

The O'Farrell Charter School

Charter Renewal Petition

July 1, 2019 to June 30, 2024

TABLE OF CONTENTS

Executive Summary	Page 2
Affirmations, Assurances, and Declarations	Page 6
Elements	
1. Educational Program	Page 9
2. Measurable Student Outcomes	Page 23
3. Method for Measuring Student Outcomes	Page 31
4. Governance Structure	Page 32
5. Employee Qualifications	Page 34
6. Health and Safety Procedures	Page 36
7. Racial and Ethnic Balance	Page 38
8. Admissions Requirements	Page 39
9. Independent Financial Audit	Page 40
10. Suspension and Expulsion Procedures	Page 41
11. Retirement Systems	Page 60
12. Attendance Alternatives	Page 61
13. Employee Leave and Return Rights	Page 62
14. Disputes Resolution	Page 63
15. Closure Procedures	Page 64

Appendix:

- 16. Local Control and Accountability Plan (“LCAP”) 2018-19, 2019-20, and 2020-21
- 17. Active Corporate Status and Articles of Incorporation
- 18. Bylaws
- 19. Conflict of Interest Code
- 20. Uniform Complaint Policy
- 21. Board Roster
- 22. Financials: Budget and Cash Flow 2019-20, 2020-21, and 2021-22
- 23. Western Association of Schools and Colleges (“WASC”) Accreditation Letter.
- 24. A Day in the Life of an O’Farrell Student

EXECUTIVE SUMMARY

The O’Farrell Charter School (“Charter School”) serves grades TK-12 on a site owned by the San Diego Unified School District (“District”) located at 6130 Skyline Drive, San Diego, California, which falls within the attendance boundaries of Valencia Park Elementary, Knox Middle, and Lincoln High. The initial charter was approved by the District on January 11, 1994, and subsequently renewed on January 26, 1999; May 1, 2004; July 1, 2009; and December 3, 2013. The Charter School is seeking a five-year term beginning July 1, 2019, and ending June 30, 2024. The Charter School’s student demographics are summarized below in the table.

Student Demographics 2017-18 of The O’Farrell Charter School

Socioeconomically Disadvantaged	71.0%		Hispanic or Latino	54.3%
English Learners	19.2%		Black or African American	16.9%
Students with Disabilities	9.7%		Filipino	15.4%
			Two or More Races	5.4%
			Asian	4.4%
			White	2.3%
			Native Hawaiian or Pacific Islander	0.8%
			American Indian or Alaska Native	0.1%

In 2015, the Charter School won the National Excellence in Urban Education Award from the National Center for Urban School Transformation (“NCUST”) and was named as one of the “Nation’s Best Urban Schools.” (See <https://www.ncust.com/americas-best-urban-schools/>)

In 2018, the Charter School ranked #143 in California and earned a silver medal per the U.S. World & News Report best high schools list.

A unique feature of the Charter School is its commitment to the Advancement Via Individual Determination (“AVID”) philosophy of working to close the achievement gap by preparing all students for college and other postsecondary opportunities. The Charter School has been deemed an AVID National Demonstration School based on its teaching of skills and behaviors for academic success, providing intensive support with tutorials and strong student/teacher relationships, developing positive peer group for students, and instilling a sense of hope for personal achievement gained through hard work and determination. An innovative feature of the Charter School is its use of a schoolwide “home base” period for students, which may include

“looping” of a cohort of students in the upper grade levels to encourage the development of strong relationships.

According to the University of California (“UC”) admissions web page, students must rank in the top 9% of their high school class or rank in the top 9% of all California students to be accepted to a UC school. As summarized in the table below, last year, 31% of the senior class of the Charter School were accepted to a UC school.

Senior Class Acceptance of The O’Farrell Charter School

	2016	2017	2018
UC	23%	26%	31%
CSU	30%	41%	53%
4-Year University	51%	54%	62%
2-Year College	49%	39%	34%
Military	0	6%	6%
Trade School	0	1%	0
University, College, Military, or Trade School	100%	100%	100%

The Charter School has met academic renewal criteria, as required by Education Code section 47607. Specifically, the Charter School attained its Academic Performance Index (“API”) growth target in the prior year or in two of the last three years both schoolwide and for all groups of students served. The Charter School ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. The Charter School ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. The academic performance of the Charter School is at least equal to the academic performance of the public schools that the students would otherwise have been required to attend, as well as the academic performance of the schools in the District in which the Charter School is located, taking into account the composition of the student population, as summarized below in the tables.

Historical Enrollment and Academic Information of The O’Farrell Charter School

	Total Enrollment	API Growth	State Rank	Similar Schools Rank	ELA Proficiency	Math Proficiency	CAASPP ELA Met or Exceeded	CAASPP Math Met or Exceeded
2010-11	947	736	3	2	43.4%	36.2%		
2011-12	917	804	6	9	57.4%	56.7%		
2012-13	1088	831	7	6	55.1%	64.7%		
2013-14	1290							
2014-15	1460						44%	41%
2015-16	1580						48%	37%
2016-17	1714						47.19%	33.8%
2017-18	1775						%	%

CAASPP Comparison to the District schools where the Charter School is located 2016-17

	O’Farrell	Valencia Park	Knox Middle	Lincoln High
ELA Met or Exceeded	47.19%	31.37%	18.32%	26.83%
Math Met or Exceeded	33.8%	37.45%	7.56%	10.98%

CAASPP Comparison to the District schools that the students would otherwise been required to attend 2016-17

	O’Farrell	Encanto	Bell Middle	Millennial Tech	Morse High
ELA Met or Exceeded	47.19%	41.37%	30.98%	24.08%	58.16%
Math Met or Exceeded	33.8%	33.33%	18.54%	13.37%	23.59%

Historically the Charter School operated as a very large middle school, until it added elementary and high school grade levels. Through small class sizes, looping, and home base period, all students will be well known by the staff and, consequently, well supported. The table below summarizes the projected enrollment for the term of charter.

Projected Enrollment of The O’Farrell Charter School

	Grades TK-5	Grades 6-8	Grades 9-12	Total
2019-20	515	770	550	1,835
2020-21	515	770	550	1,835
2021-22	515	770	550	1,835
2022-23	515	770	550	1,835
2023-24	515	770	550	1,835

The Charter School is proud to serve the students and their families who enroll. Should any additional information or documentation be required by the District as part of its charter renewal analysis, the Charter School is happy to provide it.

AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

1. The Charter School shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act, commencing with Government Code section 3540.
2. The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.
3. The Charter School shall, on a regular basis, consult with parents/guardians and teachers regarding its educational programs.
4. The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a student on the basis of the characteristics listed in Education Code section 220.
5. Except as provided below, admission to the Charter School shall not be determined according to the place of residence of the student, or of his or her parent/guardian, within this state.
 - a. The Charter School shall admit all students who wish to attend the Charter School. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing ("lottery"). Preference shall be extended in the following priority: children of the Charter School staff, siblings of currently enrolled students, currently enrolled students, and students who reside in the District.
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200.
 - c. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Parents/guardians are encouraged, but never required, to volunteer.
6. If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student,

including report cards or a transcript of grades, and health information. This paragraph applies only to students subject to compulsory full-time education pursuant to Education Code section 48200.

7. The Charter School shall comply with all applicable federal and state laws including but not limited to the Individuals with Disabilities Education Act (“IDEA”) and the Family Educational Rights and Privacy Act (“FERPA”).
8. The Charter School serves grades TK-12 on a District-owned site located at 6130 Skyline Drive, San Diego, California. One effect is that some of the students attending the Charter School would otherwise have been required to attend Valencia Park Elementary, Encanto Elementary, Knox Middle, Bell Middle, Lincoln High, or Morse High. Administrative services are provided through a combination of directly-hired internal staff, as well as contracts with third-party entities, which may include a back-office provider with experience in providing administrative services to charter schools, such as the Charter School Management Corporation.
9. The Charter Schools has elected to be operated as a nonprofit public benefit corporation. Pursuant to Education Code section 47604(c), the District is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the District has complied with all oversight responsibilities required by law.
10. The Charter School submits its three-year cash flow and three-year operational budget.
11. The Charter School shall maintain any insurance coverage minimums that the District requires of all other charter schools authorized by the District.
12. Reasonably comprehensive descriptions of new requirements of charter schools enacted into law after the charter was last renewed on December 3, 2013, are summarized as follows:
 - a. **Pupil Health/Epinephrine Auto-Injectors.** Pursuant to Education Code section 49414 (SB 1266), the Charter School provides emergency epinephrine auto-injectors to trained personnel who may use them to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.
 - b. **Pupil Instruction (Math).** Pursuant to Education Code section 51224.7 (SB 359), on June 6, 2016, the governing board of the Charter School adopted a fair, objective, and transparent mathematics placement policy (#6003) for students entering grade 9.
 - c. **Pupil Health/Opioid Antagonist.** Pursuant to Education Code section 49414.3 (AB 1748), the Charter School may provide emergency naloxone hydrochloride or another opioid antagonist to trained personnel to provide emergency medical

aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

- d. **Executive Compensation.** Pursuant to Government Code section 54953 (SB 1436), the governing board of the Charter School, prior to taking final action, shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in Government Code section 3511.1(d), during the open meeting in which the final action is to be taken.
- e. **Public Comment.** Pursuant to Government Code section 54954.3 (AB 1787), if the Charter School limits time for public comment at meeting of the governing board, it shall provide at least twice the allotted time to a member of the public who utilizes a translator to ensure that non-English speakers receive the same opportunity to directly address the governing board.
- f. **Pupil Suicide Prevention.** Pursuant to Education Code section 215 (AB 2246), on April 10, 2017, the governing board of the Charter School adopted policy 5010 on student suicide prevention. The policy was developed in consultation with Charter School and community stakeholders, Charter School-employed mental health professionals, and suicide prevention experts. Board policy 5010 addresses procedures relating to suicide prevention, intervention, and postvention.
- g. **Educational Equity.** Pursuant to Education Code section 221.61 (SB 1375), the Charter School has posted the name and contact information for the Title IX coordinator at www.ofarrellschool.org as well as the other required information.
- h. **Student Admissions and Discipline.** Pursuant to Education Code section 47605 (AB 1360), the Charter School's suspension and expulsion procedures comply with federal and state constitutional procedural and substantive due process requirements.
- i. **Feminine Hygiene Products.** Pursuant to Education Code section 35292.6 (AB 10), the Charter School provides menstrual products, including feminine hygiene products, at no charge.
- j. **Agenda Posting.** Pursuant to Government Code section 54954.2 (AB 2257), the Charter School has an integrated agenda management platform that meets specified requirements, including, among others, that the current agenda is the first agenda available at the top of the integrated agenda management platform.

