

School Year: 19-20

Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
The O'Farrell Charter School	37683386061964	May 7, 2019	June 10, 2019

Plan Summary

The Story: Describe the students and community and how the LEA serves them.

The O'Farrell Charter School (OCS) opened in the fall of 1994. It was one of the first middle level charter schools in San Diego whose focus and instructional program were determined through the collaborative efforts of teachers, administrators and community. The first year, the conversion school opened with approximately 450 seventh grade students. The following year OCS expanded to 1350 students in grades 6-8. The school has since continued to expand and now houses three schools: The O'Farrell Elementary School (kindergarten – 5th grade), The O'Farrell Middle School, (6th – 8th grade), and The O'Farrell High School (9th – 12th grade) with a total enrollment of 1807.

School-wide decisions are made by the Board of Directors which meets once a month and consists of a teacher, parent, and community representatives. In addition to the superintendent, each school has a principal to oversee the curriculum and operations of the school. The charter of the school has been renewed in 1999, 2004, 2009, and 2014. OCS prides itself in providing a rigorous education with high academic standards for all students with the ultimate goal of preparing all students for college.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Key highlights include some changes to existing services and the implementation of new services based on stakeholder input and data extracted from the LEA's accountability dashboard. These major changes occur in goal 1 (addition of an RTI/resource teacher position), goal 4 (addition of an academic counselor position), and goal 2 (addition of an ELL coordinator position). Modifications are made to various actions as well to increase their efficacy based on data collected from prior LCAP years.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The LEA is most proud of its graduation rate, which according to the California Accountability Dashboard, increased by 1.3% to 100%. The LEA is also proud of its college/career preparation indicator: 75.7% prepared.

In terms of academics, the LEA would like to highlight an increase of 12.3 points in the area of mathematics according to the California Accountability Dashboard. Specific subgroups performing well in this area include Asian and Filipino. Subgroups demonstrating improvement from the previous year include African American, English Learners, Hispanic, and Socially Disadvantaged.

Mathematics:

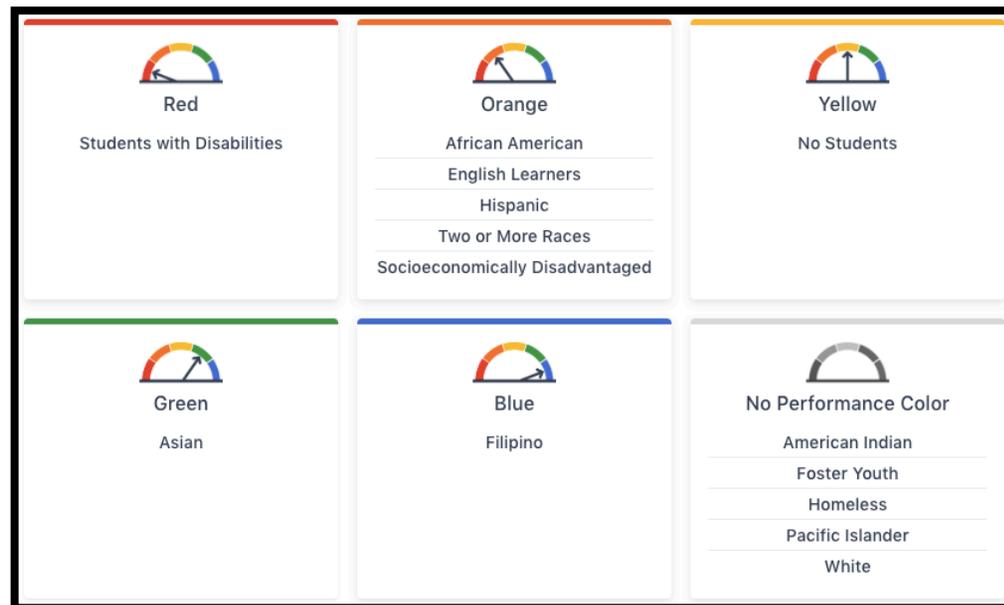


Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

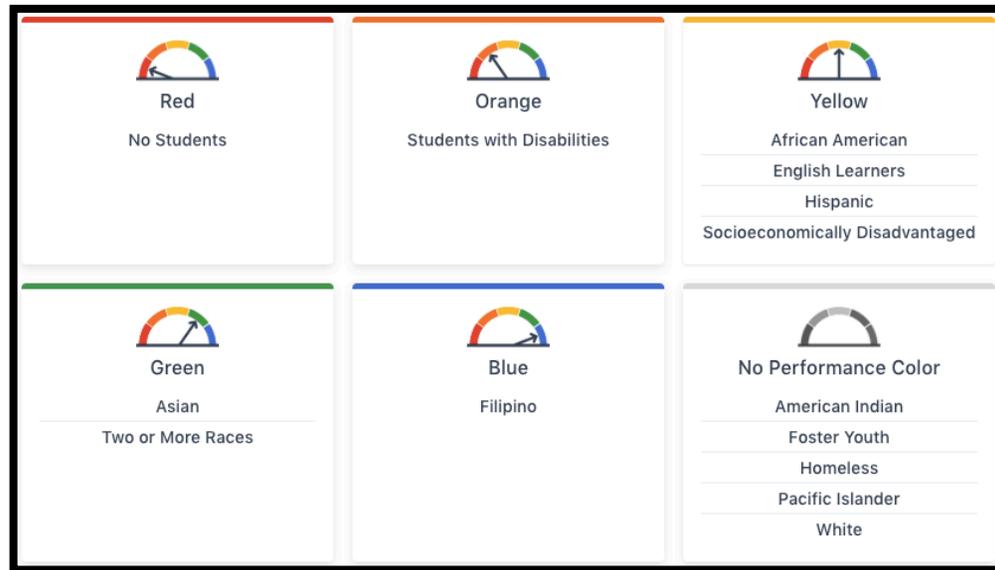
The LEA maintained a “9.1 below standard” status from the previous school year in the area of English language arts. In looking at specific subgroups in this area, students performing in the “orange” performance category include African Americans, English Learners, Hispanics, Two or More Races, and Economically Disadvantaged. Students performing in the red include “students with disabilities.”

English Language Arts:



In the area of mathematics, the LEA had students with disabilities performing in the “orange” performance category only.

Mathematics:



Suspension rates for the LEA increased by 1.1%. Student subgroups in the “red” or “orange” performance levels include African Americans, Two or More Races, White, Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The LEA has zero performance gaps (areas in which any student subgroup performed two or more performance levels below the “all student” subgroup).

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

To improve services for low income students, the LEA is hiring an academic counselor to track student progress, assign interventions, and support students who are at risk. To improve services for English learners, the LEA is hiring an ELL coordinator to monitor ELL progress and reclassification. To improve services for foster youth, the LEA is improving its foster youth tracking practices and has assigned foster/homeless coordinator duties to its 504 and SST coordinator in an effort to continue to identify and support these students. Additionally, the LEA has restructured its Title I expenditures to target the specific needs of homeless/foster students with funds from the Title I budget including transportation, school supplies, and school uniforms.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	For 2018-2019: \$ 13,738,631
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	For 2018-2019: \$15,003,203

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LEA spends general funds on classified salary and benefits, advertising and recruiting, and other services and operating costs such as facilities management and transportation.

In addition to LCFF revenue, there are several other funding sources that the LEA uses to maintain a high-quality educational program in grades K-12 including Title I, Title II, Title III, ASES, 21st Century, College Readiness, and I.D.E.A. funds. When applicable, these are listed in the LCAP as well.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	For 2018-2019: \$ 17,381,247

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The LEA consulted the following groups and adhered to the following timeline during the 2018-2019 school year:

September 2018: The LEA's online survey for all stakeholders was revised and posted on the LEA's website. This survey can be found at www.ofarrellschool.org, by clicking on "LCAP," and then, "LCAP survey." The survey is also made available in Spanish by following the same process outlined above.

September 2018 - October 2018: The LEA's LCAP leadership group convened, consisting of key teaching and leadership staff members responsible for carrying out actions within the LCAP and obtaining stakeholder feedback and subgroup data on an ongoing basis.

October 2018: The LEA shared its current LCAP actions and services with its parent stakeholder groups: PTO (Parent Teacher Organization) and SSC (School Site Council). The LEA established its LCAP Advisory Committee, which is comprised of SSC/PTO parent members and staff representatives voted into the committee during a public election held at the school site.

November-December 2018: LCAP leadership team met regularly to confer with Charter School Management Corporation (CSMC) regarding LCFF budget and to review the previous 2017-2018 LCFF budget.

November 2018: The LEA shared its current and future LCAP goals and actions with its LCAP Advisory Committee, engaged in discussion about its programs and actions, and gained stakeholder input from the committee and additional parents present at the meeting.

December 2018: The LEA shared its current and future LCAP goals and actions with its LCAP Advisory Committee, engaged in discussion about its programs and actions, and gained stakeholder input from the committee and additional parents present at the meeting.

January 2019: The LEA shared its current and future LCAP goals and actions with its LCAP Advisory Committee, engaged in discussion about its programs and actions, and gained stakeholder input from the committee and additional parents present at the meeting.

February 2019: LEA shared its current LCAP with the ELL LCAP Advisory Committee (the LEA's English Language Advisory Committee acts as the LEA's current ELL LCAP Advisory Committee) and engaged the group in a discussion regarding OCS's current goals and services and planned goals and services for the upcoming school year. Meeting minutes were taken and shared with the superintendent and LCAP leadership team.

February 2019: The LEA shared its current and future LCAP goals and actions with its LCAP Advisory Committee, engaged in discussion about its programs and actions, and gained stakeholder input from the committee and additional parents present at the meeting.

February 2019: The LEA held a public hearing to address all stakeholders in a discussion about the LEA's LCAP, its goals, actions, annual update, and how it addressed each state priority.

February 2019: The LEA presented its current and future LCAP goals and actions to the Board of Directors and outlined how it meets the eight priorities as outlined in the LCFF.

