

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The O'Farrell Charter School (OCS) opened in the fall of 1994. It was one of the first middle level charter schools in San Diego whose focus and instructional program were determined through the collaborative efforts of teachers, administrators and community. The first year, the conversion school opened with approximately 450 seventh grade students. The following year OCS expanded to 1350 students in grades 6-8. The school has since continued to expand and now houses three schools: The O'Farrell Elementary School (kindergarten – 5th grade), The O'Farrell Middle School, (6th – 8th grade), and The O'Farrell High School (9th – 12th grade) with a total enrollment of 1747.

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

For the 2017-2018 school year, OCS's demographic data were as follows:

Elementary Grades:

Grade Level	Total in Grade	(100) American Indian or Alaska Native	(200) Asian	(300) Native Hawaiian/ Other Pac Islander	(600) Black or African American	(700) White	Hispanic/Latino	Two or More Race Categories	Unspecified
<u>0</u>	<u>101</u>	<u>0</u>	<u>20</u>	<u>0</u>	<u>15</u>	<u>7</u>	<u>55</u>	<u>2</u>	<u>2</u>
	52 / 49	0 / 0	10 / 10	0 / 0	10 / 5	3 / 4	27 / 28	1 / 1	1 / 1
<u>1</u>	<u>65</u>	<u>0</u>	<u>13</u>	<u>0</u>	<u>11</u>	<u>0</u>	<u>32</u>	<u>9</u>	<u>0</u>
	31 / 34	0 / 0	8 / 5	0 / 0	6 / 5	0 / 0	13 / 19	4 / 5	0 / 0
<u>2</u>	<u>81</u>	<u>0</u>	<u>11</u>	<u>2</u>	<u>18</u>	<u>5</u>	<u>41</u>	<u>3</u>	<u>1</u>
	43 / 38	0 / 0	6 / 5	1 / 1	12 / 6	3 / 2	17 / 24	3 / 0	1 / 0
<u>3</u>	<u>73</u>	<u>0</u>	<u>11</u>	<u>0</u>	<u>12</u>	<u>3</u>	<u>44</u>	<u>3</u>	<u>0</u>
	39 / 34	0 / 0	6 / 5	0 / 0	9 / 3	2 / 1	22 / 22	0 / 3	0 / 0
<u>4</u>	<u>80</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>25</u>	<u>1</u>	<u>38</u>	<u>8</u>	<u>0</u>
	33 / 47	0 / 0	3 / 5	0 / 0	12 / 13	0 / 1	13 / 25	5 / 3	0 / 0
<u>5</u>	<u>81</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>18</u>	<u>3</u>	<u>49</u>	<u>3</u>	<u>0</u>
	36 / 45	0 / 0	3 / 5	0 / 0	10 / 8	1 / 2	20 / 29	2 / 1	0 / 0
<u>Total</u>	<u>481</u>	<u>0</u>	<u>71</u>	<u>2</u>	<u>99</u>	<u>19</u>	<u>259</u>	<u>28</u>	<u>3</u>
	234 / 247	0 / 0	36 / 35	1 / 1	59 / 40	9 / 10	112 / 147	15 / 13	2 / 1

Middle Grades:

Grade Level	Total in Grade	(100) American Indian or Alaska Native	(200) Asian	(300) Native Hawaiian/ Other Pac Islander	(600) Black or African American	(700) White	Hispanic/Latino	Two or More Race Categories	Unspecified
<u>6</u>	<u>275</u>	<u>1</u>	<u>53</u>	<u>6</u>	<u>43</u>	<u>4</u>	<u>149</u>	<u>16</u>	<u>3</u>
	123 / 152	1 / 0	21 / 32	1 / 5	19 / 24	1 / 3	75 / 74	5 / 11	0 / 3
<u>7</u>	<u>252</u>	<u>0</u>	<u>60</u>	<u>0</u>	<u>43</u>	<u>4</u>	<u>125</u>	<u>14</u>	<u>6</u>
	120 / 132	0 / 0	28 / 32	0 / 0	24 / 19	1 / 3	57 / 68	8 / 6	2 / 4
<u>8</u>	<u>215</u>	<u>0</u>	<u>44</u>	<u>2</u>	<u>46</u>	<u>3</u>	<u>106</u>	<u>14</u>	<u>0</u>
	108 / 107	0 / 0	26 / 18	1 / 1	25 / 21	3 / 0	49 / 57	4 / 10	0 / 0
<u>Total</u>	<u>742</u>	<u>1</u>	<u>157</u>	<u>8</u>	<u>132</u>	<u>11</u>	<u>380</u>	<u>44</u>	<u>9</u>
	351 / 391	1 / 0	75 / 82	2 / 6	68 / 64	5 / 6	181 / 199	17 / 27	2 / 7