Jonathan Dean, Ed.D.
Superintendent and Lead Petitioner
The O'Farrell Charter School

Date

1. EDUCATIONAL PROGRAM. This section provides a description of the educational program of the Charter School, as required by Education Code section 47605(b)(5)(A).

STUDENT POPULATION

The Charter School is a neighborhood public school that targets its enrollment from students who live in the surrounding areas within the District. The majority of the students enrolled at the Charter School reside in the attendance boundaries of Encanto Elementary, Valencia Park Elementary, Bell Middle, Knox Middle, Morse High, and Lincoln High. A small percentage of students reside in the La Mesa-Spring Valley School District, Chula Vista Elementary School District, and other adjacent school districts within San Diego County.

As of June 15, 2018, the Charter School currently serves approximately 485 students in grades TK-5, 734 students in grades 6-8, and 517 students in grades 9-12. The majority of students are eligible for the free or reduced-price meal program and categorized by the California Department of Education (“CDE”) as socioeconomically disadvantaged. The composition of the students as categorized by the CDE are summarized in below in the table.

Composition of the Student Population 2017-18

	O’Farrell	SDUSD	Encanto	Valencia Park	Bell Middle	Knox Middle	Morse High	Lincoln High
Hispanic or Latino of Any Race	54.3%	46.5%	75.8%	48.5%	42.1%	81.0%	36.2%	68.7%
American Indian or Alaska Native	0.1%	0.3%	0.2%	1.0%	0.0%	0.3%	0.4%	0.0%
Asian	4.4%	8.5%	2.7%	10.6%	1.9%	1.8%	2.9%	3.7%
Pacific Islander	0.8%	0.4%	0.4%	1.6%	2.7%	1.6%	1.8%	0.9%
Filipino	15.4%	4.9%	2.1%	3.5%	28.6%	1.4%	34.1%	1.4%
African American	16.9%	8.7%	10.3%	25.8%	13.5%	10.4%	14.4%	18.6%
White	2.3%	23.0%	3.4%	1.2%	3.1%	1.0%	1.5%	2.5%

Two or More Races	5.4%	7.2%	4.2%	6.5%	7.0%	1.1%	8.1%	2.4%
Ethnicity Not Reported	0.4%	0.8%	0.8%	1.4%	0.9%	1.4%	0.6%	1.7%
Socioeconomically Disadvantaged	71.0%	59.6%	91.8%	89.8%	78.8%	95.3%	79.4%	86.2%
Students with Disabilities	9.7%	12.9%	15.0%	14.0%	16.1%	19.4%	12.1%	17%
Homeless	1.3%	5.1%	36.8%	10%	10%	13.9%	NA	12%
Foster Youth	0.02%	0.3%	0.02%	0.1%	0.08%	0.03%	0.03%	0.05%
English Learners	19.2%	23.9%	40.2%	39%	21.0%	39.6%	13.5%	32%

MISSION AND VISION STATEMENT

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

The FALCON Way

I have the power to create a great life for myself. My character is demonstrated through high personal and academic standards. I always behave in a way that brings me closer to my goals of success in college and life. I respect the cultural differences in my school community. I follow the rules to keep my community safe and strong. To achieve my goals, I will follow the FALCON Way of **F**ocus, **A**ttitude, **L**eadership, **C**itizenship, **O**rganization, and **N**on-Violence.

The Charter School will achieve academic excellence, build strong relationships with students and families, and develop students with exceptional character.

Academic Excellence: Academic excellence will be reached through a highly qualified and innovative staff who teaches to the highest standard in a safe learning community that enables students access to top colleges and careers.

Relationships: Our dedicated staff will motivate students to succeed by building relationships with students and families and fostering unity between all stakeholders.

Character Development: Staff will teach students to act with integrity, treat others with respect, be resilient in the face of obstacles, and take responsibility for their actions.

AN EDUCATED PERSON IN THE 21ST CENTURY

The Charter School defines an “educated person in the 21st century” as an individual who is making positive contributions to the local community and the world. This person is responsible, literate, and engages in critical thinking. Students are responsible for learning the rules of the Charter School, contribute to the safety of the campus, and work cooperatively and collaboratively. Literacy includes learning content area concepts and skills and using technology in a meaningful way to gather and analyze information and communicate ideas. Students are required to approach a problem from different perspectives and develop solutions using information gathered from diverse materials, technologies, and experiences.

HOW LEARNING BEST OCCURS

The Charter School believes that learning best occurs when all students have opportunities to learn through active participation with their peers. Many students benefit from support and experiences that extend beyond school site and school day. The Charter School must nurture the teacher as learner and researcher, and the parent/guardian and community as active role takers in the learning environment. The Charter School shall consider and address the academic, social-emotional, and physical needs of all students to ensure access.

The goals set by the Charter School to enable students to become and remain self-motivated, competent, and lifelong learners include implementing a daily “homebase” morning period. The Charter School also offers multiple before and after school opportunities for students to support on their academic performance. While varying within different elementary, middle, and high school grade levels, the homebase teacher is an additional staff member who gets to know the student. For example, the homebase teachers for 7th grade students may “loop” into 8th grade. Similarly, the homebase teacher for a group of 9th grade students may loop with the same students through 12th grade. Homebase teachers serve as the primary source of support for

students. They are the main link between home and school. The homebase teacher contacts parents, conducts conferences, maintains student information, and works with other teachers and staff to ensure student success. The homebase teacher is the student's primary advocate and advisor.

In addition to department chairs who coordinate subject matter content areas, the Charter School also has "team leaders" to provide support. The team leaders' responsibilities may include providing support to new teachers, assisting the principal and other administrators, and communicating with parents/guardians.

ANNUAL GOALS AND SPECIFIC ACTIONS

The LCAP that is included in the Appendix identifies the goals for the Charter School and the specific actions to achieve those goals on a schoolwide and subgroup basis. The goals and actions are also specified in the measurable student outcomes section of this charter.

HIGH SCHOOL PROGRAM

The Charter School offers a high school program in a small school setting with total enrollment for grades 9-12 at approximately 550 students, which allows the staff to get to know the students and provide targeted support. Under the supervision of the high school principal, two full-time counselors and the documentation they develop, including the course catalog, serve as the primary manner in which the Charter School informs parents/guardians and students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Counselors, and other staff, inform stakeholders about which courses offered by the Charter School are WASC-accredited and may be considered transferable. Counselors, and other staff, inform stakeholders which courses have been approved by the University of California ("UC") or the California State University ("CSU") as creditable under the "A to G" admissions criteria for meeting may college entrance requirements. The Charter School is WASC accredited. Information about courses accredited by WASC and approved by UC/CSU may be obtained by contacting the counselors through the high school office at (619) 266-0112.

The Charter School's graduation requirements are as follows:

1. Students must maintain a cumulative grade point average ("GPA") of 2.0 or higher in scholarship, computed on the basis of A=4, B=3, C=2, D=1, and F=0. The weighted GPA for graduation is computed from courses completed in grades 9-12. Advanced Placement

(“AP”) courses and designated Honors and Advanced courses earn credit on a weighted or five-point scale: A=5, B=4, C=3, D=1, and F=0.

2. Students must maintain a record of responsible citizenship. To participate in graduation ceremonies, students must meet a minimum standard of a 2.0 average in citizenship grades during their senior year. The citizenship GPA is computed on a scale of E (excellent)=4, G (good)=3, S (satisfactory)=2, N (needs improvement)=1, and U (unsatisfactory)=0.
3. Students in grade 12 are required to present a senior exhibition.
4. Students will be required to complete a minimum number of community service hours.
5. Students must demonstrate proficiency in the completion of a computer education course or completion of an approved course that incorporates computer education and computer applications. A test may be used for grades 9-12 when a course is not accessible or possible.
6. Students must complete a minimum of 44 semester credits. Students are expected to meet California standards in English, mathematics, science, history, visual/performing arts, and physical education, as well as the UC/CSU “A-G” course requirements. Students who become credit deficient must enroll in summer school to earn missed credits.
 - a. **History: 3 years (6 semester credits)** grade 9 or 10: one year of world history and geography or advanced alternative; grade 11: one year of U.S. history and geography or advanced alternative; grade 12: one semester in government and one semester in economics, or one year in an advanced alternative.
 - b. **English: 4 years (8 semester credits)** grades 9-12: four years, including one year in a course that emphasizes American literature and one year from a prescribed list of English courses or advanced alternative. English Language Development (“ELD”) may be used to fulfill the eight-semester English requirement.
 - c. **Mathematics: 3 years (6 semester credits)** one year in Integrated Math 1 (Algebra 1- 2), one year in Integrated Math 2 (Geometry 1-2), and one year in Integrated Math 3 (Intermediate Algebra) or other advanced option as approved by UC “D” subject area.
 - d. **Science: 3 years (6 semester credits)** one year of life science in biology or other option in the UC “D” subject area; one year of physical science in physics or chemistry, or other laboratory science course in the UC “D” subject area; and one additional year of science coursework in the UC “D” (laboratory science) or UC “G” (elective) subject area.
 - e. **Language other than English (LOTE): 3 years (6 semester credits)** 3 years of a LOTE, in which 2 years are of the same LOTE.
 - f. **Visual/Performing Arts: 1 year (2 semester credits)** one year in a single UC “F” approved visual/performing arts course.