March 2019: The LEA provided professional development regarding the eight priority areas to staff and engaged staff members in discussion to gain feedback on goals and action items for the current year and under development for future LCAP years.

March 2019: The LEA shared its LCAP executive summary with its LCAP Advisory Committee, engaged in discussion about its programs and actions, and gained stakeholder input from the committee and additional parents present at the meeting.

March 2019: The LEA engaged county child welfare agencies, foster youth and kinship organizations, and foster youth parents through Southeastern Collaborative meetings. The LEA's LCAP executive summary was presented and feedback was sought during meetings.

April 2019: An online survey was sent to staff. Data from this stakeholder group was brought to the LEA's LCAP leadership group. The LEA superintendent responded to the ELL LCAP Advisory Committee's questions and suggestions in a presentation conducted by a designee of the superintendent at the LEA's ELAC, PTO, SSC, and staff meeting.

April 2019: The LEA consulted with its SELPA to review performance indicators, discuss any apparent disproportionalities, accept technical assistance, and review SELPA professional learning offerings and their impact on the LCAP. Professional learning was scheduled for the upcoming school year through the LEA's SELPA.

April 2019: The LEA shared its current and future LCAP goals and actions with its LCAP Advisory Committee, engaged in discussion about its programs and actions, and gained stakeholder input from the committee and additional parents present at the meeting.

May 2019: The LEA met and conferred with CSMC to share stakeholder group findings and continue to write the annual update and draft of 2019-2020 LCAP, and to review LCFF funds.

May 2019: The LEA's LCAP leadership group and superintendent/designee responded through a presentation to staff stakeholders to feedback gained from the staff survey.

May 2019 – May 2019: The LEA shared updated LCAP and draft with staff.

May 2019: The LEA shared its updated LCAP and draft with ELL LCAP advisory committee and LCAP advisory committee (including PTO, SSC, ELAC, and parent volunteers).

May 2019: The LEA shared its updated LCAP and draft with the board of directors.

May 2019: The LEA held a public hearing to share its updated LCAP and draft with the public.

June 2019: The LEA finalized changes to its LCAP and the board of directors approved final version.

June 2019: The LEA submitted its final LCAP to its authorizer, San Diego Unified School District.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The LEA sought external stakeholder input from community and parent groups throughout the school year. Changes to the LEA's LCAP were made based on this stakeholder input and include:

1. Additional rewards for students reaching expected attendance and academic goals.
2. Additional restorative measures added into the school wide discipline plan to meet the needs of behaviorally at risk students.
3. Additional staff training on bullying prevention and internet safety.
4. Additional staff training on strategic academic supports for EL students.
5. Updated library and reading materials for students with varying reading/lexile levels.

The LEA sought staff input from teachers and classified staff throughout the school year. Changes to the LEA's LCAP were made based on this stakeholder input and include:

1. Creation of RTI/resource teacher position in the elementary school to further meet the needs of struggling learners.

2. Creation of academic counselor position in the middle school to further meet the needs of struggling learners and students affected by socio-emotional issues and/or trauma.
3. Creation of EL Coordinator position k-12 to better facilitate the reclassification process and monitor advancement of supports to EL students.
4. Additional staff training on special education behavior and academic accommodations and techniques to help students achieve success.
5. The purchase of an internet activity monitoring software for use in the classroom.
6. The hiring of additional paraprofessionals to work with student in academic need.

2018-19 Annual Review and Update

The School, in coordination with stakeholder groups, analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it adopted these school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 1

Maintain or increase student achievement outcomes by implementing a fully common core aligned curriculum in all applicable subject areas and supporting teachers in implementing curriculum and curricular supports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: N/A

Annual Measureable Outcomes

Expected

% Met/Exceeds Grade Level Standards in ELA: 15.8 points below level 3 (all students) on dashboard indicator.

% Met/Exceeds Grade Level Standards in math: 39.1 or fewer points below level 3 (all students) on dashboard indicator.

Actual

Measurable Outcome Met: 9.1 points below level 3 (all students) on dashboard indicator.

Measurable Outcome Met: 26.6 points below level 3 (All students) on dashboard indicator.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide and a qualified classified staff to support student learning.	The LEA maintained a fully credentialed (per ESSA regulations) teaching staff LEA-wide. No teaching staff taught outside of their credentialed areas. Classified staff were maintained to ensure seamless delivery of services to students.	12,000,000 (all staff)	Certificated Staff: 8,057,859 Classified Staff: 2,207,791

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate professional development for staff in targeted areas, with a focus on: Mathematics ELA NGSS ELD Professional learning for staff in need of additional coaching to effectively implement curriculum. Ongoing professional development for teachers and paraprofessionals through the El Dorado Charter Special Education	The LEA hosted trainings on campus through the EL Dorado Charter Special Education SELPA. 30 staff were sent to ongoing off-site professional development in the areas of ELD, ELA, writing, AVID, and Mathematics support for students on the following dates: 9/5, 9/6, 9/13, 9/26, 10/23, 10/24, 10/18, 11/13, 11/17, 11/8, 11/9, 10/16, 10/25, 12/12, 12/13 Onsite coaching was conducted on the use of best practices and online programs	100,000	101,950

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SELPA to support all students including those eligible to receive special education and related services on topics including strategies for behavior support and instruction for English language learners.	(Imagine Learning) and AVID methodologies.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue employment of two roaming long-term substitute teachers to: Provide release days for department chairs and team leaders to conduct learning walks and to coach staff. Provide release time for teachers school-wide when needed (determined by school administration).	OCS hired and maintained two roaming long-term substitute teachers throughout the school year to relieve teachers for professional development, parent meetings, IEP meeting support, and to conduct observations.	65,000	58,240

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ AVID tutors.	OCS employed eight AVID tutors during the 18-19 school year.	53,000	68,787

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain or increase the number of paraprofessionals providing push-in support in classrooms to serve students in targeted areas/groups.	OCS hired 46 aides to work with students in classrooms. This is an increase from previous years.	500,000	759,913

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain two counselors providing services to high school students.	OCS employed two full time counselors to provide services to all high school students.	115,000	150,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain an extension of the school year by two additional instructional days and three additional staff days for professional learning.	OCS maintained its extension of the school year by two additional instructional days and three additional staff days for professional learning.	46,000	95,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate a spring break intersession for remediation in targeted areas and increase after school supports for students needing additional academic intervention.	OCS conducted a spring break intersession for remediation in targeted areas for approximately 160 students.	10,000	5,800

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain or increase the number of before and after school support classes and Saturday school courses for students needing additional academic intervention to include: Zero period for ELA and math After school tutoring Homework club Saturday school	OCS held the following after/before school supports for students: Zero period for ELA and math: four courses After school tutoring: nine courses Homework club: six courses Saturday school: three courses	33,000	135,313

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide expanded courses during summer to both extend learning and remediate	OCS provided the following summer	6,000	15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
targeted academic areas.	school courses: Elementary school grade remediation (5 courses) New Student Falcon Camp (1 course) Enrichment Camp (2 courses) ELL Camp (2 courses)		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain (purchase or renew) curricular materials (textbooks and consumables) necessary to implement a fully common core aligned curriculum in every applicable content area, including extensive supplementary and intervention programs (i.e. – reading intervention) to supplement the core curriculum, and lab equipment to supplement implementation of NGSS.	OCS maintained updated materials for all school-wide textbook adoptions (consumables, etc.) Other misc. curriculum supports included: Texts for AP courses Texts for AVID courses Reading Plus Illuminate Renaissance Learning IXL Typing Agent Reading A-Z	550,000	Total: 520,939 Textbooks: 228,165 Reference Materials: 4,012 Supporting Curricular Materials: 205, 988 Classroom Supplies: 82,774

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Naviance Read Naturally College Bound System 44 Imagine Learning Flex Literacy ALEKS		

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a 1-1 device-student ratio in all elementary, high school, and ELA and math classes and in most other content areas. Replace and repair technology (i.e - iPads and Chromebooks, headphones) required for use of supplemental and intervention programs and CAASPP/CAST testing.	OCS maintained a 1-1 device-student ratio in all elementary, high school, and middle school core classes. Technology was replaced to maintain this ratio throughout the school year (including headphones, etc.).	280,000	360,977

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the employment of department chairs in every school and content area to	OCS maintained the employment of 14 department chairs to serve as	320,500	Chairs: 15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
serve as instructional leaders, peer coaches, and BTSA mentors. Hire vice principals in each school to support these efforts.	instructional leaders, peer coaches, and BTSA mentors. The LEA hired three vice principals.		Teacher Induction: 4,000 Vice Principals: 392,397

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain updated library fiction, non-fiction, and digital resources with an emphasis on materials that support student learning within content areas and in language development.	OCS purchased non-fiction and fiction materials to maintain an updated library. Class sets of novel purchases was put off to the next school year so that teachers have adequate time to align novel studies to curriculum and pacing guides.	80,000	4,012

Goal 2

Increase academic achievement of students designated as English language learners and support student reclassification of ELL students and follow up services provided to RFEP students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4

Local Priorities: N/A

Annual Measureable Outcomes

Expected

English Learner Progress (dashboard indicator) 1% increase from 2017-18 baseline of 78.5%.

Actual

No performance color assigned. 43.6% of students “well-developed.”

Actions / Services

Action 1

Planned Actions/Services

Offer an ELD course for ELL students, using a designated supplemental curriculum.

Actual Actions/Services

OCS enrolled 150 students school-wide in ELD courses, using English 3D and novel studies/writing workshops as a supplemental curriculum. A small number of supplemental curricular materials were needed due to a surplus from the previous year.

