The O'Farrell Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	The O'Farrell Charter School
Street	6130 Skyline Drive
City, State, Zip	San Diego, CA 92114
Phone Number	619-263-3009
Principal	Sharmila Kraft, Administrator
Email Address	sharmila.kraft@ofarrellschool.org
School Website	http://ofarrellschool.org
Grade Span	
County-District-School (CDS) Code	37-68338-6061964

2025-26 District Contact Information

District Name	The O'Farrell Charter School
Phone Number	(619) 263-3009
Superintendent	Cindy Wagner
Email Address	cindy.wagner@ofarrellschool.org
District Website	https://www.ofarrellschool.org/

2025-26 School Description and Mission Statement

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 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 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.

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.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	48
Kindergarten	75
Grade 1	78
Grade 2	78
Grade 3	78
Grade 4	101
Grade 5	109
Grade 6	216
Grade 7	209
Grade 8	197
Grade 9	181
Grade 10	181
Grade 11	172
Grade 12	139
Total Enrollment	1,862

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.7
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	5
Black or African American	11.8
Filipino	15.6
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.9
White	1.5
English Learners	14.9
Foster Youth	0.2
Homeless	7.4
Socioeconomically Disadvantaged	43.4
Students with Disabilities	14

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	87.8	83.67	5336.6	88.47	234405.2	84
Intern Credential Holders Properly Assigned	0.3	0.31	66.9	1.11	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.8	4.58	219.2	3.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.4	9.95	219.2	3.63	11953.1	4.28
Unknown/Incomplete/NA	1.5	1.48	189.7	3.15	15831.9	5.67
Total Teaching Positions	105	100	6031.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	75.7	81.63	5233.7	86.54	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	0.97	74.5	1.23	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.9	6.36	354.7	5.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.7	10.51	221	3.65	11746.9	4.23
Unknown/Incomplete/NA	0.5	0.54	163.6	2.71	14303.8	5.15
Total Teaching Positions	92.7	100	6047.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.5	82.96	5239.1	86.81	230039.4	100
Intern Credential Holders Properly Assigned	0	0	91.1	1.51	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.5	7.08	293.4	4.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.7	6.08	201.9	3.35	12112.8	4.34
Unknown/Incomplete/NA	3	3.85	209.7	3.48	13705.8	4.91
Total Teaching Positions	77.8	100	6035.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	4.80	5.9	5.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.80	5.9	5.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	10.40	9.7	4.7
Total Out-of-Field Teachers	10.40	9.7	4.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.3	5	12.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	0.5	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All O'Farrell Charter School students have access to sufficient textbooks and instructional materials.

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: CA World of Wonders by Glencoe/McGraw-Hill K-2: Wonders by Glencoe/McGraw-Hill 3-5: Benchmark Advance by the Benchmark Education Company 6-8: College Board-SpringBoard; FLEX Literacy, Houghton Mifflin Harcourt 9-12: CA Studysync, Literature: An Introduction to Reading and Writing; The Art of Voice English Language; The Art of Voice AP English Literature Exam Workbook, Collections Houghton Mifflin; Writer's Choice; Literature Courses 1-4,	0%
Mathematics	TK-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, Elementary Statistics: Picturing the Word, Pearson, Pre-Calculus: Graphical, Numerical, Algebraic, Pearson/Prentice Hall, Calculus 4e, McGraw Hill	0%
Science	TK-5: CA Elevate Science, Pearson 6-8: Amplify Science 9-12: Experience Physics, Savvas; Knight College Physics 3, Pearson; Experience Chemistry, Savvas; Miller and Levine Biology, Savvas; Campbell: Biology in Focus, Pearson; Essentials of Human Anatomy & Physiology, Pearson; Starry Night, Simulation Curriculum	0%

History-Social Science	TK-5: Studies Weekly 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: CA Social Studies: World History, Modern Times, Glencoe/McGraw Hill; World Civilizations: The Global Experience AP, Pearson/Prentice Hall; Understanding World Regional Geography, 2nd Edition, Houghton Mifflin ; American History Bridge Edition AP, McGraw Hill 14th edition; Economics, Prentice Hall ; Economics Principles & Practice ; U.S. History & Geography, Glencoe/ McGraw Hill; United States Government; AMSC United States Government & Politics	0%
Foreign Language	6-8 Senderos 1-2, Vista Higher Learning 9-12: Senderos 1-3, Vista Higher Learning Temas AP Spanish Language and Culture, Azuelejo, Wayside; Azuelejo 2nd Edition, Wayside Publishing	0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

School Facility Conditions and Planned Improvements

The O'Farrell Charter School rents the facility space from San Diego Unified School District (SDUSD). The LEA makes 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 main campus was built in 1957. The high school campus 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 promptly. 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 K-8 campus was upgraded in the modernization project through Measure YY in May 2023. Upgrades to all campus facilities included new flooring, new paint, new doors, electrical work, ceiling & roof repair, updating restrooms, updating the fire alarms in each room, and installing air conditioning in the buildings where it did not previously exist. A new student union building was added in December 2025.