- g. **Electives:** Additional credits needed to reach a total of 44 credits may be earned by completing additional courses in the above areas and/or elective courses.
- h. **Physical Education: Two years (4 semester credits)** students are enrolled in a physical education course in grade 9.
- i. **Career/Technical Education Requirement: 1 year (2 semester credits)** students are enrolled a career development in grade 12.

The Charter School may revise the graduation requirements during the term of the charter so long as they meet the minimum requirements set by the CDE, as applicable to charter schools.

FRAMEWORK FOR INSTRUCTIONAL DESIGN

The Charter School’s vision utilizes a student-centered, activity-oriented learning program, with state-of-the-art technology and community participation. Originally a middle school program serving grades 6-8, the Charter School has expanded over the past few years to include elementary grades TK-5 and high school grades 9-12. The Charter School references the following three sources as a framework for instructional design: *Essential Program Components* from the CDE, the *Professional Learning Communities Model* of Richard DuFour and the CDE’s publication on middle schools found in *Taking Center Stage: A Commitment to Standards-Based Education for California’s Middle Grades Students* (2001) and *Taking Center Stage-Act II: Closing the Achievement Gap for California’s Middle Grades Students* (2008, <http://pubs.cde.ca.gov/TCSII>). *Taking Center Stage-Act II* identifies the following twelve elements of a middle school program considered critical to reduce the achievement gaps while addressing the developmental needs.

Academic Excellence

- 1. Rigor
- 2. Instruction, Assessment, and Intervention
- 3. Time

Developmentally Responsive Practices

- 4. Relevance
- 5. Relationships
- 6. Transitions

Socially Equitable Practices

- 7. Access
- 8. Safety, Resilience, and Health

Organizational Support and Processes

- 9. Leadership
- 10. Professional Learning

- 11. Accountability
- 12. Partnerships

By framing the instructional design with these elements, the Charter School is able to focus on the students’ needs in an organized manner. For example, with regard to rigor, professional learning, and partnerships, the Charter School continues to face the challenge of accelerating the achievement of students who are reading significantly below grade level. Some of these students are English learners and some are students with disabilities. Consequently, the Charter School has identified goals and actions related to increasing rigor through professional learning and partnerships. Specifically, the Charter School has partnered with the El Dorado Charter special education local plan area (“SELPA”) to host on-site training such as “Interventions for English Language Learners with Learning Disabilities.” Another example is the Charter School organizing the responsibilities of gathering data to identify specific students to receive Response to Intervention (“RTI”) support and assist teachers in making referrals to the Students Study Team (“SST”) process.

The learning environment for the Charter School is a site-based matriculation setting, with opportunities to participate in technology-based education during parts of the day under the direct supervision of a teacher.

The instructional approach utilized by the Charter School include the following curriculum, textbooks, and teaching methods:

Subject	Textbooks/Curriculum	Teaching Methods
English Language Arts	<p>Grades K-5:</p> <ul style="list-style-type: none"> ● TK - <i>Rowland Reading</i> (Super Start) ● K-2 - <i>CA Wonders</i> (Glencoe/McGraw) ● 3-5 - <i>Benchmark Advance</i> (Benchmark Education) <p>Grades 6-8:</p> <ul style="list-style-type: none"> ● 6-8 - <i>Springboard</i> (College Board) ● <i>FLEX Literacy</i> (McGraw-Hill) ● <i>Reading Plus</i> (Taylor Associates/Communications) <p>Grades 9-12: Teacher created curriculum to meet or exceed ELA CCSS standards. Adopted curriculum in addition to teacher-created curriculum:</p> <ul style="list-style-type: none"> ● 9 - <i>Literature Course 4 CA edition</i> (Glencoe/McGraw Hill) ● 10 - <i>Writer’s Choice</i> (Glencoe/McGraw Hill) 	<p>The Charter School utilizes teaching methods that are research-based strategies as outlined in the Advancement Via Individual Determination (“AVID”) instructional framework, including Writing, Inquiry, Collaboration, Organization, and Reading (“WICOR”) classroom strategies that allow students to access rigorous curriculum and a variety of print and non-print texts</p>

	<ul style="list-style-type: none"> • 11 - <i>Collections 11</i> (Houghton Mifflin) • 12 - <i>Literature: Introduction to Reading and Writing</i> (Pearson) • 12 - <i>Collections 12</i> (Houghton Mifflin) 	<p>and engage in writing that reflects critical thinking.</p> <p>These strategies include writing to learn (such as focused note-taking, journaling, use of graphic organizers, and summary writing), the writing process, and research/inquiry strategies. Teachers and students ask and answer higher level thinking questions and routinely engage in critical thinking activities.</p> <p>They engage in various collaborative activities and projects that require sophisticated communication skills to encourage students to use academic language.</p>
Mathematics	<p>Grades K-5: TK - <i>Touchmath</i> K-5 - <i>MyMath</i> (Glencoe/McGraw Hill)</p> <p>Grades 6-8: 6-8 - <i>Mathematics, CA edition Course 1-3</i> (McGraw-Hill)</p> <p>Grades 9-12: <i>Teacher created curriculum to meet or exceed ELA CCSS standards</i> Adopted curriculum in addition to teacher-created curriculum: 9-11 - <i>Integrated Math 1-3</i> Houghton-Mifflin 10-11 - <i>Pre-Calculus, Graphical, Numerical, Algebraic</i> (Pearson/Prentice Hall) 11-12 - <i>Calculus 4e</i> (McGraw Hill) 11-12 - <i>Functions, Statistics, Trigonometry</i> (UChicago Solutions 3e)</p>	<p>Students are instructed to use strategies to organize their thinking, materials, resources, and writing. Students additionally engage in critical reading strategies (pre-reading, marking and annotating the text, writing in the margins, summarizing, and extending beyond the text) that assist them in reading and comprehending texts at or above their Lexile level in order to meet or exceed grade level proficiency.</p> <p>Students demonstrate their</p>
Science	<p>Grades K-5: K-5 - <i>California Science</i> (Glencoe/McGraw Hill)</p> <p>Grades 6-8: 6 - <i>Focus on Earth Science CA edition</i> (McDougal Littell) 7 - <i>Focus on Life Science CA edition</i> (McDougal Littell) 8 - <i>Focus on Physical Science CA edition</i> (McDougal Littell)</p> <p>Grades 9-12: <i>Teacher created curriculum to meet or exceed ELA CCSS standards</i> Adopted curriculum in addition to teacher-created curriculum: 9 - <i>Earth Science, Geology, the Environment, and the Universe</i> 9 - <i>Conceptual Physics CA edition</i> (Glencoe/McGraw Hill) 9-11 <i>Foundations for Physics CPO</i> 9 <i>Conceptual Physics</i> (Pearson/Prentice Hall) 10-11 <i>Knight College Physics 3</i> (Pearson) 10-11 <i>Chemistry Matter & Change</i> (Glencoe/McGraw Hill) 11 - <i>Miller and Levine Biology 1e</i> (Pearson) AP - <i>Biology in Focus</i> (Pearson) 12 - <i>Starry Night Simulation Curriculum</i></p>	<p>Students demonstrate their</p>

<p>Social Studies</p>	<p>Grades K-5: K-5 <i>California Vistas</i> (Glencoe/McGraw Hill)</p> <p>Grades 6-8: <i>CA Social Studies, World History</i> (Holt McDougal) 6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Modern Times</i> 8th - <i>Independence to 1914</i></p> <p>Grades 9-12: <i>Teacher created curriculum to meet or exceed ELA CCSS standards</i> Adopted curriculum in addition to teacher-created curriculum: 9-10 - <i>CA Social Studies, World History Modern Times</i> (Glencoe/McGraw Hill) 9-10 - <i>World Civilizations: The Global Experience AP</i> (Pearson/Prentice Hall) 11 - <i>American History Bridge Edition AP</i> (McGraw Hill) 12 - <i>Economics</i> (Prentice Hall) 11 - <i>US History & Geography</i> (Glencoe/McGraw Hill) 12 - <i>Government, United States Government</i> 12 - <i>AP Government in America, AP</i> (Pearson)</p>	<p>thinking in written texts and oral activities such as Socratic Seminar and Philosophical Chairs.</p> <p>Students take a math inventory and reading inventory several times a year to monitor their growth and progress towards grade level standards.</p> <p>Classroom assessments, which include document-based questions, require students to engage in reading literature, poetry, drama, expository, and nonfiction texts and to think about various historical, social, and current events.</p>
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The Charter School may modify the curriculum, textbooks, and teaching methods used during the term of the charter. Upon written request by the District, the Charter School shall provide current curriculum, textbook, and teaching method information.

