Application #	

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

mail original* and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): The O'Farrell Charter School

County/District Code: 37-68338-6061964

Dates of Plan Duration (should be five-year plan):   July 1, 2015 - June 30, 2020

Date of Local Governing Board Updated Approval:

District Superintendent: Jonathan Dean

Address: 6130 Skyline Drive

City: San Diego   Zip code: 92114

Phone: (619) - 263-3009   Fax: (619) - 263-4339

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Dr. Jonathan Dean

Printed or typed name of Superintendent	Date	Signature of Superintendent

Christian Scott

Printed or typed name of Board President	Date	Signature of Board President

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Part I – Background and Overview

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

	Federal Programs		State Programs
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
X	21st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$0	$449,832	$449,832	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	$0	$68,703	$68,703	100%
Title II, Part D, Enhancing Education Through Technology	$0			100%
Title III, Limited English Proficient	$0	$33,491	$33,491	100%
Title III, Immigrants	$0	$1,206	$1,206	100%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers		$160,000	$160,000	100%
Other (describe)				
TOTAL		$713,232	$713,232	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program		$150,000	$150,000	
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)		$4,500	$4,500	
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL		$154,500	$154,500	

Part II – The Plan

Mission, Goals and Philosophy

The O'Farrell Charter School ("O'Farrell") is a direct funded California Charter School. The charter was first approved by the Board of Education for the San Diego Unified School District ("District") on January 11, 1994, and renewed January 26, 1999, May 1, 2004, and July 1, 2009. O'Farrell historically served grades six through eight. A grade kindergarten through fifth was added for the 2012-2013 school year. Grade 10 was added in 2013, grade 11 in 2014, and finally grade 12 in 2015. Our first Senior Graduation will take place in 2016. The program is housed on a district owned facility at 6130 Skyline Drive, San Diego. O'Farrell became an independent non-profit public benefit corporation on July 1, 2010.

The O'Farrell Charter School opened to students as a district-run magnet school on Tuesday, September 4, 1990 after one and one-half years of planning. O'Farrell is the first middle level magnet school in the San Diego City Schools system whose focus and instructional program were determined through the collaborative efforts of teachers, administrators and community. The original design of the school program and organizational structure resulted from a careful study of reports regarding middle level schooling, including *Caught in the Middle* by James J. Fenwick, 1987 and *Turning Points* by the Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents, 1989. O'Farrell's vision utilizes a student-centered, activity-oriented learning program, with state-of-the-art technology and community participation.

To prepare for the 2010 charter renewal, the Board of Directors stimulated a school-wide discussion that led to a revision of the school's mission statement. The Board of Directors statement approved the revised mission statement on December 10, 2007. The mission statement follows below. The first sentence in italics is frequently repeated in the charter petition.

> *The O'Farrell Charter School is a community-oriented institution dedicated to fostering high academic standards, ensuring social and emotional growth, and maintaining a safe and secure learning environment for all its students.*

The O'Farrell 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 O'Farrell Charter School provides a multicultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality. All students, upon

graduation, are expected to have acquired the fundamental tools and skills to move seamlessly onto the college or career of their choice.

O'Farrell staff use three key references in developing the school's instructional program: *Essential Program Components* from the California Department of Education, the *Professional Learning Communities Model* of Richard DuFour and the California Department of Education's work 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 twelve elements of a middle school program considered critical to reduce the achievement gaps among groups of children while addressing the developmental needs of pre-adolescents. The twelve elements are listed below.

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

Student Demographics
   O'Farrell's student enrollment in September 2016 was 1693.

Student Demographics	
Hispanic	52%
African American	19%
Asian	19%
Other	10%

Student enrollment at O'Farrell has increased over the four years. The percentage of Hispanic students has increased while the percentage of African American and Filipino students has decreased. The portion of students who are English Learners, qualify for Special Education or free/reduced lunches, has remained relatively constant.

