

# The O'Farrell Charter School

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Jill Andersen

Principal, The O'Farrell Charter School

### About Our School

Our mission is to create a school atmosphere in which children can thrive and grow as individuals. Our goal is for them to see themselves as an individual capable of great achievements, and as a part of a larger learning community at school. Students in The O'Farrell Elementary School learn study habits that will help them throughout their school careers, and students in The O'Farrell Middle School are introduced to a rigorous curriculum that will prepare them for the demands of our college-preparatory curriculum taught in The O'Farrell High school.

Our staff prepares students to become productive citizens in the community and to have healthy relationships with others. We emphasize that students must take personal responsibility for their actions, to monitor their academic progress, and to resolve conflicts.

Students achieve most when their parents/guardians are actively involved with their education. I encourage you to visit your child's classroom, volunteer at the school, attend parent teacher organization meetings, and visit our website and parent portal regularly to check for important events and to monitor your child's grades.

OCS School welcomes parent involvement, so we are providing you with this guide, our Facts for Parents. Please read this booklet and keep it as a reference throughout the year. The district website, [www.ofarellschool.org](http://www.ofarellschool.org), also has valuable information about our schools, the various programs we offer, our community initiatives, policies and procedures, and extensive resources for parents.

I look forward to meeting you personally during the school year, and to working with you to help your child meet The O'Farrell's Charter School's high academic standards. Please contact us at (619) 263-3009 if you have any questions.

Sincerely,

Jonathan Dean, Ed.D.  
Superintendent

### Contact

*The O'Farrell Charter School*  
6130 Skyline Drive  
San Diego, CA 92114

Phone: 6192633009  
E-mail: [jill.andersen@ofarrellschool.org](mailto:jill.andersen@ofarrellschool.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	The O'Farrell Charter Schools
<b>Phone Number</b>	6192633009
<b>Superintendent</b>	Dr. Jonathan Dean
<b>E-mail Address</b>	<a href="mailto:jonathan.dean@ofarellschool.org">jonathan.dean@ofarellschool.org</a>
<b>Web Site</b>	<a href="http://ofarellschool.org">ofarellschool.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	The O'Farrell Charter School
<b>Street</b>	6130 Skyline Drive
<b>City, State, Zip</b>	San Diego, Ca, 92114
<b>Phone Number</b>	6192633009
<b>Principal</b>	Jill Andersen
<b>E-mail Address</b>	<a href="mailto:jill.andersen@ofarellschool.org">jill.andersen@ofarellschool.org</a>
<b>Web Site</b>	<a href="http://ofarellschool.org">http://ofarellschool.org</a>
<b>County-District-School (CDS) Code</b>	37683386061964

*Last updated: 2/1/2019*

### School Description and Mission Statement (School Year 2018—19)

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 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, 2014, and 2018. 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.

#### O'Farrell Mission Statement

The O'Farrell 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 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. Each year, all students are expected to have acquired the fundamental tools and skills needed to move seamlessly onto the next grade level.

#### O'Farrell Vision Statement

The O'Farrell 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.

