

The O'Farrell Charter

School Accountability Report Card Reported Using Data from the 2018—19 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, Anne Mathews, Brian Rainey

Principal, The O'Farrell Charter

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, 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
6130 Skyline Drive
San Diego, CA 92114

Phone: 16192633009

Email: jill.andersen@ofarrellschool.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	The O'Farrell Charter School
Phone Number	(619) 263-3009
Superintendent	Jonathan Dean
Email Address	jonathan.dean@ofarrellschool.org
Website	www.ofarrellschool.org

School Contact Information (School Year 2019—20)	
School Name	The O'Farrell Charter
Street	6130 Skyline Drive
City, State, Zip	San Diego, Ca, 92114
Phone Number	16192633009
Principal	Jill Andersen, Anne Mathews, Brian Rainey
Email Address	jill.andersen@ofarrellschool.org
Website	http://ofarrellschool.org
County-District-School (CDS) Code	37683386061964

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019—20)

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 multi-cultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their own individuality. Each year, all students are expected to have acquired the fundamental tools and skills needed to move seamlessly onto the next grade level.

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.

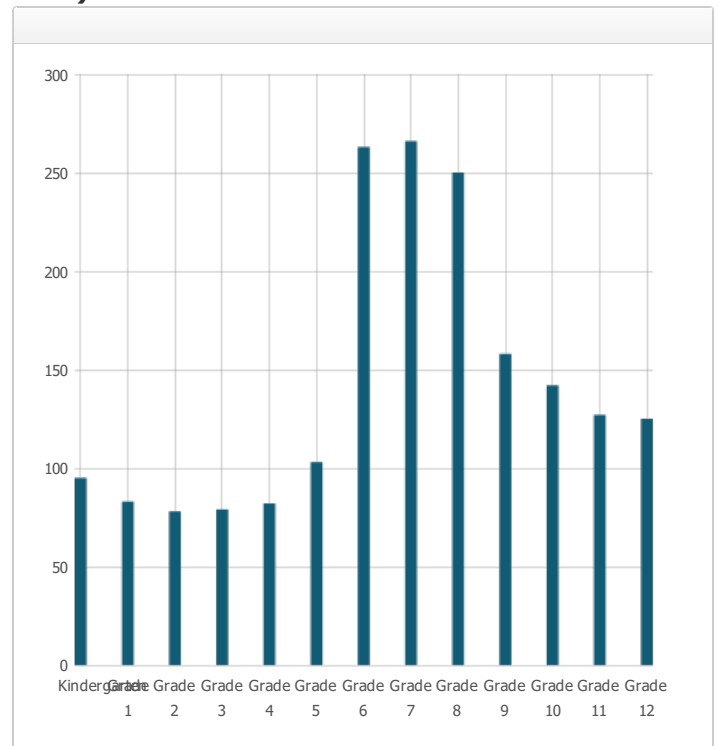
Relationships: Our dedicated staff will motivate students to succeed by building relationships with students and families and fostering unity between all stakeholders.

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: 1/7/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	83
Grade 2	78
Grade 3	79
Grade 4	82
Grade 5	103
Grade 6	263
Grade 7	266
Grade 8	250
Grade 9	158
Grade 10	142
Grade 11	127
Grade 12	125
Total Enrollment	1851



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	16.20 %
American Indian or Alaska Native	0.10 %
Asian	4.60 %
Filipino	14.50 %
Hispanic or Latino	54.90 %
Native Hawaiian or Pacific Islander	0.80 %
White	2.40 %
Two or More Races	5.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.10 %
English Learners	21.60 %
Students with Disabilities	10.60 %
Foster Youth	0.20 %
Homeless	1.50 %