The Charter School operates on a traditional school year calendar that begins in late August and ends in June, that is similar, but a slightly modified version of the calendar used by the District. The Charter School may modify its calendar during the term of the charter, including a transition from a traditional calendar to a year-round calendar. The Charter School’s academic year has two semesters, with three six-week grading periods in each semester. The bell schedule differs by grade level, with all grade levels having a shorter day on Wednesdays. The Charter School may modify the bell schedule during the term of the charter.

The Charter School shall regularly provide documentation of its calendar, bell schedule, instructional minutes, and attendance records to the District.

**STUDENTS WHO ARE NOT ACHIEVING AT OR ABOVE
EXPECTED LEVELS AND STUDENTS WHO ARE ACHIEVING
SUBSTANTIALLY BELOW GRADE LEVEL**

The Charter School uses reading and math inventory scores, cumulative file review, analysis of statewide assessment scores including, but not limited to, the California Assessment of Student Performance and Progress (“CAASPP”), parent/guardian input, teacher observations, and classwork to identify students who are not achieving at or above expected levels and students who are achieving substantially below grade level. Depending on the student’s areas of needs and grade level, responses by the Charter School may include RTI “power hour” small group instruction, intensive “skills” periods, spring break intersession, zero period morning instruction, after school tutoring, summer school, and other interventions.

STUDENTS ACHIEVING SUBSTANTIALLY ABOVE GRADE LEVEL

The Charter School may use the Cognitive Abilities Test Screener (“CogAT”) assessment results, reading and math inventory scores, cumulative file review, analysis of statewide assessment results, including, but not limited to the CAASPP, parent/guardian input, teacher observations, and classwork to identify students who are achieving substantially above grade level. Depending on a student’s areas of achievement and grade level, the Charter School may place the student in a gifted and talented education (“GATE”) focused “power hour” group for differentiated instruction, advanced placement (“AP”) courses, elective courses, and other opportunities to expand and enrich his or her learning.

ENGLISH LEARNERS

The Charter School uses the California English Language Development Test (“CELDT”) results, English Language Proficiency Assessments for California (“ELPAC”) results, California Longitudinal student Achievement Data System (“CALPADS”) data, cumulative file review, parent/guardian input, teacher observations, classwork, and any other relevant information to identify students as English learners. The Charter School places students in English language development (“ELD”) courses based on their English proficiency level. For example, in grades TK-5, English learners may participate in an ELD “power hour” four times per week, which is a time designated for literacy development, while in grades 6-12, students may be placed in ELD courses that meet several times per week and/or daily with ELD curriculum and support commensurate with their needs. Students also have access to bilingual aides. The Charter School employs teachers who have an appropriate EL certificate or authorization. The Charter School also employs an EL coordinator to organize the identification, assessment, and reclassification process. The EL coordinator, principals, and other staff collaborate to provide professional

development about ELD standards and resources for teachers and aides. Reading A-Z, English 3D, and Systems 44 are some of the programs that the Charter School utilizes for English learners; these programs may be adjusted depending on students' needs. The Charter School has implemented the "Ellevation" software platform to monitor and support the academic progress of English learners.

SPECIAL EDUCATION PLAN

The Charter School will participate as a local educational agency ("LEA") of the El Dorado Charter SELPA for special education purposes pursuant to Education Code section 47641(a). The Charter School aims to serve students as documented in their individualized education program ("IEP") documents in a full-inclusion model, subject to their unique needs which may include a separate setting, as well as in compliance with the IDEA and other applicable laws. The Charter School will meet the needs of students with disabilities and provide access to special education and related services, including, but not limited to, specialized academic instruction, speech and language services, occupational therapy, adapted physical education, assistive technology, mental health services, and other services through Charter School personnel, a nonpublic agency, and/or other entities. The Charter School special education personnel will provide services both directly and through collaboration with the general education personnel. Training, materials, and/or assistance with modifications and/or accommodations for implementing IEPs are provided internally, the El Dorado Charter SELPA, the CDE, and/or other entities.

Inclusion at the Charter School is characterized by the following:

- Maximizing each student's success in the least restrictive environment while providing a free appropriate public education that is appropriately ambitious for each student's circumstances.
- Organizing facilities to ensure students with disabilities receive services in areas located throughout the main sections of the campus, rather than an isolated section.
- Promoting student learning through co-teaching by a general education teacher and a special education teacher (education specialist), as appropriate.
- Implementing accommodations and developing modified curriculum when needed.
- Creating smaller learning environments with the assistance of the special education teachers and/or paraprofessional aides within the general education classroom and/or separate setting, as appropriate.
- Placing all students, including students with disabilities, in a homebase with their peers to promote access and participation in the Charter School.

- Supporting the improvement of self advocacy, social skills, and other areas of needs for students with disabilities by ensuring opportunities to access and enjoy interactions with their age-group peers in the least restrictive environment, as appropriate.
- Fully including special education personnel in professional development opportunities with their general education colleagues to ensure content standards, teaching methods, strategies, and other topics are received in collaboration.
- Ensuring special education personnel and general education personnel have access to specialized professional development opportunities.
- Including general education representatives on strategic planning and goal setting for special education initiatives to improve student achievement.
- Encouraging collaboration among general education and special education personnel to strengthen the bridge of identification and service delivery, which may include participation in the California Scale-Up Multi-Tiered System of Support (“SUMS”) Initiative.
- Encouraging the belief that both special education and general education personnel have joint responsibility for the success of students with IEPs.

Students with disabilities are identified by notifying stakeholders, including, but not limited to, staff and parents/guardians, that the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, the Charter School notifies parents/guardians during the enrollment process, as well as annually, that if they know of a child who has a disability or that they suspect may have a disability, they are encouraged to refer that child’s parent/guardian to the Charter School by contacting the school psychologist, director, principal, and/or superintendent. The process to be used to identify students who qualify for special education programs and services includes use of the special education information system (“SEIS”), or an equivalent system, which provides centralized online management for special education personnel to send documents, including, but not limited to, assessment plans and meeting notices to parents/guardians, organize assessment reports, and develop IEPs. Assessors may include Charter School personnel, including, but not limited to the school psychologist, education specialists, a nonpublic agency, and/or other entities.

The Charter School understands its responsibilities under the law for special education students including, but not limited to, identification, instruction, special programs and services, IEP development, and communication of the procedural safeguards notice. The Charter School intends to meet these responsibilities by hiring special education personnel with appropriate

credentials, providing opportunities for professional development, contracting with appropriate entities, and being an active participant of the El Dorado Charter SELPA.

OTHER SPECIAL STUDENT POPULATIONS

Other special student populations at the Charter School include foster youth, students who meet eligibility requirements under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (“ADA”), and/or the McKinney-Vento Homeless Assistance Act. The Charter School has designated staff members to coordinate the 504 process, ensure compliance with the ADA, and serve as the homeless liaison. The Charter School also contracts with Social Advocates for Youth (“SAY”) through a partnership agreement with the County of San Diego to ensure students and their families have on-site access to specialized staff and services, including, but not limited to, counseling, field trips, parent education, and other resources.

2. MEASURABLE STUDENT OUTCOMES. This section provides a description of the measurable student outcomes of the Charter School, as required by Education Code section 47605(b)(5)(B). “Student outcomes” means the extent to which all students of the Charter School demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the Charter School’s educational program. Student outcomes shall address increases in academic achievement both schoolwide and for all groups of students served by the Charter School, as that term is defined in Education Code section 47607(a)(3)(B). The student outcomes shall align with the state priorities, as described in Education Code section 52060(d), that apply for the grade levels served, or the nature of the program operated, by the Charter School. The skills, knowledge, and attitudes specified as goals in the Charter School’s educational program are identified the mission and vision statement as well as the LCAP.

LCAP 2017-20 Goals and Outcomes

Goals	Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
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 the implementation of curriculum and curricular supports.	% Met/Exceeds Grade Level Standards in ELA: 9.8 or fewer points below level 3 (all students) on dashboard indicator. % Met/Exceeds Grade Level Standards in math: 27.3 or fewer points below level 3 (all students) on dashboard indicator.	17.8 points below level 3 (all students). 41.1 points below level 3 (all students).
Goal #2: Increase academic achievement of students classified as English language learners (ELL) and monitor/support students reclassified as English proficient.	Reclassification Rates: Reclassify at least 5% of the current ELL population ELL student performance on ELA CAASPP: 59.7 points below level 3	14 students were reclassified this year, due to the conversion to new ESSA and ELPAC regulations. 27.3 points below level 3
Goal #3: Increase the number of parents involved in school events.	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: 57% participation rate	Average participation rate for SSC, PTO, LCAP Advisory Committee, and DELAC 18/meeting. Open House 1,500 each event. Family Fun Day 1,700. Average participation rate for parent education night 10/meeting. Overall average attendance rate 202 (12%).