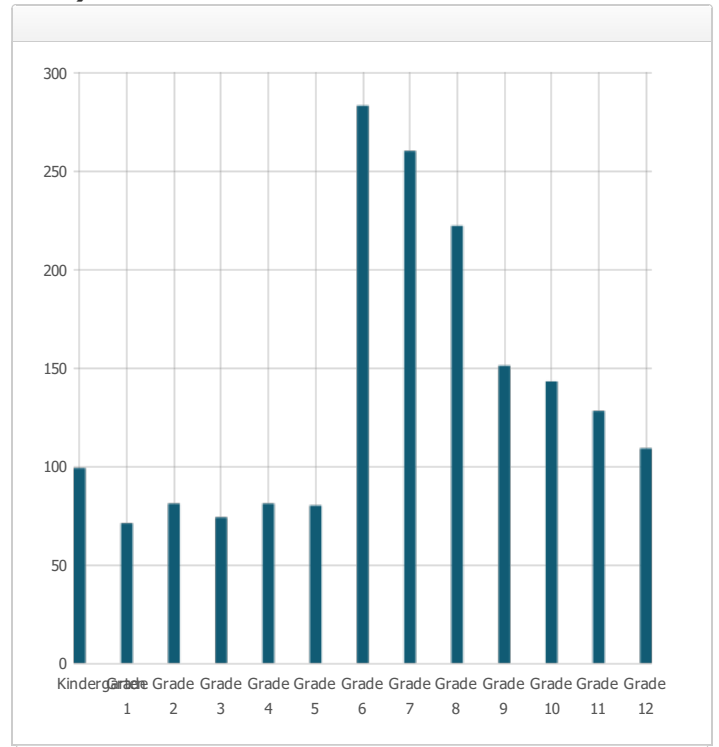
Relationships: Our dedicated staff will motivate students to succeed by building relationships with students and families and fostering unity between all stakeholders.

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.

*Last updated: 2/1/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	99
Grade 1	71
Grade 2	81
Grade 3	74
Grade 4	81
Grade 5	80
Grade 6	283
Grade 7	260
Grade 8	222
Grade 9	151
Grade 10	143
Grade 11	128
Grade 12	109
<b>Total Enrollment</b>	<b>1782</b>



Last updated: 2/1/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	16.9 %
American Indian or Alaska Native	0.1 %
Asian	4.4 %
Filipino	15.4 %
Hispanic or Latino	54.3 %
Native Hawaiian or Pacific Islander	0.8 %
White	2.3 %
Two or More Races	5.4 %
Other	0.4 %
<b>Student Group (Other)</b>	
Socioeconomically Disadvantaged	71.0 %
English Learners	19.2 %
Students with Disabilities	10.3 %
Foster Youth	0.2 %

## A. Conditions of Learning

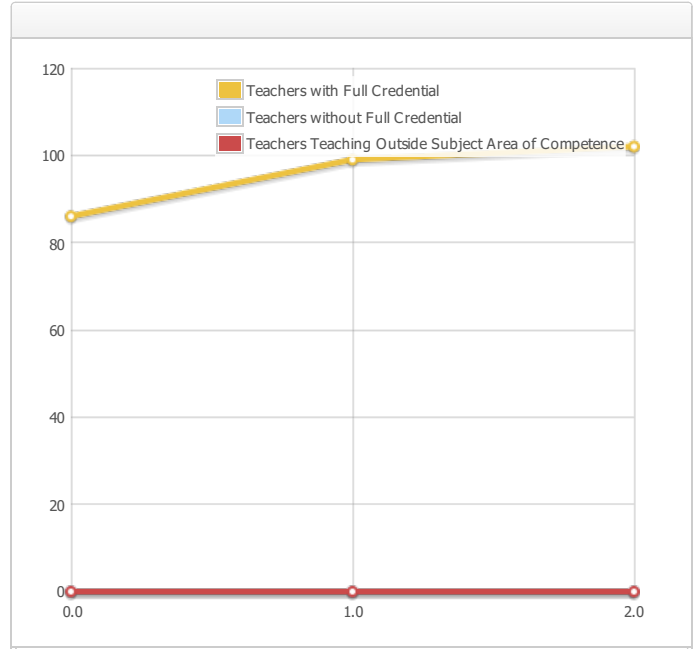
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