Year and month of the most recent FIT report	December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repair needed.
Interior: Interior Surfaces	X			Interior classroom surfaces were upgraded during the measure YY modernization project.
Cleanliness:	X			No repairs needed.

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			Electrical work was upgraded during the measure YY modernization project.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Campus restrooms were upgraded during the measure YY modernization project.
Safety: Fire Safety, Hazardous Materials	X			Fire extinguishers are functional and the district inspects annually.
Structural: Structural Damage, Roofs	X			The ceilings and roofing were upgraded during the measure YY modernization project.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The original campus buildings were upgraded during the measure YY modernization project.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50	52	52	54	47	48
Mathematics (grades 3-8 and 11)	39	40	41	42	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1061	1057	99.62	0.38	51.75
Female	517	514	99.42	0.58	57.00
Male	543	542	99.82	0.18	46.68
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	69.23
Black or African American	120	119	99.17	0.83	38.66
Filipino	178	178	100.00	0.00	72.47
Hispanic or Latino	595	593	99.66	0.34	45.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	83	98.81	1.19	60.24

White	12	12	100.00	0.00	50.00
English Learners	165	164	99.39	0.61	18.29
Foster Youth	0	0	0	0	0
Homeless	79	77	97.47	2.53	37.66
Military	--	--	--	--	--
Socioeconomically Disadvantaged	789	786	99.62	0.38	47.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	166	164	98.80	1.20	13.41

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1060	1056	99.62	0.38	40.47
Female	517	513	99.23	0.77	36.52
Male	542	542	100.00	0.00	44.10
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	56.92
Black or African American	119	119	100.00	0.00	26.05
Filipino	178	178	100.00	0.00	64.04
Hispanic or Latino	595	592	99.50	0.50	32.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	83	98.81	1.19	51.81
White	12	12	100.00	0.00	50.00
English Learners	165	164	99.39	0.61	13.41
Foster Youth	0	0	0	0	0
Homeless	79	76	96.20	3.80	27.63
Military	--	--	--	--	--

Socioeconomically Disadvantaged	788	785	99.62	0.38	36.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	165	163	98.79	1.21	11.66

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.9	38.32	38.48	39.73	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	602	597	99.17	0.83	38.32
Female	304	301	99.01	0.99	33.55
Male	298	296	99.33	0.67	43.20
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	63.16
Black or African American	66	65	98.48	1.52	23.44
Filipino	103	102	99.03	0.97	64.71
Hispanic or Latino	346	344	99.42	0.58	31.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	36.36
White	--	--	--	--	--
English Learners	52	51	98.08	1.92	7.84
Foster Youth	0	0	0	0	0
Homeless	34	32	94.12	5.88	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	440	436	99.09	0.91	34.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	68	97.14	2.86	10.61

2024-25 Career Technical Education Programs

The O'Farrell Charter School offered the following CTE courses in the 24-25 school year:
Sports Medicine in the Health Science and Medical Technology Industry sector.
Digital Media Arts in the Arts, Media and Entertainment Industry Sector

The primary representative of the CTE advisory committee is the high school principal, Brian Rainey.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	49
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	62.26
Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	98%	95%	96%	97%	99%
Grade 9	96%	95%	96%	97%	97%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

OCS provides multiple opportunities for parent and family 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, family engagements events, curriculum nights, financial aide nights, and theater performances. Parents and guardians are also invited to attend School Site Council meetings, District English Language Advisory Council meetings, and additional meetings with the Principals. Parents and guardians are welcome to volunteer on campus and volunteer forms are available in the main office. For more information, parents or guardians may contact their student's principal..