High School Grades:

Grade Level	Total in Grade	(100) American Indian or Alaska Native	(200) Asian	(300) Native Hawaiian/ Other Pac Islander	(600) Black or African American	(700) White	Hispanic/Latino	Two or More Race Categories	Unspecified
9	150	0	34	3	15	0	88	9	1
	72 / 78	0 / 0	13 / 21	1 / 2	5 / 10	0 / 0	47 / 41	5 / 4	1 / 0
10	139	0	36	1	20	5	68	7	2
	63 / 76	0 / 0	24 / 12	1 / 0	8 / 12	2 / 3	22 / 46	4 / 3	2 / 0
11	126	0	24	0	9	1	84	5	3
	63 / 63	0 / 0	15 / 9	0 / 0	5 / 4	1 / 0	38 / 46	4 / 1	0 / 3
12	109	0	27	1	11	3	64	3	0
	51 / 58	0 / 0	11 / 16	0 / 1	6 / 5	2 / 1	31 / 33	1 / 2	0 / 0
Total	524	0	121	5	55	9	304	24	6
	249 / 275	0 / 0	63 / 58	2 / 3	24 / 31	5 / 4	138 / 166	14 / 10	3 / 3

LCAP Highlights

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

Key highlights include some changes to existing services and the implementation of new services based on stakeholder input and data extracted from the LEA's accountability dashboard. These changes occur in goal 1 (change made to curriculum supports and programs offered at OCS, especially in regard to students receiving special education services, and changes made to the school's organizational structure to streamline delivery of services to students), goal 3 (changes made to the structure of our ELL program, curriculum, and support staff), and goal 4 (changes made to implement a new MTSS model with increased student supports in the areas of academics, socio-emotional, and citizenship in the elementary and middle schools).

Review of Performance

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

Greatest Progress

The LEA's areas of greatest progress according to 2016-2017 data are in the areas of suspensions and attendance (goal 4). The LEA's largest areas of growth regarding suspension data progress is below:

All Students		1,708	Medium 4%	Declined -1.5%
Filipino		248	Low 1.2%	Maintained -0.1%
Two or More Races		97	Medium 3.1%	Declined Significantly -2%
Hispanic		909	Medium 2.8%	Declined -1.7%

Overall, the LEA reduced its suspensions by 1.5%. The largest subgroup that saw a decrease in suspensions was “two or more races”, followed by Hispanic students. This progress is attributed to an increase in student services in the area of citizenship and discipline provided by the school’s Dean of Students, a new position created for the 17-18 school year, as well as to increased staff training on positive relationship building and the implementation of school wide discipline and restorative practices.

In the area of English language arts, the school experienced an increase in the “Asian” subgroup (shown below):

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3
Asian	Green	High	Increased	40.3	6.5	43	42	33.9

To build upon this success and increase student success in other subgroups, the LEA plans to continue and augment services in the following areas as outlined in its LCAP:

1. Additional personnel dedicated to overseeing supports for ELL students, restructuring ELD classes, and overseeing ELL reclassification.
2. Additional professional development and release days for teacher leaders and department chairs, including time to conduct learning walks.
3. Additional personnel in the area of BTSA and new teacher development to assist teachers in implementing research-based high quality instructional techniques in core classes.
4. Employment of additional AVID tutors and paraprofessionals to assist in classrooms.

5. Employment of school counselors to ensure students are properly placed in correct courses and receive needed supports.
6. Extend the school year by two additional student days and three additional staff days.
7. Offer a spring intersession to remediate essential skills.
8. Offer before and after school tutoring, summer programs, and Saturday school.
9. Purchase and maintain technology in classrooms to maintain a 1-1 device to student ratio.
10. Offer enrichment field trips in targeted grade levels.
11. Implement a school wide positive behavior intervention system and a school wide discipline system.

