

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	The O'Farrell Charter School		
Contact Name and Title	Jonathan Dean, Superintendent	Email and Phone	jonathan.dean@ofarrellschool.org (619) 263-3009

2017-20 Plan Summary

THE STORY

Briefly 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 City Schools 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 (YOK – 5th grade), The O'Farrell Middle School, (6th – 8th grade), and The O'Farrell High School (9th – 12th grade).

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 2016-2017 school year, OCS's demographics were as follows.

Elementary School:

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
-1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0
0	66 33 / 33	0 0 / 0	13 7 / 6	0 0 / 0	11 6 / 5	2 2 / 0	34 16 / 18	4 1 / 3	2 1 / 1
1	55 30 / 25	0 0 / 0	6 4 / 2	2 1 / 1	10 7 / 3	3 1 / 2	31 15 / 16	3 2 / 1	0 0 / 0
2	51 27 / 24	0 0 / 0	7 4 / 3	0 0 / 0	7 4 / 3	3 2 / 1	31 16 / 15	2 0 / 2	1 1 / 0
3	52 24 / 28	0 0 / 0	6 3 / 3	0 0 / 0	12 7 / 5	1 0 / 1	23 8 / 15	8 5 / 3	2 1 / 1
4	56 22 / 34	0 0 / 0	4 2 / 2	0 0 / 0	12 7 / 5	1 1 / 0	38 12 / 26	1 0 / 1	0 0 / 0
5	80 33 / 47	1 1 / 0	13 2 / 11	1 0 / 1	13 5 / 8	3 0 / 3	45 23 / 22	4 2 / 2	0 0 / 0
Total	360 169 / 191	1 1 / 0	49 22 / 27	3 1 / 2	65 36 / 29	13 6 / 7	202 90 / 112	22 10 / 12	5 3 / 2

Middle School:

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
6	283 145 / 138	0 0 / 0	59 26 / 33	0 0 / 0	65 41 / 24	4 1 / 3	142 70 / 72	12 7 / 5	1 0 / 1
7	234 115 / 119	0 0 / 0	41 24 / 17	1 0 / 1	59 30 / 29	6 4 / 2	112 52 / 60	15 5 / 10	0 0 / 0
8	271 138 / 133	0 0 / 0	48 19 / 29	2 1 / 1	45 20 / 25	2 1 / 1	154 86 / 68	20 11 / 9	0 0 / 0
Total	788 398 / 390	0 0 / 0	148 69 / 79	3 1 / 2	169 91 / 78	12 6 / 6	408 208 / 200	47 23 / 24	1 0 / 1

High School

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	151 69 / 82	0 0 / 0	39 25 / 14	2 1 / 1	25 10 / 15	5 2 / 3	73 26 / 47	7 5 / 2	0 0 / 0
10	142 74 / 68	0 0 / 0	28 16 / 12	0 0 / 0	14 9 / 5	1 0 / 1	92 43 / 49	7 6 / 1	0 0 / 0
11	117 56 / 61	0 0 / 0	28 12 / 16	1 0 / 1	17 10 / 7	5 2 / 3	65 32 / 33	1 0 / 1	0 0 / 0
12	83 47 / 36	0 0 / 0	28 18 / 10	0 0 / 0	14 6 / 8	2 2 / 0	37 20 / 17	2 1 / 1	0 0 / 0
Total	493 246 / 247	0 0 / 0	123 71 / 52	3 1 / 2	70 35 / 35	13 6 / 7	267 121 / 146	17 12 / 5	0 0 / 0

LCAP HIGHLIGHTS

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

This year's LCAP outlines additional services to specific student subgroups added as a result of analysis of California's School Accountability Dashboard data reviewed in Spring 2017.