A. Conditions of Learning

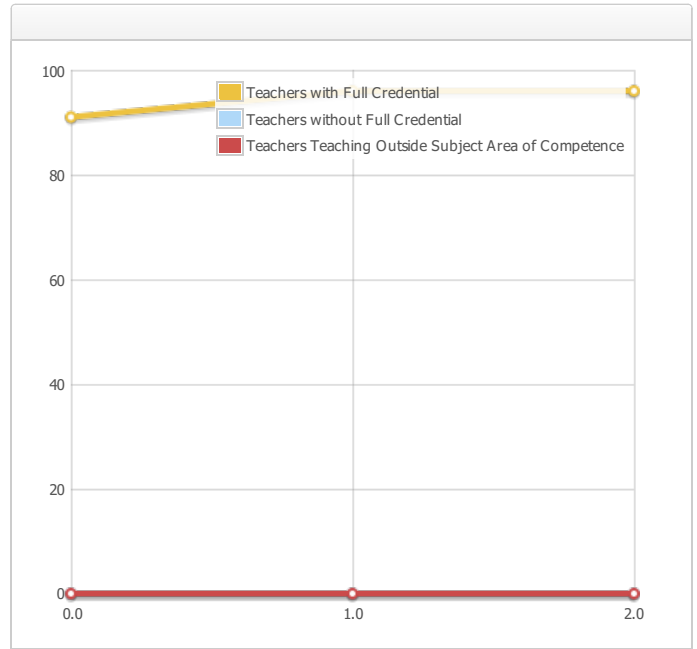
State Priority: Basic

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

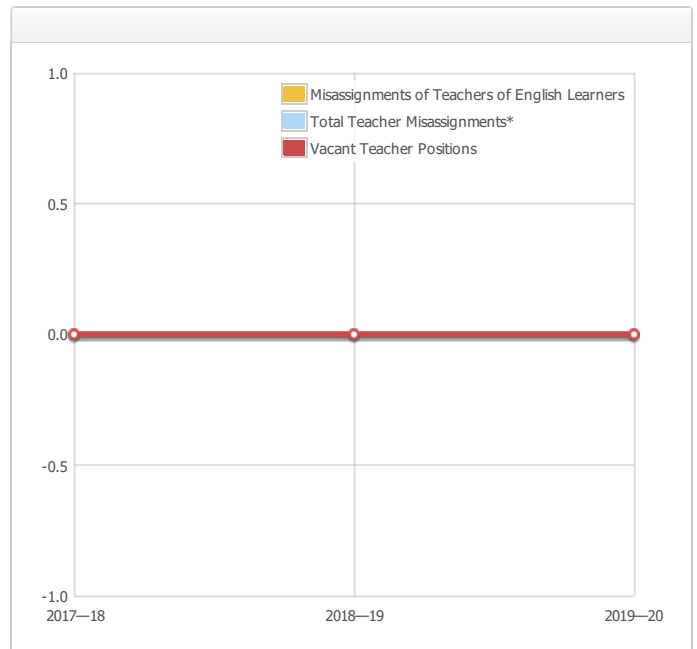
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	91	96	96	96
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	0.00 %
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	0.00 %
Science	K-5: MacMillan/McGraw Hill California Science 6-8: STEMscopes CA NGSS 3D by Accelerate Learning 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	0.00 %
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	0.00 %
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	0.00 %
Health	Not applicable		0.00 %
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: 1/7/2020

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: 1/7/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/7/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	54.0%	55.0%	55.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	43.0%	45.0%	46.0%	38.0%	39.0%

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: 1/7/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1133	1124	99.21%	0.79%	54.18%
Male	520	517	99.42%	0.58%	49.32%
Female	613	607	99.02%	0.98%	58.32%
Black or African American	197	194	98.48%	1.52%	39.18%
American Indian or Alaska Native	--	--	--	--	
Asian	51	51	100.00%	0.00%	80.39%
Filipino	158	155	98.10%	1.90%	80.65%
Hispanic or Latino	602	600	99.67%	0.33%	48.83%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	54.55%
White	31	31	100.00%	0.00%	54.84%
Two or More Races	67	66	98.51%	1.49%	62.12%
Socioeconomically Disadvantaged	762	755	99.08%	0.92%	49.27%
English Learners	451	448	99.33%	0.67%	42.63%
Students with Disabilities	123	123	100.00%	0.00%	12.20%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	0	--	--	--	
Homeless	20	20	100%	0.00%	30.00%