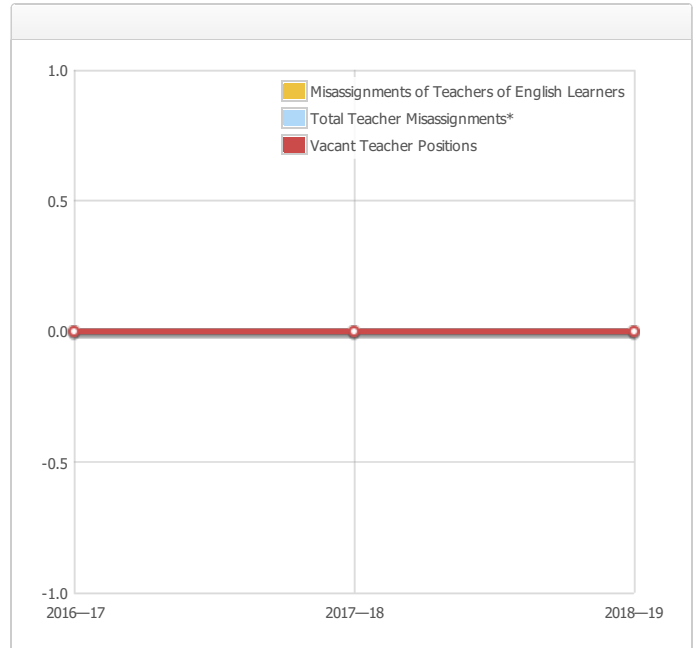
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	86	99	102	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: December 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	K-2: Wonders by McGraw-Hill 3-5: Benchmark Advance by the Benchmark Education Company 6-8: College Board-SpringBoard; FLEX Literacy, Houghton Mifflin Harcourt 9-12: Literature: An Introduction to Reading and Writing; Cracking the AP English Language; Cracking the AP English Literature Exam Workbook, Collections Houghton Mifflin; Writer's Choice; Literature Courses 1-4	Yes	0.0 %
Mathematics	K-5: My Math, Glencoe/McGraw Hill 6-8: California Math, McGraw Hill 9-12: Houghton Mifflin Harcourt Integrated Math 1, 2, 3; Pre Calculus: Graphical, Numerical, Algebraic, Pearson/Prentice Hall; Calculus APed Pearson; Functions, Statistics, and Trigonometry UChicago Solutions	Yes	0.0 %
Science	K-5: MacMillan/McGraw Hill California Science 6-8: Focus on Earth Science, CA edition, McDougal Littell; Focus on Life Science, CA edition, McDougal Littell; Focus on Physical Science, CA edition, McDougal Littell 9-12: Foundations for Physics, CPO; Knight College Physics 3, Pearson; Chemistry Matter and Change, Glencoe/McGraw Hill; Miller and Levine Biology Edition 1e, Pearson; Biology in Focus Pearson; Starry Night Simulation Curriculum	Yes	0.0 %
History-Social Science	K-5: California Vistas, Glencoe/McGraw Hill 6-8: CA IMPACT Grade 6 World History and Geography, Ancient Civilizations; IMPACT CA Grade 7 World History and Geography, Medieval and Early Modern Times; IMPACT CA Grade 8 United States History and Geography, Growth and Conflict 9-12: World History, Modern Times, Glencoe McGraw Hill; World Civilizations: The Global Experience AP, Pearson/Prentice Hall; U.S. History and Geography Glencoe/McGraw Hill; McGraw Hill American History Bridge Edition AP; AP Gov: Pearson, Government in America: People, Politics, and Policy: 2012 Election Edition, Edwards, 16th Edition (2012); Govt: Holt McDougal United States Government: Principles in Practice, Fraga, 1st Edition (2012) Econ: Prentice Hall Economics, O'Sullivan,	Yes	0.0 %
Foreign Language	6-8 Spanish: Asi se Dice, McGraw Hill 9-12: Spanish: Asi se Dice, McGraw Hill, Temas-Spanish Language and Culture, Vista, Edgenuity	Yes	0.0 %
Health	Not Applicable		0.0 %
Visual and Performing Arts	Not Applicable		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

## School Facility Conditions and Planned Improvements

The O'Farrell Charter School rents the facility space from San Diego Unified School District (SDUSD). The LEA takes great efforts to ensure that the school site is clean, safe, and functional. The school has four full time custodians who handle the day to day maintenance of the school and has a landscape maintenance company that services the grounds on a weekly basis. The school facility has 88 classrooms, two administrative office buildings, an auditorium, gymnasium, and sports fields. The main campus was built in 1957. The high school campus was opened in early 2016, with additional elementary school classrooms added in the fall of 2016. The LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Major repairs are submitted through a work order process to SDUSD. The custodial staff oversees the cleanliness of the school during the school day, and an outside company provides cleaning services each evening to all buildings and classrooms on campus.