	Partnership for Academic Learning (PALS) parent teacher conference sign-in sheets: Maintain 90% or above participation rate (of overall school population)	PALS parent teacher conference sign-in sheets: 94% participate rate of overall school population.
Goal #4: Decrease the number of out of school suspensions and increase student attendance rates, including attendance rates of chronically absent students.	<p>K-12 suspension rates: Decrease by 0.5% from previous school year.</p> <p>Number of chronically absent students: Decrease by 2% from previous year.</p> <p>Average daily attendance rates: Maintain 96% or higher ADA LEA-wide.</p>	<p>OCS suspended 77 unduplicated students this year. 72 unduplicated students were suspended the previous school year. This demonstrates a 1% increase in suspensions during the 17-18 school year.</p> <p>OCS had 100 chronically absent students during the 17-18 school year in grades K-12. This demonstrates an increase of 24 students from the previous year.</p> <p>Average daily attendance school wide was 97.3% during the 17-18 school year.</p>

LCAP 2018-21 Goals, Outcomes, and Actions/Services

Goals	Expected Annual Measurable Outcomes	Planned Actions/Services
<p>1. Maintain or increase student achievement outcomes by implementing a fully common-core aligned curriculum in all applicable subject areas and supporting teachers in the implementation of curriculum and curricular supports.</p>	<p><u>ELA</u> 2018-19: 15.8 points below level 3 2019-20: 13.8 points below level 3 2020-21: 11.8 points below level 3</p> <p><u>Math</u> 2018-19: 39.1 points below level 3 2019-20: 37.1 points below level 3 2020-21: 35.1 points below level 3</p>	<p>Maintain a fully credentialed (per ESSA regulations) teaching staff LEA-wide and a qualified classified staff to support student learning.</p> <p>Facilitate professional development for staff in targeted areas, with a focus on:</p> <ul style="list-style-type: none"> ● Mathematics ● ELA ● NGSS ● 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 SELPA to support all students including those eligible to receive special education and related services on topics including strategies for behavior support plans, instruction English language learners, and implementing classroom accommodations. <p>Continue employment of two roaming long-term substitute teachers to:</p> <ul style="list-style-type: none"> ● Provide release days (generally, but limited to 2) 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).

		<p>Employ AVID tutors.</p> <p>Maintain or increase the number of paraprofessionals providing push-in support in classrooms to serve students in targeted groups/areas.</p> <p>Maintain two counselors providing services to high school students.</p> <p>Maintain extension of the school year by two additional instructional days and three additional staff days for professional learning.</p> <p>Facilitate a spring break intersession for remediation in targeted areas and increase after school supports for students in need of additional academic intervention.</p> <p>Maintain or increase the number of before and after school support classes and Saturday school courses for students in need of additional academic intervention to include:</p> <ul style="list-style-type: none"> ● Zero period for ELA and math ● After school tutoring ● Homework Club ● Saturday School <p>Provide expanded courses during summer to both extend learning (enrichment) and remediate targeted academic areas.</p> <p>Maintain (purchase or renew) curricular materials (textbooks and consumables) necessary to implement a common core aligned curriculum in every applicable content area, including extensive supplementary and intervention programs to supplement the core curriculum, and lab equipment to supplement intervention of NGSS.</p> <p>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</p>
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		<p>repair technology (i.e., iPads, Chromebooks, headphones) required for use of supplemental/intervention programs and CAASPP/CAST testing.</p> <p>Maintain the employment of department chairs and team leaders in every school and content area to serve as instructional leaders, peer coaches, and BTSA mentors. Hire vice principals in each school to (in conjunction with other duties to support the LEA) support these efforts.</p> <p>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.</p>
<p>Goal #2: Increase academic achievement of students classified as English language learners and monitor/support students reclassified as English proficient.</p>	<p>One percent increase from 2017-18 baseline on ELL student performance on ELPAC in 2018-19, and 1% increase from prior year in 2019-20 and 2020-21.</p> <p>English Learner Progress (dashboard indicator):</p> <p>2017-18: 78.5%</p> <p>2018-19 79.0%</p> <p>2019-20 80.0%</p> <p>2020-21 81.0%</p>	<p>Offer an ELD course for ELL students, using English 3D as a supplemental curriculum.</p> <p>Maintain a comprehensive tracking and individual learning plan system for coordinating and tracking supports given to ELL students.</p> <p>Offer an ELL language camp over the summer for students in need of developing oral and written language skills. Support ELLs in summer courses through ELL paraprofessionals.</p> <p>Maintain ELL paraprofessionals in all schools to provide push-in and after school support to ELL students.</p> <p>Maintain school wide systems (including an academic coach and monthly in-house professional learning) to support and monitor use of research-based teaching</p>

		<p>strategies to support ELLs in core classes.</p> <p>Provide professional learning for all credentialed staff working with ELL students and for ELL paraprofessionals.</p>
<p>Goal #3: Involve parents and families in school events to increase sense of community and school connectedness.</p>	<p>Increase overall average attendance rate by at least 5% from baseline year.</p> <p>Maintain 90% or above participation rate of overall school population.</p>	<p>2018-21</p> <p>Provide a minimum of six parent events/workshops (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> <p>Provide parenting classes in English and Spanish throughout the academic year, to be offered, staffed, and promoted by Family Support Services.</p> <p>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.</p> <p>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 and copy services needed for mailers and newsletters, including progress report updates.</p> <p>Promote parent involvement in school wide parent groups through the purchase of dinner and refreshments, promotional materials, and childcare to be used</p>

		at PTO, SSC, ELAC, and other parent nights/meetings.
<p>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.</p>	<p><u>K-12 suspension rates:</u> 2017-18 4.0% 2018-19 3.6% 2019-20 3.2% 2020-21 3.0%</p> <p><u>Average daily attendance rates:</u> 2017-18 97.3% 2018-19 96.0% 2019-20 96.0% 2020-21 96.0%</p> <p><u>Reduce chronic absentee:</u> 2017-18 3.5% 2018-19 3.3% 2019-20 3.1% 2020-21 2.9%</p>	<p>Maintain contract with SAY San Diego to provide counseling and socio-emotional support to students in grade K-8.</p> <p>Implement a school wide positive behavior intervention support system that includes school specific: (1) Rewards each reporting period for good citizenship, good and perfect attendance, and/or academic progress/achievement; (2) Reward field trips for good attendance, citizenship, and/or academic progress.</p> <p>Create and 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 development curricular materials and through onsite trainings/offsite workshops in restorative practices and building positive relationships with students.</p> <p>Purchase bus passes for 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.</p> <p>Conduct parent education classes throughout school year that focus on but are limited to the following: attendance/absenteeism, discipline, school supports, family literacy, and college preparatory opportunities.</p>

		<p>Sustain enrichment camps at the following grade levels: 6, 9, and 12. Provide enrichment field trips (including college tours/visits) at every grade level.</p> <p>Maintain enrichment activities for foster/homeless youth throughout the summer and during intersessions to promote social/emotional well-being and school connectedness.</p> <p>Hire and maintain a vice principal within each school responsible for assisting with: (1) Leading professional learning on relationship building, (2) Overseeing student discipline; (3) Overseeing PBIS student systems; (4) Helping to maintain a positive school climate.</p> <p>Maintain a school wide focus on AVID as a means to assisting students academically and increasing attendance and citizenship rates by: (1) Offering enrichment field trips for students enrolled in AVID courses each year; (2) Conducting events and celebrations throughout the year (i.e., banquet, social events to increase sense of community, etc.); (3) Parent involvement events focusing on AVID.</p>
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3. METHOD FOR MEASURING STUDENT OUTCOMES. This section provides a description of the method by which student progress is to be measured, as required by Education Code section 47605(b)(5)(C).

The Charter School will utilize a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, but not limited to:

1. Annual results from the CAASPP, the California Alternate Assessments (“CAAs”), and the California Science Tests (“CAST”).
2. Annual results from the English Language Proficiency Assessments for California (“ELPAC”) and reclassification rates.
3. Annual results from the FITNESSGRAM physical fitness test (“PFT”).
4. The percentage of students who have successfully completed courses that satisfy the “A-G” requirements for college entrance.
5. High school graduation rates.
6. WASC accreditation.
7. Student suspension rates.
8. California Healthy Kids Survey.
9. Student exhibitions.
10. Community service hours.

The Charter School will use its LCAP and the annual update for collecting, analyzing, and reporting data on student achievement to staff and parents/guardians. The Charter School’s instructional calendar includes shortened days on Wednesdays and a minimum of 15 hours of dedicated professional development time for teachers to utilize data continuously to monitor and improve the Charter School’s educational program. Wednesday afternoons include “deep data dive” and “strategy of the month” sessions for teachers, as well as as prep periods that are coordinated for grade level teachers to plan together.

4. GOVERNANCE. This section provides a description of the governance structure, including, but not limited to, the process to be followed by The O’Farrell Charter School to ensure parental involvement, as required by Education Code section 47605(b)(5)(D).

As authorized by Education Code section 47604, the The O’Farrell Charter School will be operated by a nonprofit public benefit corporation known as The O’Farrell Charter Schools pursuant to Corporation Code section 5110. Evidence of the Charter School’s incorporation, including the Articles of Incorporation, are in the Appendix. The O’Farrell Charter Schools board of directors (“board”) is the decision-making body for The O’Farrell Charter School and Ingenuity Charter School. The board is responsible for the policies, annual budgets, and hiring and evaluation of the superintendent. Either the board chair or majority of the board may direct the superintendent to analyze, review, and/or summarize the educational program, operations, and/or related matter. The superintendent oversees the educational program, including, but not limited to, staffing, curriculum, and compliance with the charter and applicable laws. In compliance with the Political Reform Act, a conflict of interest code has been adopted and Form 700 documents completed annually. The superintendent hires the principals and other administrators and staff members.

The bylaws allow for a minimum of five and a maximum of seven board members. It is desired to maintain a parent representative and a staff representative, as reasonably practicable. The board reserves the right to serve as a nonprofit charter management organization for other local charter schools. There will be no more than one currently employed staff member and one parent/guardian of a currently enrolled student serving on the board. Meetings are open to the public in compliance with the Brown Act. The board generally meets on a monthly basis in the evening on the campus at 6130 Skyline Drive with meeting information posted near the main office and on the www.ofarrellschool.org website. The table below summarizes the current board roster.