Free-Reduced Lunch	74%
Provision 1	100%
English Learners	27%
Students with Disabilities	12%
Foster/Kinship	30%

Instructional Program

The instructional program is grounded in the work of the California Department of Education ("*A Focus for Instructional Improvement in California*") and Rick DuFour's *Professional Learning Communities Model*. Parents expect that every teacher is providing a quality instructional program that helps students master, and exceed Common Core standards. Common lesson pacing and benchmark assessments across classrooms permit teachers to calibrate student learning and assure parents that quality instruction is taking place . Grade level departments work together to create common grading scales to ensure calibration and accuracy in grading and determining next steps.

DuFour identifies four key elements of a culture that focuses on student learning. This summary compares key points of Dufour's work with the recommendation with *Taking Center Stage-Act II: Closing the Achievement Gap for California's Middle Grades Students* (2008). DuFour's "key elements" align with the instructional program strategies part of this charter.

1. *Clarity regarding what each student is to learn in every course.*
    - Department created, common pacing guides at every grade level to ensure coverage of Common Core standards prior to the Smarter Balanced Assessments.
    - Use of Backward Design to set goals before choosing instructional methods and forms of assessment
    - Purchase and use of standards-based, state-adopted curriculum for all students.
2. *Process for frequent and timely monitoring of each student's learning.*
    - Teacher created common benchmark assessments given four times a year that mimic the SBAC to monitor student progress toward mastery of Common Core standards, and modifying instruction as needed.
    - Weekly PLC meetings discussing student work to determine areas for re-teaching.
3. *Process for sharing information regarding a student experiencing difficulty.*

- Weekly grade level, content area meetings to discuss what students were supposed to learn and examine evidence of student learning.
- PLC discussions include conversations about remediation or focused spiraled review to re-teach integral concepts.
- All teachers at the Frederick Douglass Academy use online grading, permitting Homebase teachers, parents and students to access student grades on homework, class projects and tests.
- Homebase teachers remain in contact with parents regarding behavior, school activities, and grades.

4. *A systematic response system that provides students with additional time and support during the school day.*
   - Implementation of reading/language arts and mathematics intervention practices in line with state content frameworks
   - Students struggling in language arts or mathematics may be assigned to College Bound courses scheduled during elective periods.
   - Using the RTI (Response to Intervention) model, all students are enrolled in a daily skills course for math or English to provide targeted intervention.
   - After school homework club & tutoring available for struggling students.

Teachers continuously study Paul Slocumb's *Boys in* Crisis, a professional book that details the best techniques for building relationships with young men and the parents of students. The staff studies Doug Lemov's *Teach Like a Champ* to learn those best strategies to create a rigorous learning environment where students are held accountable to high standards of correctness, speech, and rationale. Teachers use those techniques that ensure student engagement in a sound curriculum.

The classroom instruction at the O'Farrell Charter School includes the elements listed below:

- O'Farrell instructors use AVID's WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies that emphasize read, writing and speaking across all content areas and include reflections on their learning.
- Academic discourse is explicitly taught and used in all content areas to prepare students for college and careers.
- Using Dr. Kate Kinsella's research on Explicit Vocabulary Instruction, each grade focuses on two Tier 2 vocabulary words weekly.
- Pre AP writing and rhetorical strategies (SOAPSTone, DBQ) are taught in English courses and supported in all other content areas.

- Advanced SDAIE strategies (Graphic organizers, Carousel Brainstorming, Collaboration) are used and instructors provide frames for daily oral language practice.
- GATE strategies
- Rigorous coursework is available to all students as instructors use strategies from Doug Lemov's Teach Like a Champion that set high academic expectations.
- Inquiry based lessons are used for Science instruction.
- Lessons are structured using the I do, We do, You do collaboratively, You do independently Model that allows scaffolds and independent practice (See Doug Lemov's Teach Like a Champion Structured Lessons).
- Instructors use strategies to engage students in the work of the lesson (Pepper Calling, Cold Calling, Choral Response, Wait Time).