Budgeted Expenditures

75,000

Estimated Actual Expenditures

5,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a comprehensive tracking and individual learning plan system for coordinating and tracking supports given to ELL students.	OCS purchased ELLevate to track and create individual learning plans for ELL students.	5,000	22,650

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer an ELL language camp over the summer for students needing to develop oral and written language skills. Support ELLs in summer courses through ELL paraprofessionals.	OCS held a two-week ELL language camp over the summer in August for students in grades six through eight. Students in grades nine through twelve were enrolled as tutors to provide peer assistance to middle school ELL students.	7,000	3,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain ELL paraprofessionals in all schools to provide push-in and after school support to ELL students.	OCS employed six full time and part-time ELL paraprofessionals to provide push-in and after school support to ELL students.	80,000	90,434

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain school wide systems (including monthly in-house professional learning) to support and monitor use of research-based teaching strategies to support ELLs in core classes.	OCS provided staff with monthly in-house professional learning in each school using a “strategy of the month” format.	15,000	Expenditures references in goal 1, action 13

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional learning for all credentialed staff working with ELL students and for ELL paraprofessionals.	In addition to in-house monthly professional learning, OCS staff attended ELL specific trainings on the following dates through SDCOE during the 18-19 school year: 8/29, 10/23, 10/24, 9/29, 11/29, 1/16.	10,000	14,000

Goal 3

Involve parents and families in school events to increase sense of community and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 3, 7, and 8

Local Priorities: N/A

Annual Measureable Outcomes

Expected

Sign in sheets from PTO, SSC, ELAC, LCAP Advisory Committee meeting, and parent education/parent nights. Attendance at Open House, Family Fun Day, and other family events: Increase overall average attendance rate by 5% from baseline of 12%

PALS (Partnership for Academic Learning) sign-in sheets: Maintain 90% or above participation rate (of overall school population)

Actual

Measurable Outcome Met: Overall average attendance rate: 525.48 (29%)
 This is an increase of 17% from the previous year:
 SSC average participation rate: 23.14
 PTO average participation rate: 14
 LCAP Advisory Committee average participation rate: 23
 DELAC average participation rate: 18.25
 Open House attendance: 1700
 Family Fun Day attendance: 1500
 Literacy Night (parent education) attendance: 400

Measurable Outcome Met: PALS participation rate: 92%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a minimum of six parent events/workshops/events (college nights, parent education workshops, curriculum nights, open houses, family fun days, etc.) per academic year to promote a positive school climate and involve/educate parents in LEA-wide decisions and initiatives.	<p>OCS conducted one open house during the 18-19 school year (on 8/30), and the other following parent/family events:</p> <p>Donuts with Dean: 9/21 Lights On: 10/25 Fall Festival: 10/31 Veteran’s Day Celebration: 11/9 FASFA Night: 1/24 AVID Night: 2/1 Donuts with Dean: 2/8 Movie Night: 3/1 Concerts: 3/12, 11/14, and 1/15 Literacy Night: 3/14 Donuts with Dean: 4/12 Family Fun Day: 4/24 High School Induction: 4/30 and 1/8 Awards Night: 6/1</p>	25,000	13,300

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parenting classes in English and Spanish throughout the academic year, to be offered, staffed, and promoted by Family Support Services.	<p>Family Support Services provided parenting classes in English and Spanish on the following dates:</p> <p>9/26: Internet safety</p>	1,000	600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	10/10: drug prevention 11/7: Father family support 12/5: Family dream boards 1/23: Healthy habits 2/6: Valentine's day event 3/20: Women's Day event		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use an electronic text/call alert system to notify parents of school events, with an increase emphasis on capturing and using cell phone numbers for text alerts. Email parents weekly/monthly school-specific updates.	OCS used School Messenger to notify parents of school events weekly. Parents were sent emails notifying them of the text/dial out, and newsletters were sent home with students and posted online.	\$10,000	28,309

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase school promotional materials (water bottles, sticky notes, pens, magnets, stickers, etc.) for student incentives and for use at parent involvement events. Purchase stamps and	Promotional materials were purchased to hand out at school events and were handed out at open house, Family Fun Day, and career fairs. Stamps and postcards were purchased for teachers to	30,000	Advertising: 41, 757 Communications: 29,461

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
post cards to enhance communication between staff and families. Purchase materials and copy services needed for mailers and newsletters, including progress report updates.	send home to students throughout the school year, and mailing materials were purchased to send home progress reports and report cards to all students every six weeks in October, December, January, March, April, and June.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote parent involvement in school wide parent groups through the purchase of dinner and refreshments, promotional materials, and childcare to be used at PTO, SSC, ELAC, and other parent nights/meetings.	Dinner and/or refreshments and childcare was provided at all PTO, SSC, and DELAC meetings throughout the 18-19 school year. Flyers were sent home for these meetings, and information was posted on the OCS website and marquees.	3,000	1,500

Goal 4

Decrease the number of suspensions school wide and maintain 96% or above attendance rate school-wide, concentrating on providing services to chronically absent students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 5 & 6

Local Priorities: N/A

Annual Measureable Outcomes

Expected

Actual

K-12 suspension rate: 3.6 or less.

Measurable Outcome Not Met: Suspension Rate: 5.2%

Maintain at least 96% or higher ADA LEA-wide.

Measurable Outcome Met: ADA: 96.5% LEA-wide

Reduce chronic absenteeism rate to 3.3% or below.

Measurable Outcome Not Met: 4.5% chronic absenteeism rate

Actions / Services

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain contract with SAY San Diego to provide counseling and socio-emotional supports to students in grades K-8.

OCS maintained its contract with SAY San Diego to provide counseling and socio-emotional supports to students in grades K-8.

120,303

120,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement a school-wide positive behavior intervention support system that includes school-specific:</p> <p>Rewards each reporting period (and in some cases monthly) for good citizenship, good and perfect attendance, and/or academic progress/achievement.</p> <p>Reward field trips for good attendance, citizenship, and/or academic progress.</p>	<p>OCS implemented positive behavior supports:</p> <p>Rewarded good attendance every six weeks.</p> <p>Rewarded reaching academic goals/high academic achievement every six weeks.</p> <p>Rewarded good citizenship every six weeks.</p>	<p>30,000</p>	<p>13,259</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Create a comprehensive multi-tiered system of support (academic, socio-emotional, and citizenship) for students school-wide. Refine school-wide restorative practices and progressive discipline systems through the purchase of character development and citizenship development curricular materials (school-specific) and through onsite trainings/offsite workshops in restorative practices and building positive relationships with students.</p>	<p>OCS provided staff development through SDCOE (restorative circles training) for teachers and training of trainers for vice principals.</p> <p>OCS also participated in SDCOE's MTSS SUMS scaling up coaching and communities of practice. Areas of focus for school wide initiatives were: 1) citizenship (through restorative practices) and 2) academic (through modifying RTI structures to provide more targeted support.</p>	<p>\$10,000</p>	<p>\$12,660</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Additional on site training was provided for staff through the school's "strategy of the month" structure.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Purchase bus passes for foster/homeless youth and students at risk of chronic absenteeism.</p> <p>Maintain programs, structures, and personnel necessary to track student discipline and attendance, and to meet with teachers and support families of students with chronic absenteeism or chronic disciplinary issues.</p>	<p>OCS purchased bus passes for foster/homeless youth and students at risk of chronic absenteeism.</p> <p>OCS used EdClick to track student discipline electronically, including interventions used and consequences/restorative efforts put into place.</p> <p>FSS and administration tracked chronically absent students and sent letters to families, met with families, and conducted home visits.</p>	\$1,000	33,903

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct parent education classes throughout the school year that focus on but are not limited to:	Parent education classes were conducted during the 18-19 school year:	3,400	3,220

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
attendance/absenteeism, discipline, school supports, family literacy, and college preparatory opportunities.	9/26, 10/10, 11/7, 12/5, 1/23, 2/6, 3/20		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Sustain enrichment camps at these grade levels: 6, 9, and 12. Provide enrichment field trips (including college tours/visits) at every grade level.	Students attended camps sponsored by OCS on these dates: Sixth grade: November 14-16 (160 students). Ninth grade: November 12 - 14 (140 students). Twelfth grade: May 22 - 24 (110 students).	40,000	6 th grade camp: 15,000 9 th grade camp: 10,000 12 th grade camp: 10,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain enrichment activities for foster/homeless youth throughout the summer and during intersessions to promote social/emotional well-being and school connectedness.	Foster/homeless youth participated in onsite meetings and groups throughout the summer facilitated by Family Support Services. Transportation and supplies were purchased for such events as well.	24,000	17,681

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Hire a vice principal within each school responsible for assisting with:</p> <ul style="list-style-type: none"> Leading professional learning on relationship building. Overseeing student discipline. Overseeing PBIS systems. Helping to maintain a positive school climate within their school. 	<p>Three vice principals were hired for the 2018-2019 school year.</p>	<p>345,000</p>	<p>313, 600</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain a school-wide focus on AVID to assist students academically and increasing attendance and citizenship rates by:</p> <ul style="list-style-type: none"> Offering enrichment field trips for students enrolled in AVID courses each year. Conducting events and celebrations throughout the year (i.e – banquet, social events to increase sense of community, etc.). 	<p>The following AVID field trips were conducted:</p> <ul style="list-style-type: none"> 6th grade to SDSU: 11/8 8th grade to Chapman and UC Irvine: 12/14 7th grade to UCSD: 1/18 9th and 10th grade to Chapman and UC Irvine: 4/24 11th grade to Cal Poly Pomona: 4/23 	<p>10,000</p>	<p>4,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>The following family engagement events were held:</p> <p>AVID Picnic: 8/30</p> <p>Ice Cream Social: 2/1</p> <p>AVID Banquet: 5/8</p>		

Analysis: Goal 1

In response to data analyzed from the California Accountability Dashboard, the LEA's leadership team and teacher leaders met extensively to plan and implement interventions to increase student achievement in the areas of mathematics and English language arts. The outcome of this extensive planning resulted in the expansion of/implementation of these increased interventions/programs:

