

# The O'Farrell Charter School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<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>	619-263-3009
<b>Principal</b>	Dr. Jonathan Dean
<b>E-mail Address</b>	jonathan.dean@ofarrellschool.org
<b>Web Site</b>	<a href="http://www.ofarrellschool.org/">http://www.ofarrellschool.org/</a>
<b>CDS Code</b>	37-68338-606-1964

<b>District Contact Information</b>	
<b>District Name</b>	The O'Farrell Charter School
<b>Phone Number</b>	619-263-3009
<b>Superintendent</b>	Dr. Jonathan Dean
<b>E-mail Address</b>	jonathan.dean@ofarrellschool.org
<b>Web Site</b>	<a href="http://www.ofarrellschool.org/">http://www.ofarrellschool.org/</a>

## School Description and Mission Statement (School Year 2017-18)

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### **BACKGROUND**

The O'Farrell Charter School (OCS) opened in the fall of 1994 as a result of the San Diego Unified School District's commitment to restructuring. It was one of the first middle level charter schools in San Diego City Schools whose focus and instructional program were determined through the collaborative efforts of teachers, administrators and community members. The first year, the conversion school opened with 450 seventh grade students. The following year OCS expanded to 1350 students in grades 6-8. The school has continued to expand and now houses three schools, an elementary with year-one kindergarten through 5th grade, middle with 6th through 8th grade, and a high school with 9th through 12th grade. School-wide decisions are made by the Board of Directors which meets once a month and consists of a teacher, parent, and community representatives. In addition to the superintendent, each school has a principal to oversee the curriculum and operations of the school. The charter of the school was renewed in 1999, 2004, 2009 and 2014. OCS prides itself in providing a rigorous education with high academic standards for all students with the ultimate goal of preparing all students for college.

### **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. All students, upon graduation, are expected to have acquired the fundamental tools and skills to move seamlessly onto the high school of their choice.

### **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.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	63
Grade 1	56
Grade 2	50
Grade 3	50
Grade 4	57
Grade 5	81
Grade 6	298
Grade 7	245
Grade 8	286
Grade 9	154
Grade 10	144
Grade 11	121
Grade 12	84
<b>Total Enrollment</b>	<b>1,689</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	19.1
American Indian or Alaska Native	0.1
Asian	4.4
Filipino	14.7
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.6
White	2.4
Two or More Races	5.6
Socioeconomically Disadvantaged	73.2
English Learners	21.6
Students with Disabilities	9.8
Foster Youth	0.1