Board Member Name	Description	Term
1. Christian Scott	Chair	December 2016-2018
2. Delano Jones	Secretary	December 2016-2018
3. Linda Logan	Staff Representative	June 2018-2020
4. Agnés Barrelet	Community Representative	January 2018-2020
5. Sharlette Dela Cruz	Community Representative	January 2018-2020
6. Cristina Mendoza	Parent Representative	June 2018-2020

Parent/guardian involvement is ensured through formal and informal activities that are organized by the principals and other administrators. Parents/guardians are encouraged, but never required, to volunteer in the classroom, on the campus, and on field trips. The parent and teacher organization (“PTO”) meets regularly to plan supportive projects, such as informative bulletin boards, library reading room, veterans appreciation breakfast, and creating a welcoming environment for special education meetings. The School Site Council (“SSC”) meets regularly to develop, review, and update the Charter School’s achievement plan. The District English Learner Advisory Committee (“DELAC”) meets regularly to advise on how to improve programs and services for English learners. Parents/guardians are encouraged to attend a Partnership for Academic Learning (“PAL”) conference with their child’s teacher during the fall to plan a successful year together. Open house and/or multi-cultural events are held throughout the year. Parental portals are set up through the student information system, currently PowerSchool, to encourage parents/guardians to monitor their child’s academic and attendance information. Other involvement activities may include “Donuts with Dr. Dean” to welcome and encourage questions and feedback from parents/guardians.

5. EMPLOYEE QUALIFICATIONS. This section provides a description of the qualifications to be met by individuals to be employed by the Charter School, as required by Education Code section 47605(b)(5)(E).

The general categories of the employees of the Charter School are summarized as follows:

Administrative:	superintendent, principals, and other administrators
Instructional:	teachers
Instructional support:	aides, counselors, and school psychologists
Non-instructional support:	administrative assistants, clerks, office managers, and registrars

The superintendent determines what positions are needed, consistent with the budget approved by the board. The superintendent is a key position. The superintendent supervises the principals and other administrators, as well as the finance and human resources staff. The board recruits and selects the superintendent. The qualifications for superintendent include the following:

1. Possess a valid California Administrative Services credential.
2. Minimum of four years of successful experience in leading a school.
3. Knowledge of charter school reform movements.
4. Experience with marketing and school finance.

The Charter School serves grades TK-12 through three “schools.” The elementary school serves grades TK-5, the middle school serves grades 6-8, and the high school serves grades 9-12. Each school has its own principal. The principals are selected by the superintendent. The qualifications for principal include the following:

1. Possess a valid California Administrative Services credential.
2. Successful school leadership experience.
3. Strong analytical skills to help identify issues and implement solutions.
4. Communication and collaboration skills to develop policies and procedures with staff.

The key positions of teacher, counselor, and school psychologist are required by the Charter School to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which the positions in other non-charter public schools would be required to hold. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District as the chartering authority. Pursuant to Education Code

section 47605(1), teachers at the Charter School may have flexibility with regard to the credentials they hold for noncore, noncollege preparatory courses.

To ensure the health and safety of students and staff, the Charter School requires every applicant to provide two sets of fingerprints prepared for submittal by the employer to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation. All employees, teachers and non-teachers, must also meet the qualifications listed in the description of their respective positions.

Every effort is made to recruit and hire staff members whose ethnicity reflects the student population of the Charter School, the local community, and city, consistent with nondiscrimination laws.

6. HEALTH AND SAFETY. This section provides a description of the procedures that the Charter School will follow to ensure the health and safety of students and staff, as required by Education Code section 47605(b)(5)(F).

Each employee is required to furnish the Charter School with a criminal record summary as described in Education Code section 44237 and be cleared of tuberculosis in accordance with Education Code section 49406. All employees are required to complete child abuse and neglect mandated reporter training, sexual harassment training, and first aid and bloodborne pathogens training on a regular basis.

As part of its enrollment process, the Charter School requires immunization of students as a condition of attendance to the same extent as would apply if they attended a non-charter public school. The Charter School also provides for vision, hearing, and scoliosis screenings to the same extent as would be required if the students attended a non-charter public school.

The Charter School has a written agreement with the County of San Diego Health and Human Services Agency to support students and their families through Social Advocates for Youth (“SAY”) to operate a self-sufficiency program on the campus known as Family Support Services (“FSS”). The services provided by FSS include:

1. Parent education.
2. After school activities.
3. Crisis intervention.
4. Conflict resolution.
5. Self-esteem development.
6. Cross-cultural understanding.
7. Drug abuse prevention.
8. Delinquency and gang prevention.
9. Bullying prevention.
10. Referral services to community agencies.
11. Student support and counseling services.

The Charter School is located at a District-owned site at 6130 Skyline Drive, San Diego, California, through a written agreement for a five-year term, concurrent with the term of the charter. On an annual basis, the board will review its comprehensive school safety plan and provide a copy to the District. The Charter School receives food services, including reporting, through the District’s participation in the National School Lunch Program, including breakfast, lunch, and snacks. The District manages the preparation kitchen at the Charter School that provides for food services to both District and Charter School students. The Charter School

reserves the right to transfer its food services and reporting from the District to another entity, which may include use of the preparation kitchen, by providing a minimum of 90-day written notification to the District.

Volunteering by parents/guardians and other family members is encouraged but never required. All volunteers must provide required information to the Charter School, which may include tuberculosis clearance.

7. RACIAL AND ETHNIC BALANCE

This section provides a description of the means by which the Charter School will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District, as required by Education Code section 47605(b)(5)(G).

Recognizing that the Charter School shall comply with Education Code section 47605(d) and shall not discriminate against a student on the basis of the characteristics listed in Education Code section 220, the Charter School engages in the following activities to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the local community and District:

1. A minimum of \$1,000 will be expended annually on print and media advertisements, which may include billboards, direct mailing, car magnets, and/or television and radio commercials to support outreach and recruitment of a diverse population of students.
2. A minimum of at least 20 hours annually of staff time will be used to coordinate outreach and recruitment efforts.
3. Connect with community agencies through the Southeastern Collaborative meetings.
4. Maintain an open enrollment period beginning in December, ten months prior to the start of the academic year, until the Charter School reaches the target enrollment.
5. Participate in District publications and/or programs that the District provides for charter schools for outreach purposes.

8. ADMISSIONS REQUIREMENTS. This section provides a description of the Charter School's admission policies and procedures, consistent with Education Code section 47605(d), as required by Education Code section 47605(b)(5)(H).

The Charter School is open to all students who meet the minimum age requirements and reside within the boundaries of District and other local school districts within the state. The open enrollment period begins in December for the following academic year. Additional open enrollment periods may be added from January to July. Parents/guardians interested in having their child attend the Charter School submit a lottery form via mail, fax, in person, or online. If the number of children who wish to attend the Charter School exceeds available spots, admission will be determined by a public random drawing ("lottery") with preference given to children of staff, siblings of currently enrolled students, currently enrolled students, and children who reside within the boundaries of the District. The lottery will occur within 30 calendar days of the last day of the open enrollment period. The lottery will take place at the Charter School.

A local community member who is not a staff member and does not have a child enrolled at the Charter School will be selected to conduct the lottery. During the lottery, the Charter School will announce the number of openings available at each grade level. A unique identification number may be assigned to each child. The lottery shall continue until all of the identification numbers are drawn. The identification numbers drawn after open spaces are filled will be placed on a waiting list in the order drawn. As a space becomes available, the parent/guardian listed on the lottery form will be contacted in the order of the waiting list. The waiting list is terminated annually. Final offers of admission will be granted upon completion of an in-person registration meeting at the Charter School and signature and submission of all necessary documents, including the immunization records, school dress code/uniform policy, discipline policy, and other required documents.

Parents/guardians are encouraged to be involved by volunteering. The Charter School notifies parents/guardians that **volunteering is not a requirement** for acceptance to, or continued enrollment at, the Charter School.

A principal may accept a foster youth, a child of a person who is active duty in the military, or a child with a special circumstance or hardship on a case-by-case basis.

9. INDEPENDENT FINANCIAL AUDITS. This section provides a description of the manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the District as the chartering authority, as required by Education Code section 47605(b)(5)(I).

The superintendent is responsible for overseeing the annual, independent financial audit. The auditor shall be selected from the Certified Public Accountants Directory Service (“CPADS”) for K-12 Local Education Agency Audits, <http://cpads.sco.ca.gov/>, as published by the California State Controller’s Office (“Controller”).

The Charter School will ensure audit reports are submitted to the (“District”), the San Diego County Superintendent of Schools (“County”), the Controller, and the CDE, collectively the “audit recipients.” Should the report note an exception or deficiency, the Charter School will implement the following process:

1. Notify in writing all audit recipients of the exception or deficiency the Charter School disputes or believes it has already corrected by the time of submitting the report, along with supporting documents.
2. Notify all audit recipients in writing of a proposed timetable for the correction of each exception or deficiency still outstanding at the time of submitting the report.
3. Resolve any remaining exception or deficiency by no later than the following June 30.

The Charter School will transmit a copy of its audit report for the preceding fiscal year to the District, County, Controller, and CDE by December 15 of each year. The Charter School will also annually prepare and submit the following reports to the District and County:

1. Budget by July 1, a budget.
2. Interim financial report by December 15; this report shall reflect changes through October 31.
3. Second Interim financial report by March 15; this report shall reflect changes through January 31.
4. Final unaudited report for the full prior year by September 15.

10. SUSPENSION AND EXPULSION PROCEDURES. This section provides a description of the procedures by which students can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason, as required by Education Code section 47605(b)(5)(J).