1. Restructured the master schedule to offer REM (reading, enrichment, and math) to the beginning of the day and increased the length of the class by 15 minutes.
2. Provided classroom assistants for all REM classes.
3. Included an additional classroom assistant to support in intervention math classes.
4. Added a credentialed math teacher to co-teach and lower class sizes.
5. Implemented FLEX literacy to remediate students whose reading levels are far below grade level.
6. Provided paid time for teachers to rewrite math pacing guides.
7. All core subject assessments were moved to Illuminate, an online assessment system.
8. Added an additional math homework class and tutoring class after school.
9. Provided professional development to teachers of each school developmentally appropriate to the students they teach.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The LEA met both of its measurable outcomes in goal one. This is believed to be due to the increased focus on academic support through intervention and tutoring courses, and through a focus on incorporating more collaborative time for teachers to examine data and plan for re-teaching during the school day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences (\$1,742,062 over budget) between the budgeted expenditures and estimated actual expenditures were due to the purchasing of additional curricular supports and classroom equipment to fully implement the common core curriculums in English language arts and mathematics. Additionally, increasing payroll expenditures occurred due to increasing costs of benefits and the addition of more paraprofessionals than budgeted for the previous year. These additional personnel costs are reflected in several actions, as these individuals also participated in professional development, extension of the school year, etc.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal because of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The LEA plans to maintain this goal for the upcoming school year and add the two following additional student support positions for the upcoming school year to increase the efficacy of the action items within this goal:

1. RTI/resource teacher (page 52: \$120,000).
2. Academic counselor (page 53: \$90,000).

Analysis: Goal 2

In response to data analysis conducted school-wide revealing the need to increase services to students classified as English language learners, the LEA implemented several initiatives during the 18-19 school year:

1. Installation of ELL/ELD support classes school-wide to deliver targeted assistance in addition to students' English class.
2. Additional ELD curriculum was purchased for ELD classes.
3. An ELL tracking system was purchased and used to track student progress and reclassification efforts.
4. Off-site professional learning in ELL support was provided for staff.
5. Additional ELL paraprofessionals were hired to work with ELL students needing small group or one-on-one assistance during the school day.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While reclassification data for the LEA could be considered abnormal this year because ELPAC and ESSA requirements have recently changed, internal data (common benchmark assessments) demonstrates that students responded to the increased services provided by the school. While structures were put into the school day to address the needs of these students, the LEA is still working toward researching a more effective curriculum and train ELD staff to better serve ELL students. The LEA recognizes that additional paraprofessionals have been helpful in remediating ELL students and helping others maintain eligibility for promotion, but that overall, the paraprofessional and teaching staff must receive additional training on effective practices when working with ELL students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences (46,916 under budget) between the budgeted expenditures and estimated actual expenditures were due to:

1. Fewer attendees to the annual CCSA conference (decreased cost).
2. Using title III funds to purchase curriculum for ELL classes and fewer classroom supplies needed than expected (decreased cost).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal because of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The LEA plans on changing the metrics used to determine the efficacy of the actions within the goal. The LEA's goal was to reclassify 5% of the school's ELL population each year. Because student numbers and enrollment fluctuates throughout the year and due to the publication of state-wide ELL reclassification guidelines, the LEA plans to rewrite the metric to include CAASPP performance and ELPAC performance. The LEA will use the 18-19 ELPAC data and the ELL accountability dashboard indicator as a baseline for developing appropriate expected outcomes for this metric.

Analysis: Goal 3

With an annual measurable expected outcome of a 57% participation rate in all parent events (meetings, education nights, open houses, etc.), The O'Farrell Charter School marketed its parent involvement events more broadly this academic year in order to maximize the number of parents involved. In addition to advertising PTO, SSC, DELAC, and LCAP Advisory meetings in various locations (the school's website, marquee, flyers, dial out, and text), the school also involved the participation of parents and families to recruit for school events. Parents involved in the school's PTO became very involved in recruitment, fundraising, and event planning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As a result of this implementation, OCS was able to better tailor parent events to the needs/wants of the school's families in content, dates, and times. In general, parents enjoy coming to the school for events that involve their students and/or families (such as Family Fun Day). Thus, OCS embedded additional parent education activities within these family fun days and family involvement events to increase parental awareness of programs and efforts set forth by the school. For example, at the school's annual back to school celebration, OCS handed out copies of its parental involvement policy and gained feedback from families that attended.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences (45,927 over budget) between the budgeted expenditures and estimated actual expenditures were due to:

1. Increased costs in goal three related to the use of equipment to manage the electronic dial out and text alert systems.
2. Increased costs in the area of recruitment, communications, and mailing.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services, to achieve this goal as a result of this analysis and analysis of the LCFF evaluation rubric, as applicable. Identify where the changes can be found in the LCAP.

OCS will increase the budget associated with this goal to account for the material differences in this area. The school will also include an action for the upcoming year associated with language translation services.

Analysis: Goal 4

The LEA provided deemed the following services as most successful in assisting toward the attainment of this goal:

1. Hired vice principals to oversee all discipline and the implementation of restorative practices in each school.
2. Contracted with SDCOE and other agencies to provide professional learning for staff in the areas of restorative practices.
3. Refined its school-wide restorative approaches to incorporate parental involvement and student led behavior conferences.
4. Contracted with SAY San Diego to provide interns to work on-campus tracking student absenteeism.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions in this goal were not as effective as the LEA had hoped, as the school experienced a 1.1% increase in suspensions from the previous school year. The school will continue to train staff on restorative practices and invest money into multi-tiered systems of support for students that include counseling, character development, activities that create school connectedness, and support for students experiencing/who have experienced trauma.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences (30,380 under budget) between the budgeted expenditures and estimated actual expenditures were due to:

1. Behavior supports implemented were not as costly as estimated.
2. The school classified some MTSS efforts to the MTSS SUMS grant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal because of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The LEA plans to modify services provided to meet this goal that are aligned to data and survey analysis that includes additional professional learning and increased activities that promote school connectedness. In looking at referral data, the LEA decreased the number of referrals from the previous school year tremendously. It is noted that while suspension data does not show increased success in this area, internal data (referrals and student grades) show a tremendous drop in negative student behaviors, most specifically in the areas of aggression and defiance.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase student achievement outcomes in ELA by implementing a fully common core aligned curriculum in all applicable subject areas, aligning improvement efforts to areas of need through data analysis, and supporting teachers in implementing curriculum and curricular supports.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, & 8

Local Priorities: N/A

Identified Need: Accountability dashboard indicators

Activities that support this goal:

TITLE II, PART A

Professional Growth and Improvement
ESSA Section 2102(b)(2)(B)

Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

This ESSA PROVISION IS ADDRESSED below:

The LEA provides professional learning on-site for all teaching and administrative staff monthly. Professional learning is goal-oriented, job-embedded, and conducted globally to facilitate collaboration and encourage innovation and data analysis. Follow up and monitoring of strategies learned during on-site professional learning sessions is conducted through informal walk throughs, formal observations, PLC notes, and peer-led learning walks.

Professional Learning Communities are established at every grade level and in every subject area to analyze data, build capacity for newer teachers to successfully integrate curriculum and assessment structures into their practices, and to develop collaboration among staff. The LEA measures the success of data collection in PLCs primarily by using the assessment and data collection program Illuminate. School leaders meet with PLC members regularly to review data and create plans for remediation.

The teacher leadership team (comprised of department chairs and team leaders in grades k-12) meets once a month to receive training on important and often, self-identified leadership topics such as coaching and mentoring, providing feedback to teachers, leading with purpose, and data analysis. The LEA measures the professional growth of its leadership team members through surveys conducted twice a year.

The LEA provides an induction program to teachers free of charge through a partnership with the San Diego County Office of Education. The LEA hires a credentialed teacher to oversee the program in conjunction with the administrative team and teachers are paired with mentors (teacher leaders and department chairs) from their site to guide them through induction work, which is job-embedded and specific. Progress is noted by mentors and growth is measured through walkthroughs and observations.

Principals are provided with off-site professional learning through partnerships with the San Diego County Office of Education and through memberships with the California Charter School Association and the Charter School Development Center.

All teaching staff participate in monthly professional learning on-site in which a shared strategy is learned and implemented in the classroom. The LEA offers staff professional learning targeted to their specific needs. Staff, in the beginning of their careers, are offered a teacher induction program and on-site professional learning. Staff who have been at the school site for longer are offered targeted professional learning geared toward their specific needs and subject matter. Staff are also encouraged to seek professional learning opportunities that will enhance their careers and delivery of services. Leadership training and support is also offered to teachers who are transitioning into leadership positions on campus through monthly in-house professional learning sessions.

The LEA develops its yearly professional learning calendar in June and July of each academic year (for the upcoming year) based on multiple sources of information, including feedback from teachers and administrators, and student achievement data. On-site professional learning is provided monthly (and often, more frequently) and is in response to data analysis and/or specific staff need. The effectiveness of professional learning is assessed through classroom observations, surveys, and PLC minutes. Changes are made to the professional learning plan as the year progresses and for the following year based on feedback and on how effective the professional learning is in helping increase student success or program improvement. To determine this, leadership meetings are held weekly and data is examined and housed in Illuminate, an assessment and data management system, and in Power School, a student information system.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA Section 2102(b)(2)(D)

Describe how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

This ESSA PROVISION IS ADDRESSED below:

The LEA collects and tracks educator placement data annually prior to the start of each school year. The LEA has no teachers teaching outside their credentialed field and 100% of its teachers meet highly qualified criteria. As a single site LEA, The O'Farrell Charter School does not have a disproportionate number of teaching staff serving at-risk and minority youth.