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.5	0	0	4.7	3.8	3	8.2	8.9	8
Graduation Rate	96.4	99.1	100	87.1	86.4	88.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	135	135	100.0
Female	68	68	100.0
Male	67	67	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	16	16	100.0
Filipino	19	19	100.0
Hispanic or Latino	83	83	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	25	25	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	115	115	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	14	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1895	1876	182	9.7
Female	949	939	91	9.7
Male	945	936	91	9.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	94	6	6.4
Black or African American	222	221	27	12.2
Filipino	293	293	12	4.1
Hispanic or Latino	1107	1096	125	11.4
Native Hawaiian or Pacific Islander	11	11	1	9.1
Two or More Races	134	131	9	6.9
White	30	27	2	7.4
English Learners	332	329	37	11.2
Foster Youth	--	--	--	--
Homeless	153	149	32	21.5
Socioeconomically Disadvantaged	1411	1398	157	11.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	297	294	44	15.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.24	3.58	1.69	2.7	2.64	2.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.05	0.16	0.05	0.05	0.03	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.05
Female	0.95	0.00
Male	2.43	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.05	0.00
Black or African American	4.95	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.36	0.09
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.24	0.00
White	6.67	0.00
English Learners	2.41	0.00
Foster Youth	0.00	0.00
Homeless	2.61	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.40	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The O'Farrell Charter School has created and follows a board-approved Comprehensive School Safety Plan (CSSP) which includes not only an earthquake, lockdown, fire, flood, terrorist threat, bomb threat, and hostage situations, but also disaster and survival plans. This plan is reviewed annually by the School Site Council and annually approved by the Board of Directors in February of each year. The plan has detailed sections in accordance with the requirements in Education Code 32280-32289. The CSSP can be found on the school website. The plan is approved annually.
Under the board approved CSSP, the safety committee meets regularly to review and revise the safety plan if the environment necessitates a change. Regular safety drills, to include fire, earthquake/disaster, and lockdown are performed regularly. The school reviews procedures for emergencies prior to each drill taking place. Information and reminders on campus safety procedures are distributed to parents through dial-outs, text messages, and emails.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24		2	
K	24	0	3	0
1	22	0	3	0
2	23	0	3	0
3	23	0	3	0
4	24	0	3	0
5	26	0	4	0
6	18	54	37	2
Other	20	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24		2	
K	25	0	3	0
1	26	0	3	0
2	26	0	3	0
3	25	0	3	0
4	25	0	4	0
5	27	0	4	0
6	17	55	45	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	23	1	1	
K	24		3	
1	26		3	
2	26		3	
3	26		3	
4	25		4	
5	27		4	
6	18	63	56	1
Other	3	1	0	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	33	3
Mathematics	24	22	23	1
Science	28	1	25	1
Social Science	26	8	29	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	7	22	5
Mathematics	25	15	24	3
Science	28	2	16	
Social Science	26	5	19	5

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	27	7
Mathematics	25	12	25	6
Science	26	12	22	3
Social Science	27	8	26	6

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	606.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,284	$3,855	$10,428	111,205
District	N/A	N/A	7270.00	$104,898
Percent Difference - School Site and District	N/A	N/A	35.7	5.8
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-6.7	10.3

Fiscal Year 2024-25 Types of Services Funded

The O'Farrell Charter School serves students in transitional 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. In the elementary and middle school, an Extended Day program is available for after school care, and in the high school, clubs, activities, and field trips are offered

Fiscal Year 2024-25 Types of Services Funded

through the ASSETs grant (Dive Program.) The elementary school operates a morning program for early drop-off, and the middle school has zero period classes available in the morning for early drop off and tutoring. The Expanded Learning Opportunity Program provides additional after school programming, intersessions classes and tutoring for students. Special Education services are offered based on a continuum of services and identified student need

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,609	$60,863
Mid-Range Teacher Salary	$89,057	$93,575
Highest Teacher Salary	$124,050	$125,548
Average Principal Salary (Elementary)	$167,903	$157,645
Average Principal Salary (Middle)	$173,464	$165,341
Average Principal Salary (High)	$190,021	$182,580
Superintendent Salary	$433,125	$357,064
Percent of Budget for Teacher Salaries	33.05%	30.36%
Percent of Budget for Administrative Salaries	4.91%	4.88%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	42.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	27

Professional Development

The O'Farrell Charter School offers ongoing professional development through four pre-service days at the beginning of the year as well as two professional learning days during the year. In addition, staff meeting time is dedicated to ongoing professional learning. Staff are also offered professional learning through external agencies such as the El Dorado SELPA, AVID, SDCOE, CDE, ANEW Project, math consultants, and National Center for Urban School Transformation at San Diego State University. Additional professional learning is provided at least once a month on an early release day.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6