## 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			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	81	86	102	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: November 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Rowland Reading - Meet the Superkids and Happily Ever After (TK, 2014-15); Wonders by McGraw-Hill (K-2; 2016-17); Benchmark Advance by the Benchmark Education Company (3-5, 2016-17); College Board-Springboard (6-8, 2014-15); FLEX Literacy (6-8, 2017-18); Literature Courses 1-4, CA edition, Glencoe/McGraw Hill (9, 2010-11); Writer's Choice 10th Grade, Glencoe/McGraw Hill (10, 2013-14); Collections 11 Houghton Mifflin (11 2014-15); Literature: An Introduction to Reading and Writing (12, Pearson, 2015-16); Cracking the AP English Language (12, 2014-2015); Cracking the AP English Literature Exam Workbook (11, 12; 2015-16)	Yes	0
<b>Mathematics</b>	Touchmath (TK, 2014-15); My Math, Glencoe/McGraw Hill (K-5, 2017-18); Mathematics: McGraw Hill California Math 2015 Edition Course 1, 2, 3 (6-8; 2014-15); Houghton Mifflin Harcourt Integrated Math 1, 2, 3 (9-12; 2014-2015); Pre-Calculus: Graphical, Numerical, Algebraic, Pearson/Prentice Hall (10-11, 2013-14); Calculus	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	APEd Pearson (11, 2014-2015); Functions, Statistics, and Trigonometry UChicago Solutions 3e (11-12; 2017-2018)		
<b>Science</b>	MacMillan/McGraw Hill California Science (K-5, 2012-13); Focus on Earth Science, CA edition, McDougal Littell (6, 2008-09); Focus on Life Science, CA edition, McDougal Littell (7, 2008-09); Focus on Physical Science, CA edition, McDougal Littell (8, 2008-09); Earth Science, Geology the Environment and the Universe, CA edition, Glencoe McGraw Hill (9, 2011-12); Foundations for Physics, CPO (9-11, 2012-13); Knight College Physics 3, Pearson (10-11 AP, 2014-15); Chemistry Matter and Change, Glencoe/McGraw Hill (10-11, 2013-14); Miller and Levine Biology Edition 1e, Pearson (11, 2014-15); Biology in Focus Pearson (11 AP, 2014-15); Starry Night Simulation Curriculum (2017-2018)	Yes	0
<b>History-Social Science</b>	California Vistas, Glencoe/McGraw Hill (K-5, 2012-13); CA Social Studies: World History, Ancient Civilizations Holt McDougal (6, 2007-08); CA Social Studies World History, Medieval to Early Modern Times Holt McDougal (7, 2007-2008); CA Social Studies: World History, Independence to 1914 Holt McDougal (8, 2007-08); CA Social Studies: World History, Modern Times, Glencoe McGraw Hill (9-10, 2010-11); World Civilizations: The Global Experience AP, Pearson/Prentice Hall (10 AP, 2013-14); U.S. History and Geography Glencoe/McGraw Hill (11, 2014-15); McGraw Hill American History Bridge Edition AP (11 AP, 2014-15); 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, 0th Edition (12; 2013)	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The campus facility was built in 1957 and underwent a modernization project through the local Proposition S during the 2016-2017 school year. The modernization project raised the height of the windows in all buildings, replaced old portable classrooms with new classrooms, installed an HVAC system, updated electrical, replaced flooring, and there was extensive repair work done throughout campus. Painting occurred on the interior and exterior of all buildings. The majority of the work was completed in spring 2017. Several rooms, including the library, and the cafeteria will receive HVAC during the 2018 school year. The facility is maintained by the local school district and the day-to-day maintenance is handled by the charter school employees. Minor issues are addressed on campus daily and larger issues are handled via a work order through the local school district.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: November 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Undergoing campus modernization during the 2016-2017 school year.
<b>Interior:</b> Interior Surfaces		X		Undergoing campus modernization during the 2016-2017 school year.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Undergoing campus modernization during the 2016-2017 school year.
<b>Electrical:</b> Electrical		X		Undergoing campus modernization during the 2016-2017 school year.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Undergoing campus modernization during the 2016-2017 school year.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Undergoing campus modernization during the 2016-2017 school year.
<b>Structural:</b> Structural Damage, Roofs			X	Undergoing campus modernization during the 2016-2017 school year.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Undergoing campus modernization during the 2016-2017 school year.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: November 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	48	47	54	53	48	48
Mathematics (grades 3-8 and 11)	38	34	42	43	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,086	1,071	98.62	47.15
Male	527	518	98.29	39.19
Female	559	553	98.93	54.61
Black or African American	220	212	96.36	31.6
American Indian or Alaska Native	--	--	--	--
Asian	48	47	97.92	68.09
Filipino	150	150	100	76.67
Hispanic or Latino	577	571	98.96	42.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100	63.64
Two or More Races	61	61	100	49.18
Socioeconomically Disadvantaged	799	789	98.75	44.36
English Learners	476	472	99.16	41.31
Students with Disabilities	117	116	99.15	14.66
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,086	1,075	98.99	33.77
Male	527	520	98.67	32.12
Female	559	555	99.28	35.32
Black or African American	220	212	96.36	23.58
American Indian or Alaska Native	--	--	--	--
Asian	48	48	100	56.25
Filipino	150	150	100	60.67
Hispanic or Latino	577	574	99.48	27.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100	50
Two or More Races	61	61	100	45.9
Socioeconomically Disadvantaged	799	791	99	30.47
English Learners	476	475	99.79	28.84
Students with Disabilities	117	114	97.44	8.77
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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	65	61	65	59	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## Career Technical Education Programs (School Year 2016-17)

OCS offers the course, Career Development, as a high school graduation 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 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.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	80
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	8.58
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.8	27.5	6.2
7	21.1	24.1	17.7
9	26.8	30.2	24.8

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

A major focus of OCS's program is to involve the parents of our students in all of their child's education. OCS provides resources to promote parent involvement to enrich the academic environment for all students enrolled. The school believes that when parents take part in their child's school, students are more likely to achieve the high standards of academic success for which we strive. All parents are welcome to become involved at OCS in the following ways:

Parent-Teacher-Organization (PTO): The PTO meets every other month to discuss and plan for upcoming events and fundraisers, and receive updates from the school regarding current projects and initiatives. The PTO elects officers for a two-year term. All parents of students in grades year-one-kindergarten through twelfth grade are welcome and encouraged to attend.

School Site Council (SSC): The SSC meets every other month to discuss school programs, make suggestions to sustain the quality of education at OCS, and to review and ratify the school's budget. The California Education Code requires the School Site Council to:

1. Measure effectiveness of improvement strategies at the school.
2. Seek input from school advisory committees.
3. Reaffirm or revise school goals.
4. Revise improvement strategies and expenditures.
5. Recommend the approved single plan for student achievement (SPSA) to the governing board.
6. Monitor implementation of the SPSA.