The campus is slated for it's next modernization project through Measure YY tentatively in 2020. Upgrades to all campus facilities will include new flooring, electrical work, ceiling and roof repair, updating restrooms, as well as the installation of air conditioning in the buildings where it is not currently in place.

*Last updated: 2/1/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair required.
<b>Interior:</b> Interior Surfaces	Fair	Interior classroom surfaces will be upgraded during the measure YY modernization project.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	The campus will be upgraded during the measure YY modernization project.
<b>Electrical:</b> Electrical	Good	Electrical work was upgraded during the proposition S modernization project.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Campus restrooms will be upgraded during the measure YY modernization project.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No repair required.
<b>Structural:</b> Structural Damage, Roofs	Poor	The ceilings and roofing of the original campus buildings will be upgraded during the measure YY modernization project.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repair required.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 2/1/2019*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	48.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	41.0%	43.0%	45.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 2/1/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1092	1083	99.18%	48.48%
Male	516	510	98.84%	40.59%
Female	576	573	99.48%	55.50%
Black or African American	193	190	98.45%	32.63%
American Indian or Alaska Native	--	--	--	
Asian	45	45	100.00%	66.67%
Filipino	163	161	98.77%	73.91%
Hispanic or Latino	592	588	99.32%	45.75%
Native Hawaiian or Pacific Islander	--	--	--	
White	19	19	100.00%	52.63%
Two or More Races	62	62	100.00%	45.16%
Socioeconomically Disadvantaged	767	764	99.61%	43.98%
English Learners	487	482	98.97%	42.12%
Students with Disabilities	117	116	99.15%	12.07%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1091	1085	99.45%	41.20%
Male	515	510	99.03%	39.80%
Female	576	575	99.83%	42.43%
Black or African American	192	189	98.44%	24.34%
American Indian or Alaska Native	--	--	--	
Asian	45	45	100.00%	62.22%
Filipino	163	162	99.39%	70.99%
Hispanic or Latino	592	590	99.66%	35.59%
Native Hawaiian or Pacific Islander	--	--	--	
White	19	19	100.00%	68.42%
Two or More Races	62	62	100.00%	46.77%
Socioeconomically Disadvantaged	766	764	99.74%	35.73%
English Learners	487	485	99.59%	35.46%
Students with Disabilities	116	115	99.14%	9.57%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 2/1/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

The O'Farrell Charter School (OCS) offers Career Development as a high school graduation course requirement. All seniors are enrolled in this course. The purpose of Career Development is to prepare students for college and career by providing them with support in applying to college, exposure to a diverse array of careers, and the skills needed to secure professional jobs. The effectiveness of this course is evaluated through the percentage of students that apply to, and are accepted by, a four-year university, feedback of professionals that interact with the students, and feedback from the College Career Committee. The College Career Committee is made up of the principal, counselors, career development supervisor, career development teachers, and the team leader.

*Last updated: 2/1/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	109
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 2/1/2019*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.0%	34.6%	23.5%
7	25.6%	21.3%	14.7%
9	24.3%	24.3%	9.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2019

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

OCS provides multiple opportunities for parent engagement in activities throughout the school year. Numerous events occur that invite parents and guardians onto the school campus. These include student orientation for new students, Welcome Back Night, Partnership for Academic Learning Conferences, music concerts, talent shows, theater performances, and Family Fun Day, an annual event with a Bar-b-que and games for all families. Parents and guardians are also invited to attend the monthly School Site Council and Parent Teacher Organization meetings. Additionally, Family Support Services holds ten parent engagement nights each year on a variety of topics. Parents and guardians are welcomed to volunteer on campus at any point. Volunteer forms are available in the main office. For more information, parents or guardians may contact their child's principal.

