics and the National Mathematics Advisory Panel, and the professional judgment of the authors. The CCSS are built on the same foundation. So, as a result, good alignment between CCSS and *Everyday Mathematics* is not surprising.

International Benchmarking

International benchmarking was a major concern during the development of the CCSS. Standards from high-achieving foreign countries and papers published by the American Institutes for Research, among others, were used to ensure that the CCSS kept children globally competitive. Evidence from these countries helped the CCSS authors identify strengths and weaknesses that could be used to inform their work.



Likewise, all UCSMP curricula have been developed with international benchmarks in mind. UCSMP has sponsored numerous international conferences on mathematics education in the past 25 years. UCSMP has also translated important mathematics education research and textbooks from high-achieving foreign nations.[5] The authors of *Everyday Mathematics* continuously monitor mathematics education in high-achieving countries in order to assure that our students can compete globally.

Focused and Coherent

A large goal of the CCSS was building focus and coherence in curricula. The CCSS aim for greater focus through the "clarity and specificity" of their minimum requirements. (*CCSSM,* p. 3) And they strive for greater coherence by "stressing conceptual understanding of key ideas, but also continually returning to organizing principles" and by pacing the progression of topics across grades in a way that aligns with "what is known today about how students' mathematical knowledge, skill, and understanding develop over time." (*CCSSM,* p. 4)

The *Everyday Mathematics* program embodies a well-articulated, coherent curriculum.

The *Everyday Mathematics* program embodies a well-articulated, coherent curriculum. In fact, no other mathematics program available has a set of goals as explicit and well articulated as *Everyday Mathematics*. The program's Grade-Level Goals clearly describe the focus of the curriculum at every point and indicate when closure is expected on each skill and concept. At the same time, no other program shows as clearly as *Everyday Mathematics* how mathematical content builds coherently across the grades.

Adaptive and Responsive

As stated in the June 2, 2010, introduction to the CCSS, "As new research is conducted and we evaluate the implementation of the common core standards, we plan to revise the standards on a set review cycle."[6]

The *Everyday Mathematics* authors support this willingness to revise the standards and encourage the authors of the Common Core State Standards to consider the results of field testing and new research. The *Everyday Mathematics* authors also agree with organizations such as the NCTM when they state that they "strongly encourage and support both research about the standards themselves (e.g., research on specific learning trajectories and grade placement of specific content) and their implementation, as well as periodic review and revision based on such research."[7]

Everyday Mathematics remains true to the principles and approach that have led to decades of success. And a large part of that success comes because *Everyday Mathematics* embraces advances in research, adapts to shifting demands and conditions, and embraces change that will lead to better student outcomes.

Core Standards—And More

The CCSS offer a set of minimum standards that aim for long-term improvement in student knowledge and performance. States that adopt the CCSS may add up to 15% additional content at each grade level to customize the CCSS to meet their instructional needs. *Everyday Mathematics* can help states and districts identify the content that will produce a deeper, more coherent mathematics education.

For example, topics in probability are not required by the CCSS until Grade 6. But these topics offer excellent applications of the Standards for Mathematical Practice and help prepare students for careers in which mathematical modeling skills are important. In support of this, NCTM treats probability extensively in the Prekindergarten–2 and 3–5 grade bands in its *Principles and Standards for School Mathematics*—which is a definitive reference on the development of mathematical content for the CCSS. Additionally, foundational work in probability at the elementary grade levels is useful as a context for teaching fractions, decimals, and percents; as a context for reasoning and problem solving; and as a context for mathematical modeling. As such, *Everyday Mathematics* includes lessons on probability throughout Grades K–6.

Negative numbers are another topic not addressed by the CCSS until Grade 6. *Everyday Mathematics* introduces negative numbers to children as early as Kindergarten in the context of temperature and revisits them in subsequent grades in contexts such as bank accounts (withdrawals and deposits), business (losses and profits), and elevation (below and above sea level). This work in negative numbers helps students develop a richer number sense and a deeper understanding of the basic operations with whole numbers.