To guarantee educator effectiveness, the LEA provides a myriad of professional learning opportunities for staff throughout each academic year including in-house professional learning (monthly) and off-site professional learning (as needed). Prior to the start of each school year, teachers new to the organization attend a four day "new teacher training" in which they learn AVID strategies and school-wide educational strategies. In January

of each academic year, all teaching staff attend a full day professional learning session based on educational initiatives set forth by the LEA. Finally, the LEA offers a one-year and two-year teacher induction program through the San Diego County Office of Education.

Expected Annual Measureable Outcomes

Metrics/Indicators	2019-20	2020-21	2021-22
% Met/Exceeds Grade Level Standards in ELA	6 points below level 3	3 points below level 3	level 3
% Met/Exceeds Grade Level Standards in math	23 points below level 3	20 points below level 3	15 points below level 3

Planned Actions / Services

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Modified	Unchanged	Unchanged

2019-2020 Actions/Services

Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide and a qualified classified staff to support student learning.

2020-2021 Actions/Services

Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide and a qualified classified staff to support student learning.

2021-2022 Actions/Services

Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide and a qualified classified staff to support student learning.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	8,820,000: credentialed 2,444,000: classified	8,820,000: credentialed 2,444,000: classified	8,820,000: credentialed 2,444,000: classified
Source	LCFF and Title 1	LCFF and Title 1	LCFF and Title 1
Budget Reference	1100, 2100, 2400	1100, 2100, 2400	1100, 2100, 2400

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Modified	Unchanged	Unchanged

2019-20 Actions/Services

Facilitate professional development for staff in targeted areas, with a focus on ELA and ELD, professional learning that helps teachers improve their efficiency and efficacy in grading essays, professional development to improve writing expectations in all content areas, professional learning for staff in need of additional coaching to effectively implement curriculum, and ongoing professional development for teachers and paraprofessionals through the El Dorado Charter Special Education SELPA to support those receiving special education services.

2020-21 Actions/Services

Facilitate professional development for staff in targeted areas, with a focus on mathematics, ELA, and NGSS professional learning opportunities, and professional learning for staff in need of additional coaching to effectively implement curriculum.

2021-22 Actions/Services

Facilitate professional development for staff in targeted areas, with a focus on mathematics, ELA, and NGSS professional learning opportunities, and professional learning for staff in need of additional coaching to effectively implement curriculum.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	165,943	165,943	165,943
Source	Title I and II	Title I and II	Title I and II
Budget Reference	8291, 8292	8291, 8292	8291, 8292

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Unchanged

Unchanged

Unchanged

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Continue employment of two long-term substitute teachers with the addition of a third to:

Provide release days for department chairs and team leaders to conduct learning walks and to coach staff, and for teachers school-wide when needed (determined by school administration).

Continue employment of two long-term substitute teachers to:

Provide release days for department chairs and team leaders to conduct learning walks and to coach staff, and for teachers school-wide when needed (determined by school administration).

Continue employment of two long-term substitute teachers to:

Provide release days for department chairs and team leaders to conduct learning walks and to coach staff, and for teachers school-wide when needed (determined by school administration).

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	67,000	67,000	67,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration

Year	2019-20	2020-21	2021-22
Budget Reference	14	14	14

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Employ AVID tutors.	Employ AVID tutors.	Employ AVID tutors.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	69,000	69,000	69,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration

Year	2019-20	2020-21	2021-22
Budget Reference	14	14	14

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Modified	Modified

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Increase the number or paraprofessionals providing push-in support in classrooms to serve students in targeted groups/areas.	Maintain the number or paraprofessionals providing push-in support in classrooms to serve students in targeted groups/areas.	Maintain the number or paraprofessionals providing push-in support in classrooms to serve students in targeted groups/areas.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	760,000	760,000	760,000

Year	2019-20	2020-21	2021-22
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Maintain two counselors providing services to high school students.	Maintain two counselors providing services to high school students.	Maintain two counselors providing services to high school students.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	150,000	150,000	150,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Modified	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Modify the extension of the school year by one additional instructional day and four additional staff days for professional learning.	Maintain an extension of the school year by one additional instructional day and four additional staff days for professional learning.	Maintain an extension of the school year by one additional instructional day and four additional staff days for professional learning.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	95,000	95,000	95,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 8

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools
Actions/Services		
2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Unchanged	Unchanged
2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Facilitate intersessions for remediation in targeted areas and increase after school supports for students needing additional academic intervention.	Facilitate intersessions for remediation in targeted areas and increase after school supports for students needing additional academic intervention.	Facilitate intersessions for remediation in targeted areas and increase after school supports for students needing additional academic intervention.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	6,000	6,000	6,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 9

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Unchanged	Unchanged

2019-20 Actions/Services 2020-21 Actions/Services 2021-22 Actions/Services

2019-20 Actions/Services

Maintain or increase the number of before and after school support classes and Saturday school courses for students needing additional academic intervention to include:
 Zero period for ELD, ELA, and math
 After school tutoring
 Homework Club
 Saturday School

2020-21 Actions/Services

Maintain the number of before and after school support classes and Saturday school courses for students needing additional academic intervention to include:
 Zero period for ELD, ELA, and math
 After school tutoring
 Homework Club
 Saturday School

2021-22 Actions/Services

Maintain the number of before and after school support classes and Saturday school courses for students needing additional academic intervention to include:
 Zero period for ELD, ELA, and math
 After school tutoring
 Homework Club
 Saturday School

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	136,000	136,000	136,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 10

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Provide expanded courses during summer to both extend learning (enrichment) and remediate targeted academic areas.	Provide expanded courses during summer to both extend learning and remediate targeted academic areas.	Provide expanded courses during summer to both extend learning and remediate targeted academic areas.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	12,000	12,000	12,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 11

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services

Unchanged

2020-21 Actions/Services

Unchanged

2021-22 Actions/Services

Unchanged

2019-20 Actions/Services

Maintain (purchase or renew) curricular materials (textbooks and consumables) necessary to implement a fully common core aligned curriculum in every applicable content area, including extensive supplementary and intervention programs (i.e. – reading intervention) to supplement the core curriculum, and lab equipment to supplement implementation of NGSS.

2020-21 Actions/Services

Maintain (purchase or renew) curricular materials (textbooks and consumables) necessary to implement a fully common core aligned curriculum in every applicable content area, including extensive supplementary and intervention programs (i.e. – reading intervention) to supplement the core curriculum, and lab equipment to supplement implementation of NGSS.

2021-22 Actions/Services

Maintain (purchase or renew) curricular materials (textbooks and consumables) necessary to implement a fully common core aligned curriculum in every applicable content area, including extensive supplementary and intervention programs (i.e. – reading intervention) to supplement the core curriculum, and lab equipment to supplement implementation of NGSS.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	500,000	500,000	500,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 12

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Unchanged	Unchanged

2019-20 Actions/Services	20120-21 Actions/Services	2021-22 Actions/Services
Maintain a 1-1 device-student ratio in all elementary, high school, ELA, and math classes and in most other content areas. Replace and repair technology (i.e - iPads and Chromebooks, headphones) required for use of supplemental/intervention programs and CAASPP/CAST testing.	Maintain a 1-1 device-student ratio in all elementary, high school, ELA, and math classes and in most other content areas. Replace and repair technology (i.e - iPads and Chromebooks, headphones) required for use of supplemental/intervention programs and CAASPP/CAST testing.	Maintain a 1-1 device-student ratio in all elementary, high school, ELA, and math classes and in most other content areas. Replace and repair technology (i.e - iPads and Chromebooks, headphones) required for use of supplemental/intervention programs and CAASPP/CAST testing.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	186,000	186,000	186,000
Source	Title I	Title I	Title I

Year	2019-20	2020-21	2021-22
Budget Reference	8291	8291	8291

Action 13

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Unchanged	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Maintain the employment of department chairs and team leaders in every school and content area to serve as instructional leaders, peer coaches, and induction mentors.	Maintain the employment of department chairs and team leaders in every school and content area to serve as instructional leaders, peer coaches, and induction mentors these efforts.	Maintain the employment of department chairs and team leaders in every school and content area to serve as instructional leaders, peer coaches, and induction mentors.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	22,000	22,000	22,000
Source	Title II	Title II	Title II
Budget Reference	8292	8292	8292

Action 14

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-19 Actions/Services	2021-22 Actions/Services
Maintain updated library fiction, non-fiction, and digital resources with an emphasis on materials that support student learning within content areas and in language development.	Maintain updated library fiction, non-fiction, and digital resources with an emphasis on materials that support student learning within content areas and in language development.	Maintain updated library fiction, non-fiction, and digital resources with an emphasis on materials that support student learning within content areas and in language development.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	20,000	20,000	20,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	4200	4200	4200

Action 15

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-19 Actions/Services	2021-22 Actions/Services
Hire a response to intervention/resource teacher to work with underperforming students, students in GATE, and those in need of academic counseling and extra academic support in grades k-5.	Maintain a response to intervention/resource teacher to work with underperforming students, students in GATE, and those in need of academic counseling and extra academic support in grades k-5.	Maintain a response to intervention/resource teacher to work with underperforming students, students in GATE, and those in need of academic counseling and extra academic support in grades k-5.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	120,000	120,000	120,000
Source	Title I	Title I	Title I
Budget Reference	8291	8291	8291

Action 16

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-19 Actions/Services	2021-22 Actions/Services
Hire an academic counselor to work with underperforming students and those in need of academic counseling and extra academic support in grades 6-8.	Maintain an academic counselor to work with underperforming students and those in need of academic counseling and extra academic support in grades 6-8.	Maintain an academic counselor to work with underperforming students and those in need of academic counseling and extra academic support in grades 6-8.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	90,000	90,000	90,000
Source	Title I	Title I	Title I
Budget Reference	8291	8291	8291

Goal 2

Increase academic achievement of students designated English language learners and support the reclassification of ELL students and follow up services provided to RFEF students.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Identified Need: ELL Students: Accountability dashboard indicators, reclassification rates

TITLE III, PART A

Title III Professional Development

Essa Section 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

This ESSA PROVISION IS ADDRESSED below:

The LEA conducts professional learning for staff intending to increase the success and achievement of students designated as English language learners. Professional learning is conducted by administration and site staff designated as ELD lead teachers and is provided to all staff responsible for teaching English language learners. Professional learning is ongoing throughout the school year (monthly) and is age/grade level specific (i.e. - high school teachers participate in professional learning specific to best practices as they pertain to high school students and elementary school teachers participate in professional learning that is specific to primary grade ELL students).