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

1. Promotes a culture of responsibility, respect and integrity by teaching and modeling The FALCON Way (Focus, Attitude, Leadership, Citizenship, Organization, and Nonviolence).
2. Recognizes and rewards responsible student behavior.
3. Assures that all students have at least one adult on campus who knows them well.
4. Implements fair, consistent, and age-appropriate progressive discipline practices that may include a referral, phone call home, lunch detention, after school detention, Friday night school, Saturday school, parent/guardian conference, alternate class placement with another teacher, independent learning day, mediation, resetting after a specified number school days without earning a referral, parent/guardian shadow day, loss of privileges, and, as a last resort, suspension or expulsion.

No student shall be suspended or expelled for any offense listed below unless the offense is related to a Charter School activity or attendance. The offense may occur at any time, including, but not limited to, while on the Charter School grounds, while going to or coming from the Charter School, during the lunch period whether on or off the campus, or during, or while going to or coming from, a Charter School-sponsored activity.

The Charter School reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, including Education Code sections 48900 to 48927 and the District Administrative Procedures 6290 and 6295. The Charter School has determined the lists below will provide for adequate safety of students, staff, and visitors and serve the best interests the Charter School's students and their parents/guardians.

LIST OF OFFENSES FOR WHICH STUDENTS MAY BE SUSPENDED
(DISCRETIONARY)

If the principal or principal’s designee determines that a student committed one or more of the offenses listed below, and/or any another other offense identified in Education Code section 48900, the student may be suspended.

(a) Physical injury, force, or violence	Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person of another, except in self-defense.
(b) Dangerous object	Possessed, sold, or otherwise furnished a firearm, a knife regardless of size, an explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a principal of the Charter School, which is concurred in writing by the superintendent of the Charter School or the designee of the superintendent.
(c) Possession of controlled substance, alcohol, or intoxicant	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Offering controlled substance, alcohol, or intoxicant	Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Robbery or extortion	Committed or attempted to commit robbery or extortion.
(f) Property damage	Caused or attempted to cause damage to district property, school property, or private property.
(g) Theft of property	Stole or attempted to steal district property, school property, or private property.

(h) Tobacco or nicotine products	Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
(i) Obscene act, profanity, or vulgarity	Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Drug paraphernalia	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disruption or willful defiance	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Received stolen property	Knowingly received stolen district property, school property, or private property.
(m) Imitation firearm	Possessed an imitation firearm. As “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Sexual assault or battery	Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Witness intimidation or retaliation	Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
(p) Soma	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Hazing	Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former,

	current, or prospective student. “Hazing” does not include athletic events or school-sanctioned events.
(r) Bullying	Engaged in an act of bullying.
(s) Aiding or abetting	Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
(t) Sexual harassment	Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
(u) Hate violence	Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
(v) Harassment, threats, or intimidation	Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
(w) Terroristic threats	Made terroristic threats against school officials, district property, and/or school property.

LIST OF OFFENSES FOR WHICH STUDENTS MAY BE EXPELLED
(DISCRETIONARY)

If the principal or principal’s designee determines that a student committed one or more of the offenses listed below, the student may be recommended for expulsion.

(a) Physical injury, force, or violence	Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person of another, except in self-defense.
(b) Dangerous object	Possessed, sold, or otherwise furnished a firearm, a knife regardless of size, an explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a principal of the Charter School, which is concurred in writing by the superintendent of the Charter School or the designee of the superintendent.
(c) Possession of controlled substance, alcohol, or intoxicant	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Offering controlled substance, alcohol, or intoxicant	Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Robbery or extortion	Committed or attempted to commit robbery or extortion.
(f) Property damage	Caused or attempted to cause damage to district property, school property, or private property.
(g) Theft of property	Stole or attempted to steal district property, school property, or private property.

(h) Tobacco or nicotine products	Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
(i) Obscene act, profanity, or vulgarity	Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Drug paraphernalia	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disruption or willful defiance	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Received stolen property	Knowingly received stolen district property, school property, or private property.
(m) Imitation firearm	Possessed an imitation firearm. As “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Sexual assault or battery	Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Witness intimidation or retaliation	Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
(p) Soma	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Hazing	Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former,

	current, or prospective student. “Hazing” does not include athletic events or school-sanctioned events.
(r) Bullying	Engaged in an act of bullying.
(s) Aiding or abetting	Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
(t) Sexual harassment	Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
(u) Hate violence	Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
(v) Harassment, threats, or intimidation	Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
(w) Terroristic threats	Made terroristic threats against school officials, district property, and/or school property.
(x) 10 days of suspension in a single school year	Conduct resulting in more than 10 days of suspension in a single school year, including two or more fights in a single academic year.

LIST OF OFFENSES FOR WHICH STUDENTS MUST BE SUSPENDED
(NON-DISCRETIONARY)

None.

**LIST OF OFFENSES FOR WHICH STUDENTS MUST BE RECOMMENDED FOR
EXPULSION (MANDATORY)**

If the principal or principal’s designee determines that a student committed one or more of the zero tolerance offenses listed below, the student must be immediately suspended and recommended for expulsion.

1. Firearm	Possessed, sold, or otherwise furnished a firearm, unless, in the case of possession of a firearm, the student had obtained written permission to possess the firearm from a principal of the Charter School, which is concurred in writing by the superintendent of the Charter School or the designee of the superintendent.
2. Brandishing a knife	Brandishing a knife, regardless of size, at another person.
3. Selling a controlled substance	Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Sexual assault or sexual battery	Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
5. Explosive	Possessed an explosive.

DESCRIPTION OF TERMS

- (1) “**Knife**” means any dirk, dagger or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a folding knife with a blade that locks in place, or a razor with and unguarded blade.
- (2) “**Bullying**” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Education Code section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- (3) (a) “**Electronic act**” means the creation or transmission originated on or off the Charter School site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - 1) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - 2) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - 3) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of

an actual student other than the student who created the false profile.

(iii) An act of cyber sexual bullying.

1) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or Charter School-sanctioned activities.

(4) “**Reasonable student**” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(5) “**Property**” includes, but is not limited to, electronic files and databases.

(6) “**Terroristic threat**” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of Charter School property, District property, or the personal property of the person threatened or his or her immediate family.

SUSPENSION AND EXPULSION PROCEDURES

The procedures by which a student can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason are described below, including an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements.

The principal or principal's designee may suspend a student for no more than 5 consecutive school days per offense.

(i) For suspensions of fewer than 10 days, the principal or principal's designee will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) The principal or principal's designee will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.

(II) The principal or principal's designee will provide a hearing adjudicated by a neutral officer and/or impartial administrative panel within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

(iii) No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

A suspension shall be preceded by an informal conference conducted by the principal or principal's designee. The conference may include the teacher or other Charter School employee who referred the student for possible disciplinary action. At the conference, the student shall be given the opportunity to present his or her version of the incident and evidence in his or her defense. The student shall be informed of the evidence against him or her and the specific offense that is the basis for any disciplinary action.

The principal or principal's designee may suspend a student without affording the student an opportunity for a conference if the principal or principal's designee determines that an emergency situation exists. "Emergency situation" means a situation determined by the principal or principal's designee to constitute a clear and present danger to the life, safety, or health of a student or Charter School personnel. If a student is suspended without a conference before suspension, both the student and his or her parent/guardian shall be notified of the student's right to a conference and the student's right to return to Charter School for the purpose of a conference. The conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to the Charter School for the conference.

At the time of suspension, a Charter School employee shall make a reasonable effort to contact the student's parent/guardian in person, by telephone, and/or other means. If a student is suspended from the Charter School, the parent/guardian shall be notified in writing of the suspension delivered in person, by mail to address on file with the Charter School, and/or other means. The parent/guardian shall respond without delay to a request from the Charter School to attend a conference regarding his or her child's behavior. No penalties shall be imposed on a student for failure of the student's parent/guardian to attend a conference with the Charter School. Reinstatement of the suspended students shall not be contingent upon attendance by the student's parent/guardian at the conference.

In a case where expulsion from the Charter School is being processed by the governing board of the Charter School, the superintendent or other person designated by the superintendent in writing may extend the suspension until the governing board of the Charter School has rendered a decision in the action. However, an extension may be granted only if the superintendent or the superintendent's designee has determined, following a meeting in which the student and the student's parent or guardian are invited to participate, that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student is a foster child, as defined in Section 48853.5 of the Education Code, the superintendent or the superintendent's designee, shall also

invite the student's attorney and an appropriate representative of the county child welfare agency to participate in the meeting.

A "principal's designee" is one or more administrators at the Charter School site who has been designated by the principal, in writing, to assist with disciplinary procedures. In the event that there is not an administrator in addition to the principal at the Charter School site, a certificated employee (teacher, school psychologist, counselor, etc.) may be specifically designated by the principal, in writing, as a principal's designee to assist with disciplinary procedures.

A student with exceptional needs, as defined in Education Code section 56026, may be suspended or expelled from the Charter School in accordance with applicable laws and implementing regulations, including Section 1415(k) of Title 20 of the United States Code and the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The Charter School shall immediately notify the student's parent/guardian of a decision to recommend expulsion, provide a procedural safeguards notice, inform the parent/guardian of his or her right to participate in the IEP team meeting. The IEP team meeting must be held within 10 school days of the decision to recommend expulsion, and at a time and place that is convenient to both the parent/guardian and Charter School personnel. A telephone conference may be substituted for the IEP team meeting. A student with exceptional needs may not be expelled by the Charter School unless the IEP team has determined that the student's conduct subject to discipline is not a manifestation of his or her disability.