# State Priority: Pupil Engagement

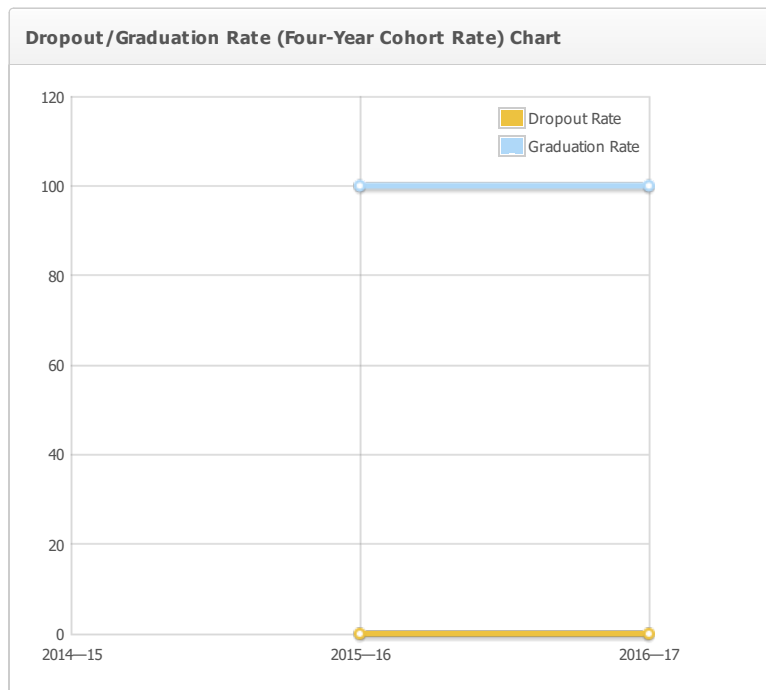
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	0.0%	3.5%	3.3%	10.7%	9.7%
Graduation Rate	--	100.0%	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	3.7%	9.1%
Graduation Rate	100.0%	0.0%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	94.1%	81.9%	88.7%
Black or African American	93.3%	78.4%	82.2%
American Indian or Alaska Native	0.0%	73.1%	82.8%
Asian	100.0%	87.1%	94.9%
Filipino	96.0%	89.2%	93.5%
Hispanic or Latino	94.6%	77.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	82.8%	88.6%
White	100.0%	87.2%	92.1%
Two or More Races	50.0%	84.4%	91.2%
Socioeconomically Disadvantaged	100.0%	80.4%	88.6%
English Learners	42.9%	38.8%	56.7%
Students with Disabilities	90.0%	51.6%	67.1%
Foster Youth	0.0%	66.7%	74.1%



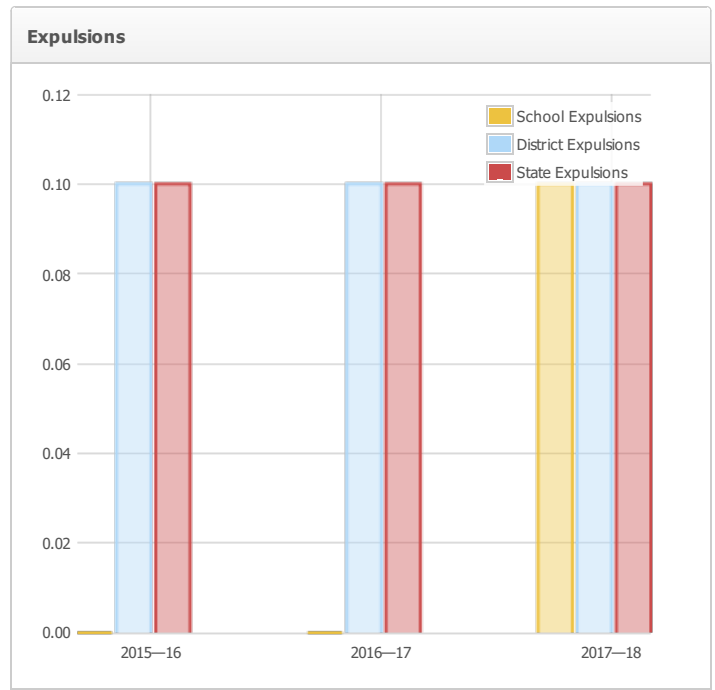
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.6%	4.0%	5.2%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