Paraprofessionals working with this subgroup of students also participate in professional learning on best instructional practices on an ongoing basis throughout the school year (at least twice yearly on-site and once yearly off-site, with meetings every other week and trainings to follow up on implementation of practices). Professional development is conducted staff-wide to increase opportunities for collaboration and release time is provided, through the employment of two long-term roving substitute teachers, for staff to conduct learning walks with their peers and to provide/receive ongoing coaching.

The LEA purchased a management system to track ELL student progress and capture achievement data for students designated as ELL and students who have been reclassified for progress monitoring. Students are monitored for a minimum of two years after reclassification and interventions are put into place to ensure students can participate fully and succeed in core classes.

To lead these efforts, administrative staff (principals, vice principals, and Director of Special Education) attend yearly professional development through the San Diego County Office of Education and the California Charter School Association. Professional learning includes, but is not limited to implementation of ELD standards, utilization of best practices to increase the success of ELL students, integration of ELD standards into core

classes, integrated and designated ELD, and ELPAC testing. LEA administrative staff meet weekly to discuss professional learning efforts and program effectiveness.

**Enhanced Instructional Opportunities
Essa Sections 3115(e)(1) and 3116**

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

This ESSA PROVISION IS ADDRESSED below:

To improve the instruction and assessment of students in this subgroup, the LEA conducts professional learning, employs teaching assistants to work with students in the classroom and after school and provides integrated and designated ELD courses for students. The LEA monitors the effectiveness of instruction provided to students in the following ways:

Professional learning: Professional learning is provided to all staff responsible for teaching English language learners. Through implementing “strategy of the month” on site staff-wide professional learning is ongoing throughout the school year, monthly, and is age/grade level specific. Paraprofessionals working with this subgroup of students also participate in professional learning on best instructional practices at least twice yearly on-site and once yearly off-site, with meetings and coaching every other week to follow up on implementation of practices. Professional development is conducted staff-wide to increase opportunities for collaboration and release time is provided, through the employment of two long-term roving substitute teachers, for staff to conduct learning walks of their peers and to provide/receive ongoing coaching.

Teaching Assistants: Six instructional aides (three full time and three part time) Are employed to work with students in the classroom and after school to assist them in mastering grade level content and language objectives. Classroom assistance ranges from one hour to three hours daily, depending on student need and after school support is generally provided for one hour, four times weekly.

ELD Courses: Designated ELD courses are provided to students in all grade levels. In the elementary school, this is conducted through “power hour” courses that are 45 minutes in duration, four times weekly, with a specific curriculum to focus on reading, fluency, phonics, and comprehension. In the middle school, students are enrolled in an ELD course with a specific ELD curriculum to target language objectives, including listening and speaking. In the high school, students receive ELD instruction in their core ELA class at designated times within the class period.

Progress Monitoring: Student data is tracked school-wide using the program ELLevate, a progress monitoring tool that allows the LEA to create individualized learning plans for ELL students and input achievement data to track the effectiveness of interventions used to assist students. ELPAC data is also uploaded into the system to monitor student progress. To monitor the effectiveness of the ELD programs, administrative staff conduct class walkthroughs and observations weekly and teachers collaborate to compare and discuss data in weekly professional learning community meetings. In addition, state testing data is monitored closely by administrative staff and the superintendent. Programmatic decisions (such as purchasing curriculum, changing the master schedule, hiring additional ELD staff, etc.) are made after careful analysis of student progress.

The LEA takes care to consult with stakeholders on an ongoing basis to update them on program effectiveness and changes, and to gain feedback. DELAC meetings are held every other month during which stakeholders are updated on programs and student supports at The O’Farrell Charter School, and during which stakeholder input is taken by OCS staff and communicated to administration and teaching staff, which is then used to make

programmatic decisions. PTO meetings are held monthly and SSC meetings are held every other month for the same purpose. A survey is provided to staff, parents, and community members annually to collect stakeholder feedback and change the LEA's program based on stakeholder engagement.

Title III, Part A Immigrant funding will be used with LCFF funds to increase student achievement and appropriately support students in this subgroup. Immigrant student progress is addressed within the LCAP in goal 3, action item 1: implement an ELD course; goal 3, action item 2: use a comprehensive tracking system; goal 3, action item 3: offer a language camp over the summer; goal 3, action item 4: maintain paraprofessionals to assist students in the classroom and after school; and goal 3, action item 6: provide professional development for all staff working with ELLs.

Title III Programs and Activities

Essa Section 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the sub-grant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

The LEA uses several language instruction programs to address the needs of English language learners, which are outlined below:

- English 3D: Curriculum is used in designated ELD courses for students in grades six, seven, and eight. ELD courses supplement, and do not replace, core English language arts courses for students. These courses are in addition to ELA courses to increase student success in core classes.
- Flex Literacy: Supplementary curriculum is used in designated ELD settings (with the ELD component Springboard, the core ELA curriculum).
- Imagine Learning: Supplementary curriculum is used in integrated and designated ELD settings in grades k-8 and is intended to support student skill-building to increase success in core ELA classes.
- Benchmark: The ELD component of the Benchmark curriculum is used in designated and integrated ELD courses in grades three through five to support ELL student success and access to core curriculum.
- Wonders: The ELD component of the Benchmark curriculum is used in designated and integrated ELD courses in grades kindergarten through two to support ELL student success and access to core curriculum.
- ELLevate: Program is used to track ELL data, for progress monitoring, and for tracking of reclassified student supports and success.
- GLAD and SDAIE: Strategies are used in general education classrooms to help ELL students access curriculum and to scaffold to ensure student success.
- Club Del Sol: An after school support specifically designed to assist ELL students with homework and classwork assigned in core classes, and to intentionally and systematically build speaking, listening, reading, and writing skills through targeted age-appropriate language-based activities.

Regarding programs and curriculum, the LEA takes care to consult with stakeholders on an ongoing basis to update them on program effectiveness, changes, and to gain feedback. DELAC meetings are held every other month during which stakeholders are updated on programs and student supports at The O'Farrell Charter School, and during which stakeholder input is taken by OCS staff and communicated to administration and teaching staff and is then used to make programmatic decisions. PTO meetings are held monthly and SSC meetings are held every other month for the same purpose. A survey is provided to staff, parents, and community members annually to collect stakeholder feedback and change the LEA's program based on stakeholder engagement.

Funding for these efforts is provided by Title III in conjunction with LCFF. Efforts are outlined in the LEA's LCAP and funding streams are noted in the LCAP to differentiate which activities are funded by each funding source. Program effectiveness is analyzed by administration on an ongoing basis and is reported to the superintendent throughout the school year. State testing and ELPAC data is analyzed yearly and is a factor as well in making programmatic decisions regarding ELL students. California State Accountability Dashboard data is used as a measure of success as well as internal data such as benchmark tests (quarterly) and course grades (six times annually).

English Proficiency and Academic Achievement
Essa Section 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and**
- (B) meeting the challenging State academic standards.**

This ESSA PROVISION IS ADDRESSED below:

The O'Farrell Charter School is held accountable for successful student outcomes through data reported out publicly via the California Accountability Dashboard, through charter renewal criteria reported to the LEA's charter authorizer, and through the LEA's LCAP goals. Dashboard data consists of reclassification data and ELL student progress as indicated on the ELA CAASPP test and ELPAC. Charter renewal data is stated in the school's report on school specific outcomes, which include state testing progress and successful completion of a complete course of study as outlined in the charter document. The school is held accountable for achieving these indicators through the charter reauthorization process conducted by San Diego Unified School District, the LEA's authorizer. Accountability for ELL achievement and progress is outlined and addressed in the LEA's LCAP in goal 3 and all associated action items. Accountability for meeting this goal is reported out annually in the LEA's LCAP.

The LEA also creates several internal success indicators to which it holds itself accountable. These indicators include course grades/pass rates and student interim assessment data. These data points are examined with the above-mentioned accountability structures. Course grades and pass/fail rates are examined every six weeks via "at-risk" reports analyzed by administration and teaching staff involved in the education of students under title III. Interventions are then put into place according to student need. Interim assessment data is analyzed at least three times yearly (more often in

some grade levels) and is analyzed in weekly PLC meetings. Data is used to make decisions about student placement, student supports, curriculum modification, and reteaching opportunities.

Stakeholders are informed of the LEA’s progress toward its LCAP goals monthly at PTO/SSC meetings and every other month at DELAC meetings. Stakeholder input is taken from representatives at these meetings and presented to the administrative and teaching teams, is used to make program decisions, and information on changes is reported back to these entities throughout the year. Often modifications to the LEA’s LCAP are made at these representative meetings with members of the administration present. The LEA specifically looks at the progress of students considered “newcomers” and to students identified as long-term ELLs. These students are monitored as they are given supports such as push-in services, pull-out small group interventions, and after/before school supplemental courses.

To assist in increasing parental awareness of and involvement in decisions made regarding school programs and structures, the LEA holds several family events throughout the year in which it reports out information about student supports and program changes and asks for feedback. Title III expenditures are shared out as well as overall student/program data to analyze the effectiveness of the LEA’s program. This occurs each fall and spring at the school’s open houses and at various parent education and participation nights throughout the school year. Information is shared and input is taken annually at individualized PALS meetings with every family with a child who attends the school. A survey is posted online in both English and Spanish to gain additional stakeholder input from community members, staff, and students. Survey data is shared with staff and leadership annually. Input from the DELAC, PTO, and SSC is taken annually regarding question types and data collected from these online surveys.