Social Emotional Development

O'Farrell is organized to promote the concept of knowing students well and developing strong, positive relationships. This structure supports the developmental needs of middle school learners, and is especially important for students who have been "at risk" academically. O'Farrell has five educational families, one for each middle school grade level, one for high school, and one for elementary school. Most teachers in the educational family have a common preparation period for meeting and planning when their students take physical education or elective classes on an alternating A/B day schedule. The number of educational families and the subjects used as the preparation period provider for educational families are subject to change based on the needs of the school. Educational families handle all major decisions regarding discipline, scheduling, curriculum (in accordance with the state framework), delivery of instruction, and assessment of students assigned to their educational family. Educational families also attend to the social, intellectual, psychological and physical needs of students so they become responsible, literate, thinking, and contributing citizens. The educational family also promotes consistent student behavior management procedures compatible with The FALCON Way. Each family takes an active role in promoting the success of ALL its' students.

To further support the connection between adults and students, O'Farrell has established the role of the Homebase teacher. This is an additional assignment for most full-time teachers. The primary caregiver for students is the Homebase teacher. The Homebase teacher serves as an advocate and meets daily with students, providing nurturing, discipline and parent-like contact. Homebase class activities include reviewing the weekly bulletin, taking attendance, checking on homework and providing instruction in study skills (i.e., note taking) and skills to promote social/emotional development (e.g., decision-making, goal- setting, and conflict resolution). The Homebase teacher handles most issues involving students normally handled by a school counselor, such as academic counseling

and discipline. The Homebase teacher also serves as the primary point of contact between the school and parents/guardians.

Changes in School Structure and Organization

O'Farrell has made these significant organizational changes that went into effect starting July 1, 2010:

1. 2010- The O'Farrell Charter School became an independent 501c3 and joined El Dorado Selpa
2. 2011- High School opened with the first 9th grade class
3. 2012- Elementary opens
4. 2016- High School has its first graduating class

Program Implementation

O'Farrell's plan identifies individuals responsible for implementation with titles that are unique to the school. The roles and responsibilities of those individuals/groups are described below.

The <u>Leadership Team</u> is composed of the Superintendent, Principals, Team Leaders, Program Coordinator, Academic Coach, Department Chairs, and the AVID site team.

A <u>Team Leader</u> is a classroom teacher who also guides the work of teaching team known as an educational family. The Team Leaders work with the Principal to manage the day-to-day operations of the school. Those responsibilities include:

- Directing the resources of the Educational Family to promote student learning and the goals of the school;
- Chairing regular staff meetings of the educational family and maintaining records of those meetings;
- Serving as the supervisor for all certificated and classified staff assigned to the educational family;
- Monitoring the master schedule for the educational family to assure proper placement of students and prepare schedules for new students.
- Addressing concerns/complaints from parents of students in the educational family;
- Assuring the timely completion of all reports required of educational families;
- Monitoring the implementation of school-wide curriculum/accountability including progress reports, schoolwide exhibitions, parent conferences, Back to School, Open House, Supportive Learning Plans and school-wide assessments like SBAC, Fitnessgram, GATE testing (elementary only), and PSAT, ACT, SAT (HS only).

The <u>Family Support Services</u> (FSS) wing is a resource on campus that provides the psychological and social/emotional needs of the students, their families, and other members of the community. The three key components of FSS are:

- Coordinating services provided by local governmental offices (social services and health agencies), community groups and service agencies, local businesses, and parent groups.
- Providing case management for students and families (direct counseling, referrals, and group services).
- Connecting school with the community (community service and service learning placements, parent education activities, etc.).

Mental health services through Family Support Services include:
- Crisis intervention, assessments, and referrals.
- Substance abuse prevention and treatment services.
- Family support and parenting education, including positive parenting.
- Academic support, including tutoring and mentoring.
- Youth development services, including employment development, recreation, and community service internships.
- Counseling, including family counseling and suicide prevention.
- Counseling for children who experience violence in their communities, including gang prevention.
- Provision of on-site information for Medi-Cal, Cal Works, social services, probation, mental health, and other resources.