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: 1/8/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1133	1124	99.21%	0.79%	43.06%
Male	520	516	99.23%	0.77%	44.19%
Female	613	608	99.18%	0.82%	42.11%
Black or African American	197	194	98.48%	1.52%	31.44%
American Indian or Alaska Native	--	--	--	--	
Asian	51	51	100.00%	0.00%	70.59%
Filipino	158	155	98.10%	1.90%	71.61%
Hispanic or Latino	602	601	99.83%	0.17%	36.11%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	45.45%
White	31	31	100.00%	0.00%	54.84%
Two or More Races	67	65	97.01%	2.99%	46.15%
Socioeconomically Disadvantaged	762	756	99.21%	0.79%	37.57%
English Learners	451	450	99.78%	0.22%	32.67%
Students with Disabilities	123	123	100.00%	0.00%	8.13%
Students Receiving Migrant Education Services	0	0			
Foster Youth	0	0			
Homeless	20	20	100%	0%	30.00%

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: 1/8/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/8/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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: 1/7/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	125
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/7/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

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 2018—19)

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	20.00%	22.00%	25.00%
7	24.80%	23.60%	12.80%
9	39.00%	35.00%	23.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/8/2020

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 2019—20)

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

Last updated: 1/8/2020

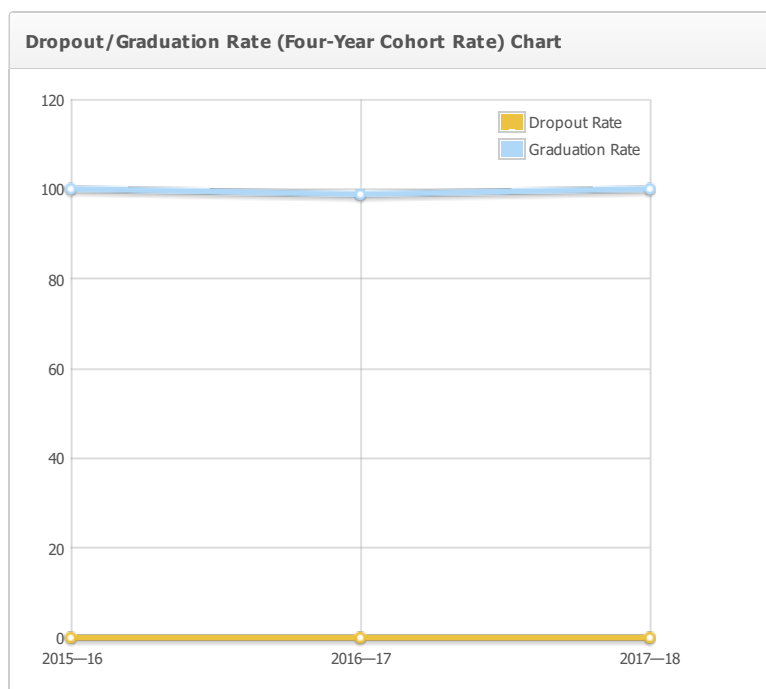
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	3.30%	9.70%
Graduation Rate	100.00%	91.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	3.70%	4.10%	9.10%	9.60%
Graduation Rate	98.80%	100.00%	82.00%	83.10%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/7/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	4.00%	5.20%	5.50%	3.30%	3.50%	3.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

The school safety plan is reviewed multiple times per year and is revised annually. In the 2019-2020 school year, the plan was reviewed with staff in August, prior to the start of the school year. A training of expectations for drills and evacuations was provided for all staff on Wednesday, October 2, 2019. The safety committee will meet in January, 2020 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 4, 2020 and will go to the board of directors for approval on February 10, 2020.

Last updated: 1/7/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		3	4
1	25.00		3	2
2	25.00		3	2
3	26.00		3	3
4	27.00		3	3
5	27.00		3	4
6	28.00	6	78	11
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	23.00	1	4	5
1	21.00		3	2
2	23.00	1	3	6
3	22.00		3	1
4	26.00		4	1
5	26.00	2	3	9
6	26.00	5	80	9
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00	2	4	6
1	28.00		3	
2	24.00		4	3
3	24.00		4	3
4	26.00		4	3
5	25.00		4	6
6	23.00	31	64	6
Other**	26.00		1	3

* 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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	13	27	6
Mathematics	25.00	6	17	
Science	29.00	3	23	7
Social Science	30.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	15	23	3
Mathematics	25.00	8	27	1
Science	26.00	7	23	3
Social Science	25.00	12	19	3

* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	14	33	4
Mathematics	24.00	14	30	1
Science	27.00	9	23	5
Social Science	28.00	5	25	8

* 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: 1/7/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	2.0

*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.