The latest edition of *Everyday Mathematics* (©2012) aligns completely to the CCSS.

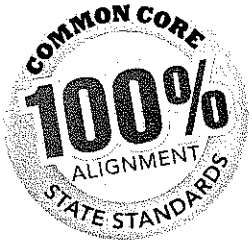
Improving and Adjusting with the CCSS

The *Everyday Mathematics* author team has approached the CCSS as an opportunity to help the program grow and improve. In the latest edition of *Everyday Mathematics* (©2012), adjustments have been made so the curriculum aligns completely to the CCSS. In using *Everyday Mathematics*, you get both a curriculum that utilizes decades of educational research as well as a program that aligns to the recently published Common Core State Standards.

For educators using an earlier edition of *Everyday Mathematics* who are concerned with meeting the CCSS, the *Everyday Mathematics* authors have developed targeted online content support, along with pacing suggestions, to help ensure you have the materials you need to meet and exceed the CCSS. Go to www.everydaymathonline.com for CCSS content support.

The CCSS present a major step in demanding both challenging content and research-based practices in school mathematics curricula. *Everyday Mathematics* offers both—and a long history of results.

Common Core State Standards



The grade-level correlation charts for Kindergarten through Grade 6 on the following pages show how the lessons in *Everyday Mathematics* align to the Common Core State Standards for Mathematics.

Domains are larger groups of related standards.

Each Common Core State Standard is covered in the lessons.

Common Core State Standards and *Everyday Mathematics*, Grade 2

Common Core State Standards for Grade 2	*Everyday Mathematics* Grade 2 Lessons
OPERATIONS AND ALGEBRAIC THINKING 2.OA	
Represent and solve problems involving addition and subtraction.	
2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	**2•1,** 2•2, 2•6, 2•11, 3•6, 3•7, 3•8, **4•1, 4•2, 4•4, 4•6,** 5•2, **6•2, 6•4,** 10•3, **10•4, 10•6**
Add and subtract within 20.	
2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**1•4,** 1•6, 1•8, 1•11, **2•2, 2•3, 2•4, 2•5, 2•6, 2•7,** 2•8, 2•11, **2•12, 2•13,** 3•3, 4•3, 4•5, 4•7, 5•2, 5•5, 5•7, 6•7, 8•1, 8•2, 8•7, 9•2, 9•3, 9•6, 9•9, 10•7, 12•2, 12•5
Work with equal groups of objects to gain foundations for multiplication.	
2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	**1•10,** 1•12, **2•3,** 2•4, **2•5, 2•8**
2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	5•4, **6•6, 6•7, 6•8, 6•9,** 8•2, **11•4,** 1 11•7
NUMBER AND OPERATIONS IN BASE TEN 2.NBT	
Understand place value.	
2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	1•1, **1•5,** 1•9, 1•10, **3•1,** 3•7, **4•9,** 1 **10•9,** 10•10, **11•3**
2.NBT.1a. 100 can be though	**1•1, 1•12, 3•1,** 3•7, **4•9,** 10•8, **10•9,** 10•10, **11•3**
2.NBT.1b. The numbers 100, three, four, five, six, seven, ei	**10•8, 10•9, 10•10**
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	**1•1, 1•2, 1•3, 1•5, 1•7, 1•8, 1•9, 1•10,** 1•12, **2•10,** 2•11, 2•12, 3•1, 3•2, 3•7, 4•5, 6•5, **7•1,** 10•8, 10•9, 10•10
s, number names,	**1•1,** 1•2, **1•7, 1•12, 3•1,** 3•4, **10•8, 10•9, 10•10,** 10•11

Bold lesson numbers indicate content is being taught. Light face lesson numbers indicate that content is being reviewed or practiced.

Standards define what students should understand and should be able to do.

Clusters are groups of related standards. Standards from different clusters may be closely related.