A breakdown of OCS's subgroups is below:

Program Name	Program Enrollment	Census Count	% of Total Enrollment (1640)
Gifted and Talented Education (GATE)	186	186	11.34%
Title I Part C Migrant	0	0	0%
Special Education	148	149	9.02%
Free Lunch	810	810	49.39%
Reduced Lunch	294	294	17.93%
Transitional Kindergarten	15	15	0.91%
Foster Program	2	2	0.12%
Homeless Program	20	20	1.22%
Socio-Economically Disadvantaged	1146	1146	69.88%
Title III Students	23	-	1.40%

Key highlights also include some changes to existing services and the implementation of new services based on stakeholder input. These changes occur in goals 1 (change made to curriculum supports and programs offered at OCS), 3 (changes made to ELL specific curriculum and support staff), and 4 (additional funds allocated to student activities and enrichment programs).

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.

The LEA's greatest area of progress from the previous school year (2014-2015 school year and 2015-2016 school year) was in its increase in state testing scores in all areas, but primarily in the elementary school. The high school sustained its impressive academic progress from the prior year. These changes are as follows:

**GREATEST
PROGRESS**

Grade 3 English Language Arts					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	47	28%	30%	23%	19%
2015	48	55%	22%	20%	2%

Grade 3 Math					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	47	26%	34%	26%	15%
2015	49	37%	37%	20%	6%

Grade 4 English Language Arts					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	63	33%	25%	25%	16%
2015	56	57%	25%	14%	4%

Grade 4 Math					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	63	27%	42%	24%	6%
2015	56	30%	39%	25%	5%

Grade 5 English Language Arts					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	59	30%	32%	25%	14%
2015	56	52%	23%	21%	4%

Grade 7 English Language Arts					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	275	24%	28%	31%	17%
2015	225	28%	24%	37%	11%

Grade 7 Math					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	275	21%	40%	20%	19%
2015	228	29%	33%	20%	18%

Grade 8 English Language Arts					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	243	22%	24%	34%	20%
2015	248	26%	25%	38%	11%

Grade 8 Math					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	243	30%	28%	17%	26%

2015	249	24%	23%	22%	31%
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Grade 11 English Language Arts					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	86	7%	15%	33%	45%
2015	93	2%	25%	45%	28%

Grade 11 Math					
	# Students	Not Met	Nearly Met	Met	Exceeded
2016	86	24%	29%	26%	21%
2015	93	24%	38%	23%	16%

A decline in suspensions were noted from the previous school year overall and for two specific subgroups:

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2014-15 Suspension Rate	CHANGE - Difference between 2014-15 Suspension Rate and 2013-14 Suspension Rate	Number of Students Suspended in 2014-15	Number of Students Enrolled in 2014-15	Number of Students Suspended in 2013-14	Number of Students Enrolled in 2013-14	PRIOR STATUS - 2013-14 Suspension Rate (rounded)
All Students	Yellow	High	Declined	9.6%	-1.4%	141	1,475	143	1,303	11.0%
Asian	Blue	Low	Declined Significantly	1.6%	-7.0%	1	62	5	58	8.6%
Filipino	Green	Low	Declined	1.4%	-2.8%	3	222	8	191	4.2%

An increase in student achievement in grades 3-8 in English language arts was also noted for specific student subgroups:

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
All Students	Yellow	Low	Increased	-11.8	12.4	880	878	-24.3
English Learners	Yellow	Low	Increased	-25.9	14.3	409	383	-40.1
Socioeconomically Disadvantaged	Yellow	Low	Increased	-20.4	9.3	661	737	-29.7
Asian	Blue	High	Increased Significantly	33.9	20.1	42	42	13.7
Black or African American	Yellow	Low	Increased	-24.7	8.6	185	171	-33.3
Filipino	Blue	High	Increased Significantly	42.1	23.3	120	126	18.8
Hispanic or Latino	Yellow	Low	Increased	-27.5	8.3	460	474	-35.8
Two or More Races	Green	Medium	Increased Significantly	-1.1	28.3	47	52	-29.4

Additionally, ELL Reclassification rates for the LEA increased during the 2016-2017 school year, with the LEA reclassifying 81 students in grades k-12.