Expected Annual Measureable Outcomes

Metrics/Indicators	2019-20	2020-21	2021-22
English Learner Progress (dashboard indicator)	45% “well developed”	50% “well developed”	55% “well developed”

Planned Actions / Services

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Offer an ELD course for ELL students, using a specified ELD curriculum.	Offer an ELD course for ELL students, using a specified ELD curriculum.	Offer an ELD course for ELL students, using a specified ELD curriculum.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	59,000	59,000	59,000
Source	Title III	Title III	Title III
Budget Reference	8293	8293	8293

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

Maintain a comprehensive tracking and individual learning plan system for coordinating and tracking supports given to ELL students (ELLevate).

2020-21 Actions/Services

Maintain a comprehensive tracking and individual learning plan system for coordinating and tracking supports given to ELL students

2021-22 Actions/Services

Maintain a comprehensive tracking and individual learning plan system for coordinating and tracking supports given to ELL students

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
------	---------	---------	---------

Amount	6,500	6,500	6,500
--------	-------	-------	-------

Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
--------	------------------------	------------------------	------------------------

Budget Reference	14	14	14
------------------	----	----	----

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

Offer an ELL language camp over the summer for students needing oral and written language skill support. Support ELLs in summer courses through ELL paraprofessionals.

2020-21 Actions/Services

Offer an ELL language camp over the summer for students needing oral and written language skill support. Support ELLs in summer courses through ELL paraprofessionals.

2021-22 Actions/Services

Offer an ELL language camp over the summer for students needing oral and written language skill support. Support ELLs in summer courses through ELL paraprofessionals.

Budgeted Expenditures

Year 2019-20

20120-21

2021-22

Amount 5,000

5,000

5,000

Source LCFF Sup/Concentration

LCFF Sup/Concentration

LCFF Sup/Concentration

Budget Reference 14

14

14

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth,
and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or
Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools,
and/or Specific Grade Spans)

English Learners

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

Maintain ELL paraprofessionals in all schools to provide push-in and after school support to ELL students.

2020-21 Actions/Services

Maintain ELL paraprofessionals in all schools to provide push-in and after school support to ELL students.

2021-22 Actions/Services

Maintain ELL paraprofessionals in all schools to provide push-in and after school support to ELL students.

Budgeted Expenditures

Year	2019-20	2020-21	2021-20
Amount	90,000	90,000	90,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-Wide	All Schools
------------------	----------	-------------

Actions/Services

2019-20 Actions/Services

Maintain school wide systems (including monthly school-wide and weekly grade level in-house professional learning) to support and monitor use of research-based teaching strategies to support ELLs in core classes.

2020-2021 Actions/Services

Maintain school wide systems (including monthly school-wide and weekly grade level in-house professional learning) to support and monitor use of research-based teaching strategies to support ELLs in core classes.

2021-22 Actions/Services

Maintain school wide systems (including monthly school-wide and weekly grade level in-house professional learning) to support and monitor use of research-based teaching strategies to support ELLs in core classes.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	15,000	15,000	15,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Provide professional learning for all credentialed staff working with ELL students and for ELL paraprofessionals.	Provide professional learning for all credentialed staff working with ELL students and for ELL paraprofessionals.	Provide professional learning for all credentialed staff working with ELL students and for ELL paraprofessionals.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	14,000	14,000	14,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

Hire an ELL Coordinator to track ELL progress, reclassification progress and monitoring, and oversee ELL aides.

2020-21 Actions/Services

Maintain an ELL Coordinator to track ELL progress, reclassification progress and monitoring, and oversee ELL aides.

2021-22 Actions/Services

Maintain an ELL Coordinator to track ELL progress, reclassification progress and monitoring, and oversee ELL aides.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	80,000	80,000	80,000
Source	Title III	Title III	Title III
Budget Reference	8293	8293	8293

Goal 3

Involve parents and families in school events to increase sense of community and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 7, & 8

Identified Need: LCAP Survey results and CHKS results

Parent and Family Engagement

Essa Sections 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

This ESSA PROVISION IS ADDRESSED below:

Under sections 1111(d) and 1116, the LEA will:

Revise its parent and family engagement policy in June of each calendar year to be approved by the Board of Directors and will distribute the policy to families of students in all grade levels on the first day of school each year. The policy will be available on the school's website.

Provide at least four parent workshops and events annually, including, but not limited to, a college preparedness information night, family literacy night, enrollment symposium, new student orientation, and curriculum night.

Provide, by handing out to families during parent/teacher conferences in September of each academic year, information on how parents can access their students' grades online, how they can apply for additional academic assistance, and how they can become involved at the school site, should they want to volunteer. Each family will meet with the teacher for a one-on-one conference in September during which this information will be provided. This information will be available on the school's website.

Members of the LEA's administration team will attend workshops on this topic annually at the California Charter School Association annual conference, the Charter School Development Center's annual conference, and parent involvement workshops provided at the San Diego County Office of Education. Training will then be conducted on site for parents (at PTO, DELAC, and SSC meetings) paraprofessionals (during the regular work day) and credentialed teaching staff (through on site professional learning) to educate staff in the value/utility of contributions of parents, and in how to contact, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The LEA will provide a parent resource center on campus to which parents have access during the school day (from 7:30 am – 3:30 pm), including access to computers and wifi. The LEA will coordinate with its PTO, SSC, and DELAC to present, instruct on implementing, gain stakeholder feedback on, and decide on the effectiveness and use of its curricular programs, including online student supports, and textbook adoptions.

All parent letters and event flyers sent home will be provided in English and Spanish.

The LEA will gain PTO, DELAC, and SSC feedback during monthly meetings and online via an electronic survey available all year and updated annually.

The LEA will provide opportunities for the informed participation of parents and family members during all LEA parent meetings and events (including members with limited English proficiency, members with disabilities, and members of migratory children), and will provide any related information and all school reports in both English and Spanish.

Parent and Family Involvement

ESSA Section 1423(8)

Provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

This ESSA PROVISION IS ADDRESSED below:

The LEA implements a plan each year in which the following takes place:

Parents/families of suspended and/or at-risk youth meet with school personnel and FSS personnel to address suspensions and behaviors connected to suspensions throughout the school year.

Families of students with absence alerts are notified of student absences and attend restorative/planning meetings with school personnel and FSS personnel monthly until attendance improves.

The LEA holds a minimum of nine parent workshops throughout the school year, with FSS, provided in both English and Spanish. Topics vary (such as internet bullying, effective study habits, human trafficking, etc.)

All parents meet with their child's teacher at the start of each academic year for PALS (Partnership in Academic Learning and Success) conferences, during which student data is discussed and an action plan for the school year is made.

Rewards are instituted every six weeks for students attaining academic achievement requirements and for students with good and perfect attendance, as part of the school's MTSS program.

Expected Annual Measureable Outcomes

Metrics/Indicators	2019-20	2020-21	2021-22
Sign in sheets from PTO, SSC, ELAC, LCAP Advisory Committee meeting, and parent education/parent nights. Attendance at Open House, Family Fun Day, and other family events.	20% overall parent attendance at school events and meetings.	Maintain 20% or higher overall parent attendance at school events and meetings.	Maintain 20% or higher overall parent attendance at school events and meetings.
PALS (Partnership for Academic Learning) sign-in sheets.	Maintain 90% or above participation rate (of overall school population)	Maintain 90% or above participation rate (of overall school population)	Maintain 90% or above participation rate (of overall school population)

Planned Actions / Services

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2018-19 Actions/Services

Provide a minimum of six parent events/workshops/events (college nights, parent education workshops, curriculum nights, open houses, family fun days, etc.) per academic year to promote a positive school climate and involve/educate parents in LEA-wide decisions and initiatives.

2019-20 Actions/Services

Provide a minimum of six parent events/workshops/events (college nights, parent education workshops, curriculum nights, open houses, family fun days, etc.) per academic year to promote a positive school climate and involve/educate parents in LEA-wide decisions and initiatives.

2020-21 Actions/Services

Provide a minimum of six parent events/workshops/events (college nights, parent education workshops, curriculum nights, open houses, family fun days, etc.) per academic year to promote a positive school climate and involve/educate parents in LEA-wide decisions and initiatives.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	15,000	15,000	15,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

2020- 21 Actions/Services

2021-22 Actions/Services

Provide parenting classes in English and Spanish throughout the academic year, to be offered, staffed, and promoted by Family Support Services.

Provide parenting classes in English and Spanish throughout the academic year, to be offered, staffed, and promoted by Family Support Services.

Provide parenting classes in English and Spanish throughout the academic year, to be offered, staffed, and promoted by Family Support Services.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	1,000	1,000	1,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Use an electronic text/call alert system to notify parents of school events, with an increased emphasis on capturing and using cell phone numbers for text alerts. Email parents weekly/monthly school-specific updates.

Use an electronic text/call alert system to notify parents of school events, with an increased emphasis on capturing and using cell phone numbers for text alerts. Email parents weekly/monthly school-specific updates.

Use an electronic text/call alert system to notify parents of school events, with an increased emphasis on capturing and using cell phone numbers for text alerts. Email parents weekly/monthly school-specific updates.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	28,300	28,300	28,300
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

Purchase school promotional materials (water bottles, sticky notes, pens, magnets, stickers, etc.) for student incentives and for use at parent involvement events. Purchase stamps and post cards to enhance communication between staff and families. Purchase materials needed for mailers and newsletters, including progress report updates.

2020-21 Actions/Services

Purchase school promotional materials (water bottles, sticky notes, pens, magnets, stickers, etc.) for student incentives and for use at parent involvement events. Purchase stamps and post cards to enhance communication between staff and families. Purchase materials needed for mailers and newsletters, including progress report updates.

2021-22 Actions/Services

Purchase school promotional materials (water bottles, sticky notes, pens, magnets, stickers, etc.) for student incentives and for use at parent involvement events. Purchase stamps and post cards to enhance communication between staff and families. Purchase materials needed for mailers and newsletters, including progress report updates.