**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	2.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	2.00
Other	

*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: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9408.00	\$1759.00	\$7649.00	\$63259.08
District	N/A	N/A	\$7649.00	\$63259.08
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	2.00%	30.00%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

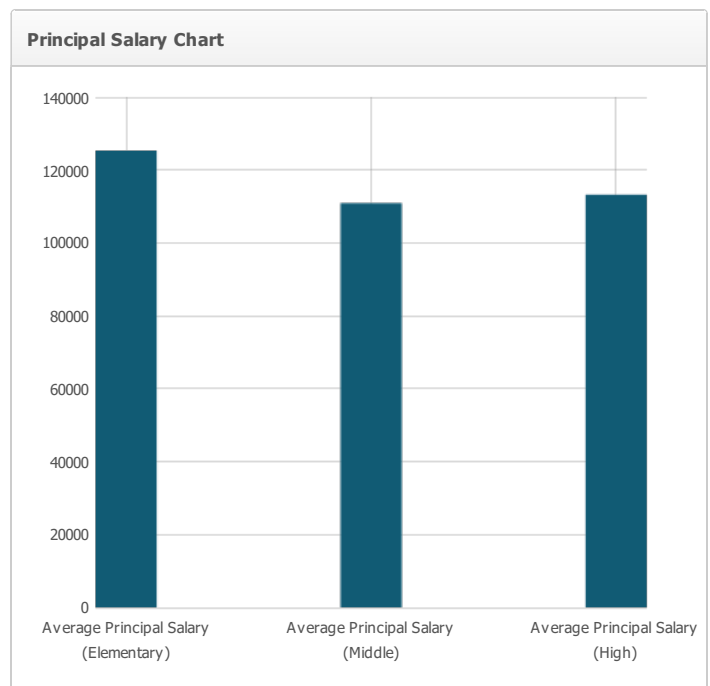
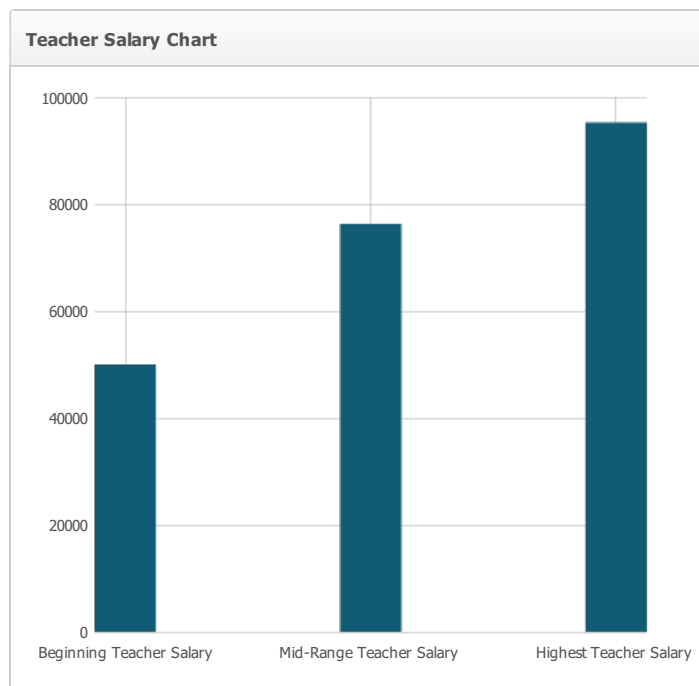
The O'Farrell Charter School serves students in kindergarten through 12th grade. In addition to the core curriculum taught during the school day, all schools offer before and after school classes for additional support along with Saturday School classes for additional tutoring. Intersession and summer 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: 1/9/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,000	\$48,612
Mid-Range Teacher Salary	\$76,292	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$110,925	\$131,167
Average Principal Salary (High)	\$113,220	\$144,822
Superintendent Salary	\$255,000	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

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	39.00%

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

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

Last updated: 1/7/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Last updated: 1/7/2020