Family Support Services is funded through a partnership with the County of San Diego, Health and Human Services Agency, Community Action Partnership (CAP), and is contingent upon joint funding between O'Farrell and the County.

AVID National Demonstration School

O'Farrell was named an AVID National Demonstration School in 2010 and 2014. O'Farrell has had an AVID certified program for over 15 years. The recognition as a Demonstration School highlights the school's model AVID program, including an AVID elective class and the integration of AVID strategies into the teaching in all core classrooms. The teachers at O'Farrell support the expansion of AVID teaching and learning strategies into all classrooms and the school culture. This effort supports the school's vision of preparing all students to qualify to attend college when they graduate from high school. This requires all teachers to emphasize critical thinking and effective study skills.

AVID National Demonstration Schools are exemplary models of the program and demonstrate the best AVID methodologies and strategies. Schools and districts interested in implementing AVID or improving their own AVID program can visit these sites and experience a highly successful AVID program.

At an AVID demonstration school, visitors can observe:
- Dedicated and successful implementation of the 11 Essentials of AVID
- Strong and committed leadership
- Evidence of outstanding student achievement
- Models for excellent inquiry-based AVID tutorials

- AVID as a school-wide approach to school improvement
- A school-wide college-focused culture with college readiness as a basic expectation
- A center of learning for AVID best practices
- A showplace for the synergy and excitement that a strong AVID program creates

O'Farrell has been addressing the "11 Essentials" of an AVID program for fifteen years:

1. Students are selected from the middle and would benefit from AVID support to improve their academic records and begin college preparation.
2. Student and teacher participation is voluntary.
3. The school is committed to full implementation: AVID is scheduled as an academic elective.
4. AVID students are enrolled in a rigorous curriculum.
5. A strong, relevant writing and reading curriculum is a basis for learning in the AVID elective class.
6. Inquiry is a basis for instruction in the AVID classroom.
7. Collaboration is a basis for instruction in the AVID classroom.
8. Trained tutors regularly facilitate student access to rigorous curriculum using AVID methodologies.
9. Program implementation and student progress are monitored through the AVID Data System and results are analyzed to ensure success.
10. The school or district identifies resources for program costs, supports the Essentials, participates in certification, and commits to AVID staff development.
11. Active, interdisciplinary site teams collaborate on issues of access to and success in rigorous college preparatory classes.

LOCAL MEASURES OF STUDENT PERFORMANCE
(*other* than State-level assessments)

Per ESSA (Every Student Succeeds Act) regarding Local Educational Agency Plans, each LEA must provide these descriptions in its Plan:

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA.

A description of high-quality student academic assessments, <u>if any</u>, that are in addition to the academic assessments described in the State Plan: <u>that the local educational agency and schools served under this part will use to:</u>

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on our progress toward meeting student academic achievement standards;

b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

c) determine what revisions are needed to projects under this part so such children meet the State student academic achievement standards; and

d) identify students who may be at risk for reading failure or who are having difficulty reading, through using screening, diagnostic, and classroom-based instructional reading assessments.

If the SSD uses such assessments besides State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

O'Farrell will use three local measures of student performance listed below to monitor student progress, identify learning needs of individual students and make adjustments to instruction. All data will be stored on the Power Schools and Illuminate system, permitting teachers and administrators to analyze results by individual student, demographic group or course section.
1. English and Math placement exams will be given at the end and beginning of the school year to determine placement & appropriate remediations.

2. Common benchmark assessments are administered four times a year in language arts, mathematics, history and science. They are derived from the resources from the textbook adoptions with some modification by the

departments. The assessments are used to monitor student progress toward mastery of standards, identify students needing additional supports and to modify instruction as needed.
3. Targeted skills support in each academy
   a. Elementary: Part of RTI & academics supports system (Powerhour)
   b. Middle School: Skills classes in Reading Plus and IXL Math