To build upon this success, the LEA plans to continue the following services outlined in its LCAP:

1. Employment of a full time academic coach to assist in professional development and the implementation of innovative and

research based best teaching practices.

2. Department chairs in core content areas to oversee progress monitoring and assist in vertical program alignment, and the processes and support needed to facilitate their success.
3. Additional professional development and release days for teacher leaders and department chairs.
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 afterschool 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. Offer student incentives for achievement and attendance and implement a school wide positive behavior intervention system and a school wide discipline system.
12. Provide additional support for English language learners through the employment of paraprofessionals, an additional ELD teacher, and the purchase of necessary materials to ensure student success in core classes.

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?

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:

1. English Learner Progress (proficiency and reclassification)
2. Suspension Rates
 - a. English Learners (orange)
 - b. African American (orange)
 - c. Hispanic (orange)
3. English Language Arts Performance
 - a. Students with Disabilities (red)

GREATEST NEEDS

4. Mathematics

- a. English Learners (orange)
- b. Socioeconomically Disadvantaged (orange)
- c. Students with Disabilities (red)
- d. African American (red)
- e. Hispanic (orange)

The LEA notes however, that some of this data represents achievement for the 2014-2015 school year, which is two years old. The LEA accessed more recent data via internal assessment analysis, indicated below:

MATHEMATICS

Renaissance Learning STAR test data:

Grade 1 Mathematics: 115 points growth from September - May

Grade 2 Mathematics: 87 points growth from September - May

Grade 3 Mathematics: 84 points growth from September - May

Grade 4 Mathematics: 56 points growth from September - May

Grade 5 Mathematics: 49 points growth from September - May

Benchmark Interims:

Grade 6 Mathematics: 28% meets/exceeds standards (7% increase)

Grade 7 Mathematics: 20% meets/exceeds standards (2% increase)

Grade 8 Mathematics: 26% meets/exceeds standards (20% increase)

ENGLISH LANGUAGE ARTS

Renaissance Learning STAR test data:

Grade 1 ELA: 68 points growth from September - May

Grade 2 ELA: 61 points growth from September - May

Grade 3 ELA: 118 points growth from September - May

Grade 4 ELA: 96 points growth from September - May

Grade 5 ELA: 75 points growth from September - May

Reading Plus test scores:

ELA: 30% meets/exceeds standards (7% increase) with 57% of students making gains.

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

PERFORMANCE GAPS

Performance gaps are noted in specific subgroups school wide that are two or more levels below the “all student” group:

1. English Language Arts
 - a. Students with Disabilities
2. Mathematics
 - a. Students with Disabilities
 - b. African Americans

To address performance gaps in these areas, the LEA is taking the following additional actions to raise achievement in these subgroups:

1. The LEA will hire a special education director to oversee special education program quality and compliance.
2. The LEA will hire an intervention coordinator to conduct SST and 504 meetings, create and maintain a school-wide response to intervention program, and maintain all compliance documentation and data files to document student achievement.
3. The LEA will assign additional professional learning to both general education and special education staff in the area of formative assessment, re-teaching, data analysis, and support for students with disabilities.
4. The LEA will refine its positive behavior intervention and support program and progressive discipline policy to better serve the needs of students with chronic discipline incidents.
5. The LEA will purchase additional comprehensive remediation and intervention curricular materials (both print and digital) in math and English language arts.

INCREASED OR IMPROVED SERVICES

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.

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

- Additional paraprofessional push-in assistance in classrooms.
- Additional curricular materials to address needs of students performing below grade level.
- Enrichment field trips during the school year and summer for foster youth.
- Additional professional learning for staff in the areas of ELL support, formative assessment, and support of students academically at-risk.

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

\$ 18,172,214

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$11,004,808

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.

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, ASSETS, ASES, 21st Century, College Readiness, and I.D.E.A. funds. Expenditures in these areas are not noted in the LCAP.

\$15,809,409

Total Projected LCFF Revenues for LCAP Year