APPEAL OF SUSPENSION

Parents/guardians have 10 school days from the first day of the suspension to file a written request to appeal the disciplinary action to the superintendent. During the period of appeal, the suspension remains in effect for the length of time designated. The superintendent or superintendent's designee shall review the suspension and issue a written decision within 10 school days of receiving the appeal. After considering the request, the superintendent or superintendent's designee shall render a written decision that shall be in the best interest of the student and the Charter School. The Charter School may let the suspension remain on the student's record, remove the record of suspension by the end of the school year if no other offenses occur, or remove the record of suspension immediately without conditions. The decision of the superintendent shall be final.

EXPULSION HEARINGS

A student shall be entitled to a hearing to determine whether he or she should be expelled. An expulsion hearing shall be held within 30 school days after the date the principal or principal's designee determines that the student has committed any of the above-listed expellable offenses, unless the student requests, in writing, that the hearing be postponed. The superintendent or the superintendent's designee may grant one or more postponements of the hearing. Within 10 school days after the conclusion of the hearing, the administrative panel shall decide whether to recommend expulsion. The board shall decide to accept the administrative panel's recommendation within 30 school days of the hearing. If compliance by the board of the time requirements is impracticable, the superintendent or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing and/or accepting the administrative panel's recommendation for an additional 10 school days. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted.

Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay. Written notice of the hearing shall be forwarded to the student at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

1. The date, time, and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of the disciplinary rules of the Charter School that relate to the alleged violation.
4. A notice of the parent/guardian's or student's obligation to notify the school where the student next enrolls of the student's discipline status.
5. Notice of the opportunity for the student or the student's parent/guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses. In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or sexual battery, a complaining witness shall be given five calendar days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. The administrative panel may call for the removal of a support person who is disrupting the hearing. If one or both of the support

persons is also a witness, Penal Code section 868.5 shall be followed for the hearing. The student or parent/guardian is not required to be represented by legal counsel or by a non-attorney adviser at the hearing.

The Charter School shall conduct a hearing to consider the expulsion of a student in a session closed to the public, unless the student requests, in writing, at least five calendar days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel appointed to conduct the hearing may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. If the administrative panel appointed to conduct the hearing admits any other person to a closed deliberation session, the parent/guardian of the student, the student, and the counsel of the student also shall be allowed to attend the closed deliberations. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault or sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television. Instead of conducting an expulsion hearing itself, the board may appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed by the Charter School. Panel members may include staff from Ingenuity Charter School, other charter schools, and/or local educational agencies.

Within 10 school days after the hearing, the administrative panel shall determine whether to recommend the expulsion of the student to the board. If the administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the student immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final. If the administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the board. The findings of fact and recommendation shall be based solely on the evidence adduced at the hearing. If the board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendation submitted by the panel or upon the results of any supplementary hearing that the board may order.

The decision of the board to expel a student shall be based upon substantial evidence relevant to the charges adduced at the expulsion or supplementary hearings. Except as provided in this charter, no evidence to expel shall be based solely upon hearsay evidence. The board or

administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the board or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the board to expel shall be supported by substantial evidence showing that the student committed any of the acts listed above as expellable offenses.

In hearings that include an allegation of committing or attempting to commit a sexual assault as or to commit a sexual battery, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the panel conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Before the hearing has commenced, the panel or board may issue subpoenas at the request of either the superintendent, superintendent's designee, or student, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the panel or board may, upon request of the superintendent, superintendent's designee, or student, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code. Any objection raised by the superintendent, superintendent's designee, or student to the issuance of subpoenas may be considered by the panel or board in closed session, or in open session, if so requested by the student before the meeting. Any decision by

the panel or board in response to an objection to the issuance of subpoenas shall be final and binding.

If the board or panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.

Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

Final action to expel a student shall be taken only by the board in a public session. Written notice of any decision to expel shall be sent by the Charter School to the student or parent/guardian and shall be accompanied by all of the following:

1. Notice that the decision of the board of the Charter School is final. There is no right to appeal the expulsion to the District or County.
2. Notice of the education alternative placement to be provided to the student during the time of expulsion.
3. Notice of the obligation of the parent/guardian or student under Education Code section 48915.1(b), upon the student's enrollment in a new school, to inform that school of the student's expulsion.

The Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records. The expulsion order and the causes for the expulsion shall be recorded in the student's mandatory interim record and shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's records.

CORPORAL PUNISHMENT

The Charter School prohibits corporal punishment upon a student. “Corporal punishment” means the willful infliction of, or willfully causing the infliction of, physical pain on a student. An amount of force that is reasonable and necessary for Charter School personnel to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment..

11. RETIREMENT SYSTEMS

This section provides a description of the manner by which staff members of the Charter School will be covered by the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or federal social security, as required by Education Code section 47605(b)(5)(K).

Employees of the Charter School participate in STRS, PERS, and/or federal social security, based on their job description, certification, and other eligibility requirements set by the state and federal programs. The Charter School's human resources and payroll staff will be responsible for ensuring appropriate arrangements, including employer contributions, are made for these retirement systems.

12. ATTENDANCE ALTERNATIVES

This section provides a description of the public school attendance alternatives for students residing within the District who choose not to attend the Charter School, as required by Education Code section 47605(b)(5)(L).

Parents/guardians of students enrolled in the Charter School shall be informed that the students have no right to admission in a particular school of the District or any other local educational agency (“LEA”), or program of the District or any other LEA, as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District or other LEA. No student shall be required to attend the Charter School.

13. EMPLOYEE LEAVE AND RETURN RIGHTS. This section provides a description of the rights of an employee of the District upon leaving the employment of the District to work in the Charter School, and of any rights of return to the District after employment at the Charter School, as required by Education Code section 47605(b)(5)(M).

Employees of the District will have no special rights to work at the Charter School. Applications for employment by District employees will be evaluated in the same manner as all other applicants. Individuals who leave their District employment to accept employment at the Charter School, and subsequently desire to return to District employment may have return rights, as the District may specify. Employees of the Charter School establish seniority with the Charter School only, and not with the District. Any seniority established during an individual's former employment with the District will not transfer to the Charter School. No employee of the District shall be required to work at the Charter School.

14. DISPUTE RESOLUTION PROCEDURES. This section provides a description of the procedures to be followed by the Charter School and District to resolve disputes, as required by Education Code section 47605(b)(5)(N).

In the event of a dispute between the Charter School and the District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific issues in a dispute statement. In the event the District believes the dispute relates to an issue that could lead potentially to revocation of the charter, this shall be noted specifically in the dispute statement and any revocation proceeding must comply with applicable laws and regulations, including, but not limited to, Education Code section 47607. Within 30 calendar days, or longer if both parties agree, of sending the dispute statement, a Charter School representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this meeting fails to resolve the dispute, the Charter School representative and the District representative shall meet again within 30 calendar days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing authorities of the Charter School and District agree jointly to bind themselves. Unless agreed jointly, the process involving the assistance of a third-party mediator shall conclude within 45 calendar days. The Charter School and District shall share equally the cost of hiring a mediator. The Charter School shall be solely responsible for its attorney's fees and all other costs associated with resolving a dispute with the District.

15. CLOSURE PROCEDURES. This section provides a description of the procedures to be used if the Charter School closes, as required by Education Code section 47605(b)(5)(O).

The board of the Charter School shall take official action to identify the effective date of closure and designate the responsible entity to conduct closure-related activities (“Authorized Closer”). The board may designate the superintendent or other entity as the Authorized Closer. The Authorized Closer shall notify parents/guardians of students, the District, the County, the El Dorado Charter SELPA, STRS, PERS, federal social security, and the CDE with the following information:

1. The effective date of the closure.
2. The names and contact information for the persons to whom reasonable inquiries may be made regarding the closure.
3. The students’ school districts of residence, where appropriate.
4. The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Authorized Closer shall:

1. Develop a list of students in each grade level and the classes they have completed, together with information on the students’ district of residence
2. Ensure the transfer and maintenance of all student records, all state assessment results, and any special education records to the custody to the District or other appropriate entity.
3. Ensure the transfer and maintenance of personnel records in accordance with applicable law.
4. Ensure the completion of an independent final audit within six months after the closure of the Charter School that may function as the annual audit, and that includes at least the following:
 - a. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - b. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
 - c. An assessment of the disposition of any restricted funds received by or due to the Charter School.
5. Ensure the disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed, including but not limited to, the following:

- a. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
 - b. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
6. Ensure the completion and filing of any reports required pursuant to Education Code section 47604.33.

The Charter School shall use the school reserves normally maintained for contingencies and emergencies to fund closure-related activities.

16. Local Control and Accountability Plan (“LCAP”) 2018-19, 2019-20, and 2020-21

17. Active Corporate Status and Articles of Incorporation

18. Bylaws

19. Conflict of Interest Code: Charter Board approved 12/10/2012, and County Board approved 12/13/2016

20. Uniform Complaint Policy

21. Board Roster

Board Member Name	Description	Term
1. Christian Scott	Chair	December 2016-2018
2. Delano Jones	Secretary	December 2016-2018
3. Linda Logan	Staff Representative	June 2018-2020
4. Agnés Barrelet	Community Representative	January 2018-2020
5. Sharlette Dela Cruz	Community Representative	January 2018-2020
6. Cristina Mendoza	Parent Representative	June 2018-2020

Board members can be reached through the following:

ATTN: Board of Directors
The O'Farrell Charter School
6130 Skyline Drive
San Diego, CA 92114

boardofdirectors@ofarrellschool.org

(619) 263-3009

22. Financials: Budget and Cash Flow 2019-20, 2020-21, and 2021-22

23. Western Association of Schools and Colleges (“WASC”) Accreditation Letter.

24. A Day in the Life of an O'Farrell Student