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

Greatest Needs

In analyzing California accountability dashboard data for OCS, the LEA identified the following student subgroups as having the greatest need for additional services for the upcoming school year. OCS will focus on these areas:

Mathematics:

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from level 3</u>	<u>CHANGE - Difference between current status and prior status</u>	<u>Current year number of valid students</u>	<u>Prior year number of valid students</u>	<u>PRIOR STATUS - Average distance from level 3</u>
Hispanic	Orange	Low	Decreased	-51.2	-9.4	500	460	-41.8
Students with Disabilities	Red	Very Low	Decreased Significantly	-136.7	-15.1	92	87	-121.6
African American	Orange	Low	Decreased Significantly	-73.7	-22.3	191	185	-51.4

English Learners	Orange	Low	Decreased	-46.3	-6.2	434	408	-40.1
Socioeconomically Disadvantaged	Orange	Low	Decreased	-46.7	-7.6	701	662	-39.1
Two or More Races	Orange	Low	Decreased	-27.6	-9.4	60	47	-18.1

English Language Arts:

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from level 3</u>	<u>CHANGE - Difference between current status and prior status</u>	<u>Current year number of valid students</u>	<u>Prior year number of valid students</u>	<u>PRIOR STATUS - Average distance from level 3</u>
All Students	Orange	Low	Declined	-17.8	-5.9	942	880	-11.8
English Learners	Orange	Low	Maintained	-27.3	-1.4	433	409	-25.9
Socioeconomically Disadvantaged	Orange	Low	Maintained	-22.8	-2.4	701	661	-20.4
Students with Disabilities	Red	Very Low	Declined	-105	-9.1	94	88	-96
African American	Orange	Low	Declined Significantly	-44.2	-19.5	191	185	-24.7
Hispanic	Orange	Low	Maintained	-29.9	-2.4	500	460	-27.5

The largest area of need is in the subgroup “students with disabilities,” as achievement decreased significantly in mathematics and declined in English language arts. To mitigate this decline for the following year, OCS is allocating additional resources and is restructuring its positions and delivery of services to its special education department and is increasing training for both administrators and teachers in best and effective practices for students in this subgroup. Additionally, OCS plans on modifying/utilizing its master schedule to ensure all students receiving special education services are placed in the appropriate student support classes (including but not limited to skills classes, power hour courses, tutoring, ESY, etc.). Special education case managers will be given additional training on writing effective goals, accommodations, and modifications for students receiving services and implementing student supports in the mainstreamed classroom. Finally, OCS will be implementing a new leadership structure that allows vice principals and principals time to collaborate with the special education department more effectively and to oversee IEP implementation to ensure supports are executed in classrooms with fidelity.

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

The only student group that demonstrated performance two or more levels below that of the “all student” group was the “white” student subgroup on the suspension indicator. The “all student” subgroup demonstrated a 1.5% decline in suspensions, while the “white” subgroup demonstrated a 1.9% increase in suspensions.

The LEA is taking the following steps to support this subgroup, as well as others who would benefit from additional services during the 18-19 school year:

1. Create a new leadership structure within the LEA, including hiring a vice-principal for each school (elementary, middle, and high) to oversee student discipline and implementation of age-appropriate restorative practices.
2. Additional staff training prior to the start of the school year on addressing student socio-emotional needs and spiraling training throughout the 18-19 school year on socio-emotional supports and relationship building.
3. Renewing its contract with SAY San Diego to provide FSS services to students at OCS and creating appropriate student supports such as small groups, 1-1 assistance, etc. according to student need.
4. The addition of a school psychologist intern to increase the school’s capacity to serve students in need of (or who are at high risk of exhibiting severe behaviors) behavioral interventions through counseling, group interventions, and 1-1 assistance.

Performance Gaps

In analyzing its performance data, OCS has identified the following performance gaps and will work toward mitigating these gaps during the 18-19 school year:

1. Suspension rates: “white” subgroup
2. English language arts: “Students with disabilities” subgroup
3. Mathematics: “Students with disabilities” subgroup

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

Increased or Improved services

OCS will increase services to low income, English learners, and foster youth in the following ways:

1. Additional paraprofessional push-in assistance in classrooms and after school/before school student tutoring supports.
2. Additional curricular materials to address needs of students performing below grade level.
3. Changes to the master schedule to allow for increased ELL student supports.
4. Enrichment field trips during the summer for at-risk and foster youth.

5. Additional professional learning for staff in the areas of ELL support, formative assessment, and support of students academically at-risk.
6. Additional professional learning for staff in the areas of student behavioral interventions, relationship building, and restorative practices.
7. Support for families in need of financial assistance through uniform donations, referrals to and assistance through Family Support Services, and through administering bus passes to students in need of transportation to and from school.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$10,950,652
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$10,841,808

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

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

In addition to LCFF revenue, there are several other funding sources that the LEA uses to maintain a high-quality educational program in grades K-12 including Title I, Title II, Title III, ASES, 21st Century, College Readiness, and I.D.E.A. funds. Expenditures in these areas are not noted in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$15,809,409 (2017-2018)