## School Safety Plan (School Year 2018—19)

The school safety plan is reviewed multiple times per year and is revised annually. In the 2018-2019 school year, the plan was reviewed with staff in August, prior to the start of the school year. An Active Shooter Training was provided for all staff on Wednesday, October 3, 2018. The safety committee met on November 14, 2018 to review and revise the Safety Plan. The revised plan will be presented to the School Site Council, comprised of staff, students, and parents, on February 5, 2019 and will go to the board of directors for approval on February 11, 2019.

Last updated: 2/1/2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0	0	3	0
1	25.0	0	3	0
2	25.0	0	3	0
3	25.0	0	3	0
4	26.0	0	3	0
5	26.0	0	3	0
6	25.0		11	
Other**				2

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0	0	3	0
1	25.0	0	3	0
2	25.0	0	3	0
3	25.0	0	3	0
4	26.0	0	3	0
5	26.0	0	3	0
6	29.0	6	10	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	0	4	0
1	26.0	0	3	0
2	26.0	0	3	0
3	26.0	0	3	0
4	26.0	0	3	0
5	26.0	0	4	0
6	26.0	5		
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 2/1/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	13	22	7
Mathematics	25.0	5	19	
Science	28.0	5	20	7
Social Science	29.0	4	18	12

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	13	27	6
Mathematics	25.0	6	17	
Science	29.0	3	23	7
Social Science	30.0	4	19	12

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	15	23	3
Mathematics	25.0	8	27	1
Science	26.0	7	21	6
Social Science	25.0	12	15	7

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 2/1/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	272.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	4.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	6.0	N/A
Other	3.0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/1/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8472.8	\$1270.9	\$7201.9	\$59751.2
District	N/A	N/A	--	\$80798.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 2/1/2019*