Budgeted Expenditures

Year	2019-20	2020-19	2021-22
Amount	80,000	80,000	80,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

Promote parent involvement in school-wide parent groups through the purchase of dinner and refreshments, promotional materials, and childcare to be used at PTO, SSC, ELAC, and other parent meetings.

2020-21 Actions/Services

Promote parent involvement in school-wide parent groups through the purchase of dinner and refreshments, promotional materials, and childcare to be used at PTO, SSC, ELAC, and other parent meetings.

2021-22 Actions/Services

Promote parent involvement in school-wide parent groups through the purchase of dinner and refreshments, promotional materials, and childcare to be used at PTO, SSC, ELAC, and other parent meetings.

Budgeted Expenditures

Year	2019-20	20120-21	2021-22
Amount	2,000	2,000	2,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Goal 4

Decrease the number of suspensions school wide and maintain 96% or above attendance rate school-wide.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 & 6

Identified Need: Accountability dashboard indicators

Expected Annual Measureable Outcomes

Metrics/Indicators	2019-20	2020-21	2021-22
K-12 suspension rates	4%	3.5%	3%
Average daily attendance rates	Maintain at least 96% school wide	Maintain at least 96% school wide	Maintain at least 96% school wide

Planned Actions / Services

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

2019-20 Actions/Services

Maintain contract with SAY San Diego to provide counseling and socio-emotional supports to students in grades K-8.

2020-21 Actions/Services

Maintain contract with SAY San Diego to provide counseling and socio-emotional supports to students in grades K-8.

2021-22 Actions/Services

Maintain contract with SAY San Diego to provide counseling and socio-emotional supports to students in grades K-8.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	120,100	120,100	120,100
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

2019-20 Actions/Services

Implement a school-wide positive behavior intervention support system that includes school specific:
 Rewards each reporting period (and in some cases, monthly) for good citizenship, good and perfect attendance, and/or academic progress/achievement.
 Reward field trips for good attendance, citizenship, and/or academic progress.

2020-21 Actions/Services

Implement a school-wide positive behavior intervention support system that includes school specific:
 Rewards each reporting period (and in some cases, monthly) for good citizenship, good and perfect attendance, and/or academic progress/achievement.
 Reward field trips for good attendance, citizenship, and/or academic progress.

2021-22 Actions/Services

Implement a school-wide positive behavior intervention support system that includes school specific:
 Rewards each reporting period (and in some cases, monthly) for good citizenship, good and perfect attendance, and/or academic progress/achievement.
 Reward field trips for good attendance, citizenship, and/or academic progress.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	20,000	20,000	20,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2019-20 Actions/Services

Maintain a comprehensive multi-tiered system of support (academic, socio-emotional, and citizenship) for students school-wide. Refine school-wide restorative practices and progressive discipline systems through the purchase of character development and citizenship curricular materials (school-specific) and through onsite trainings/offsite workshops in restorative practices and building positive relationships with students.

2020-21 Actions/Services

Maintain a comprehensive multi-tiered system of support (academic, socio-emotional, and citizenship) for students school-wide. Refine school-wide restorative practices and progressive discipline systems through the purchase of character development and citizenship curricular materials (school-specific) and through onsite trainings/offsite workshops in restorative practices and building positive relationships with students.

2021-22 Actions/Services

Maintain a comprehensive multi-tiered system of support (academic, socio-emotional, and citizenship) for students school-wide. Refine school-wide restorative practices and progressive discipline systems through the purchase of character development and citizenship curricular materials (school-specific) and through onsite trainings/offsite workshops in restorative practices and building positive relationships with students.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	20,000	20,000	20,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

Actions/Services

2019-20 Actions/Services

Purchase bus passes for students in need of transportation to and from school, including foster/homeless youth and students at risk of chronic absenteeism.

Maintain programs, structures, and personnel necessary to track student discipline and attendance, and to meet with teachers and support families of students with chronic absenteeism or chronic disciplinary issues.

2020-21 Actions/Services

Purchase bus passes for students in need of transportation to and from school, including foster/homeless youth and students at risk of chronic absenteeism.

Maintain programs, structures, and personnel necessary to track student discipline and attendance, and to meet with teachers and support families of students with chronic absenteeism or chronic disciplinary issues.

2021-22 Actions/Services

Purchase bus passes for students in need of transportation to and from school, including foster/homeless youth and students at risk of chronic absenteeism.

Maintain programs, structures, and personnel necessary to track student discipline and attendance, and to meet with teachers and support families of students with chronic absenteeism or chronic disciplinary issues.

Budgeted Expenditures

Year 2019-20

2020-21

2021-22

Amount 33,000

33,000

33,000

Source LCFF Sup/Concentration

LCFF Sup/Concentration

LCFF Supl/Concentration

Year	2019-20	2020-21	2021-22
Budget Reference	14	14	14

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Conduct parent education classes throughout the school year that focus on but are not limited to: attendance/absenteeism, discipline, school supports, family literacy, and college preparatory opportunities.	Conduct parent education classes throughout the school year that focus on but are not limited to: attendance/absenteeism, discipline, school supports, family literacy, and college preparatory opportunities.	Conduct parent education classes throughout the school year that focus on but are not limited to: attendance/absenteeism, discipline, school supports, family literacy, and college preparatory opportunities.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	3,300	3,300	3,300
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration

Year	2019-20	2020-21	2021-22
Budget Reference	14	14	14

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-222 Actions/Services
Sustain enrichment camps at these grade levels: 6, 9, and 12. Provide enrichment field trips (including college tours/visits) at every grade level.	Sustain enrichment camps at these grade levels: 6, 9, and 12. Provide enrichment field trips (including college tours/visits) at every grade level.	Sustain enrichment camps at these grade levels: 6, 9, and 12. Provide enrichment field trips (including college tours/visits) at every grade level.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	35,000	35,000	35,000

Year	2019-20	2020-21	2021-22
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Maintain enrichment activities for foster/homeless youth throughout the summer and during intersessions to promote social/emotional well-being and school connectedness.	Maintain enrichment activities for foster/homeless youth throughout the summer and during intersessions to promote social/emotional well-being and school connectedness.	Maintain enrichment activities for foster/homeless youth throughout the summer and during intersessions to promote social/emotional well-being and school connectedness.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	18,000	18,000	18,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 8

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services

Continue employment of a vice principal within each school responsible for assisting with:
Leading professional learning on relationship building.
Overseeing student discipline.
Overseeing PBIS systems.
Helping to maintain a positive school climate within their school.

2020-21 Actions/Services

Continue employment of a vice principal within each school responsible for assisting with:
Leading professional learning on relationship building.
Overseeing student discipline.
Overseeing PBIS systems.
Helping to maintain a positive school climate within their school.

2021-22 Actions/Services

Continue employment of a vice principal within each school responsible for assisting with:
Leading professional learning on relationship building.
Overseeing student discipline.
Overseeing PBIS systems.
Helping to maintain a positive school climate within their school.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	315,000	315,000	315,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 9

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services

Maintain a school-wide focus on AVID to assist students academically and increase attendance and citizenship rates by:
Offering enrichment field trips for students enrolled in AVID courses each year.
Conducting events and celebrations throughout the year (i.e – banquet, social events to increase sense of community, etc.).
Parent involvement events focusing on AVID.

2020-21 Actions/Services

Maintain a school-wide focus on AVID to assist students academically and increase attendance and citizenship rates by:
Offering enrichment field trips for students enrolled in AVID courses each year.
Conducting events and celebrations throughout the year (i.e – banquet, social events to increase sense of community, etc.).
Parent involvement events focusing on AVID.

2021-22 Actions/Services

Maintain a school-wide focus on AVID to assist students academically and increase attendance and citizenship rates by:
Offering enrichment field trips for students enrolled in AVID courses each year.
Conducting events and celebrations throughout the year (i.e – banquet, social events to increase sense of community, etc.).
Parent involvement events focusing on AVID.

Budgeted Expenditures

Year	2019-20	2020-21	2022-22
Amount	4,000	4,000	4,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

Action 10

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools

Actions/Services

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Use DTS translating services to translate all documents, letters, and flyers sent to parents.	Use DTS translating services to translate all documents, letters, and flyers sent to parents.	Use DTS translating services to translate all documents, letters, and flyers sent to parents.

Budgeted Expenditures

Year	2019-20	2020-21	2022-22
Amount	3,000	3,000	3,000
Source	LCFF Sup/Concentration	LCFF Sup/Concentration	LCFF Sup/Concentration
Budget Reference	14	14	14

PLANNED STRATEGIES/ACTIVITIES

Budget Summary

DESCRIPTION

AMOUNT

Total Base Funding (LCFF)

2018-2019: 14,713,163
 2019-2020: 15,672,182
 2020-2021: 16,120,515
 2021-2022: 16,590,993

Total Supplemental/Concentration Grant Monies Provided to the School

2018-2019: 2,668,084 (18.13%)
 2019-2020: 2,808,768 (17.92%)
 2020-2021: 2,874,611 (17.83%)
 2021-2022: 2,992,351 (08.04%)

Total Funds Budgeted for Strategies to Meet the Goals in the LCAP

2019-2020:
 Total Funds Provided to School: 18,480,950
 Total Budgeted Funds: 14,634,143

 Goal 1: 13,666,943
 Goal 2: 269,500
 Goal 3: 126,300
 Goal 4: 571,400

Consolidation of Funds

List the Federal programs that the school is consolidating in the school-wide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	485,828
Title II	66,592
Title III	33,974
Special Education - IDEA	217,915
Title IV	34,148

Subtotal of consolidated federal funds for this school: 838,457

List the State and local programs that the school is consolidating in the school-wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School Education and Safety Program	213,300
Total LCFF	18,480,950

Subtotal of state funds for this school: \$18,694,250