## Types of Services Funded (Fiscal Year 2017—18)

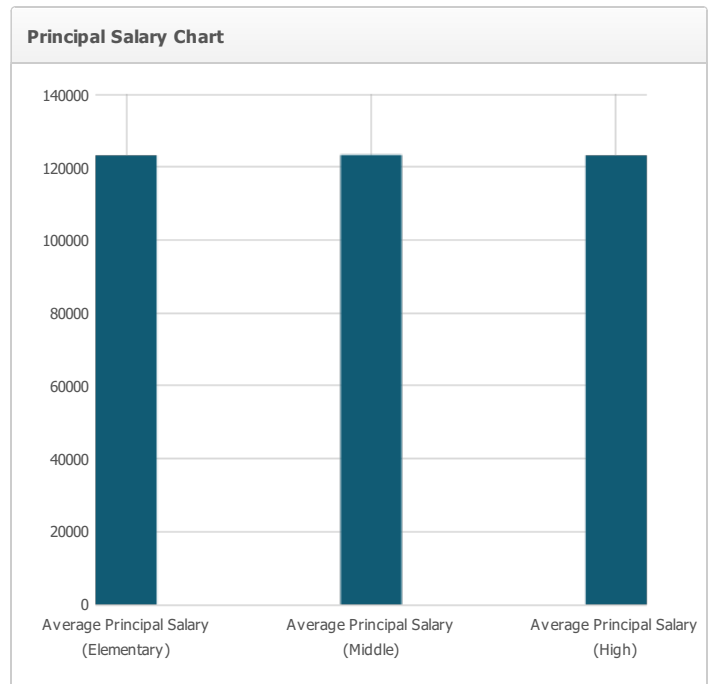
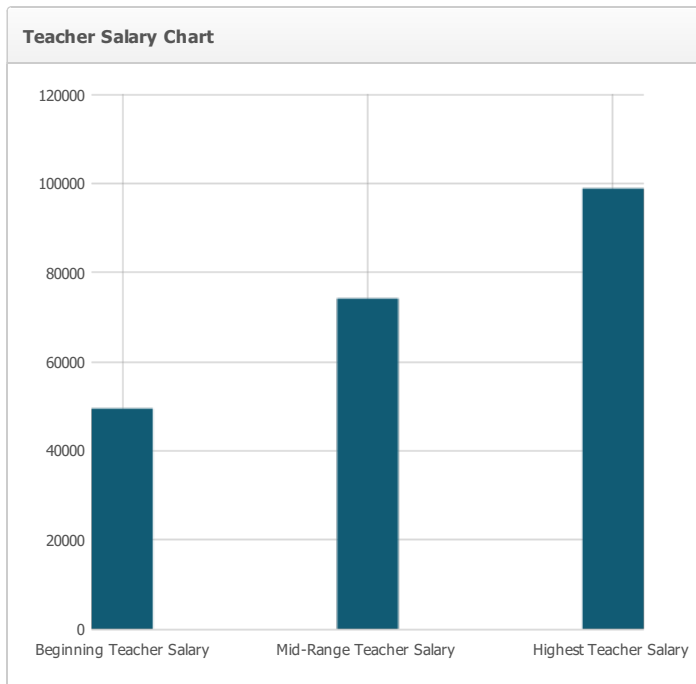
The O'Farrell Charter School serves students in kindergarten through 12th grade. In addition to the core curriculum taught during the school day, all schools offer before and after school classes for additional support along with Saturday School classes for additional tutoring. Intersession and summer classes are also available, depending on the needs of students. In the elementary and middle school, an Extended Day program is available for after school care, and in the high school, clubs and activities are offered through DIVE.

*Last updated: 2/1/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,453	\$47,903
Mid-Range Teacher Salary	\$74,144	\$74,481
Highest Teacher Salary	\$98,835	\$98,269
Average Principal Salary (Elementary)	\$123,220	\$123,495
Average Principal Salary (Middle)	\$123,330	\$129,482
Average Principal Salary (High)	\$123,220	\$142,414
Superintendent Salary	\$262,887	\$271,429
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 2/1/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	11	39.8%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 2/1/2019*

**Professional Development**

OCS strives to provide a comprehensive professional learning plan using both internal and external professional learning opportunities. Internally, the LEA provides professional learning on site for all teaching and administrative staff on a monthly basis. Professional learning is goal-oriented, job-embedded, and conducted globally to facilitate collaboration and encourage innovation and data analysis. Follow up and monitoring of strategies learned during on site professional learning sessions is conducted through informal walk throughs, formal observations, and peer-led learning walks. Staff also have the opportunity to attend professional learning sessions through San Diego County Office of Education (SDCOE), AVID, and the CA Charter School Association (CCSA.)

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

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

The LEA provides an induction program to teachers free of charge through a partnership with SDCOE. The LEA hires a credentialed teacher to oversee the program in conjunction with the administrative team and teachers are paired with mentors (teacher leaders and department chairs) from their site to guide them through induction work, which is job-embedded and specific. Progress is noted by mentors and growth is measured through walk-throughs and observations. Principals are provided with off-site professional learning through partnerships with the San Diego County Office of Education and through memberships with CCSA and the Charter School Development Center.

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

*Last updated: 2/1/2019*