Donuts With Dr. Dean: Every other month, the superintendent holds an informal gathering to discuss issues with and answer questions from parents. All parents of students enrolled at OCS are welcome to attend and discuss issues or ask questions about any school-related topic.

Parent Volunteerism: Parents are welcome to volunteer at OCS in a variety of ways. OCS sends home a volunteer interest form at the beginning of each year to allow parents to show how they would like to become involved. Options for volunteerism include helping in the classroom, donating supplies, chaperoning field trips, helping to coordinate school events, fundraising, and more. All volunteers must submit a negative TB test report. Details about this process are on the school website. Parents may also contact the program coordinator 619-263-3009 to inquire about parent involvement.

OCS also organizes several parent nights and family days during which families are encouraged to come to school to learn, celebrate, and have fun. These include events such as Family Fun Day, Family BBQ, Open House, Back-To-School Night, Parent Education Classes, Fall Festival, Literature Night, Curriculum Night, Winter and Spring Concerts, and Awards Night.

### 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>			0			3.3	11.5	10.7	9.7
<b>Graduation Rate</b>			100			91.28	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	95.56	80.56	87.11
Black or African American	100	72.94	79.19
American Indian or Alaska Native	0	67.74	80.17
Asian	100	87.72	94.42
Filipino	89.47	91.9	93.76
Hispanic or Latino	92.86	75.87	84.58
Native Hawaiian/Pacific Islander	100	75.32	86.57
White	0	85.73	90.99
Two or More Races	100	93.19	90.59
Socioeconomically Disadvantaged	98.33	78.27	85.45
English Learners	87.5	42.25	55.44
Students with Disabilities	90.91	48.27	63.9
Foster Youth	0	58.82	68.19

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.6	5.6	4.0	3.7	3.4	3.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

OCS staff members prepare a Comprehensive School Safety Plan. This plan is reviewed on a regular basis and approved annually by the school site council and the board of directors. It was last approved in February 2017. The plan includes eleven sections covering the following criterion: Assessment of Current Status of School Crime and Site Response to School Crime Data, Child Abuse Reporting Procedures, Disaster Preparedness Plan, Policies and Acts related to Suspension and Expulsion, Notification to Teachers of Dangerous Students, Sexual Harassment Policy, Uniform Policy, Procedures to Ensure Safety while Going to and From School, Safe and Orderly School Environment, Safe School Planning Committee Formation, Anti Bullying Policy, Emergency Organization Plan. The school safety committee meets throughout the school year. The plan and emergency procedures are reviewed with staff and students in depth at the start of the school year. The school reviews procedures for emergencies prior to each drill taking place. The required number of fire/evacuation drills, lockdown drills and disaster drills take place each school year. Information and reminders on campus safety procedures are distributed to parents through dial-outs, text messages, email, and the school newsletters.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		97	1	4	5	82	1	3	4
1	24		2		30		4	2	39		3	2
2	26		2		44		4	3	35		3	2
3	26		2		32		4	2	47		3	3
4	29		2		32		2		50		3	3
5	30		2		40		4	2	58		3	4
6	29	2	50	14	25	11	60	6	29	6	78	11
Other					48		2	2				

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	14	14	7	26	13	22	7	25	13	27	6
Mathematics	27	6	19	7	25	5	19		25	6	17	
Science	27	3	25	4	28	5	20	7	29	3	23	7
Social Science	26	8	19	5	29	4	18	12	30	4	19	12

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	253
Counselor (Social/Behavioral or Career Development)	4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	3	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,789.00	519.00	7270.00	57,847.27
District	N/A	N/A	7270.00	\$76,603
Percent Difference: School Site and District	N/A	N/A	0.0	-24.5
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	10.6	-27.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

To enrich the academic program, OCS provides an extended school day and an extended school year. All students have a homebase teacher who works with the student and parents to ensure academic success. Zero period classes offer extra support before school in math, language arts, physical education and English Language Development. Homework club and tutoring classes take place after school and additional tutoring classes take place on Saturday mornings.

The school also funds sports programs, including soccer, basketball, track-and-field, and volleyball, in both the middle school, and the high school.

Additionally, the school funds several positions to provide support for teachers and students, including a student study team coordinator, academic coach, and a program coordinator. All three positions provide additional support in tracking academic and behavior data, interventions for students, support teachers in curriculum and instruction, and support parents.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All courses	11	11.6

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

The administrative team and academic coach meet throughout the year to decide on, implement, and modify OCS's professional development plan. A focus for each year is chosen based on student achievement outcome data and the needs of staff. Student achievement data is used to plan professional development includes CAASPP scores, CELDT scores, course grades, and benchmark exam scores.

Professional development takes place once a month in-house on a modified day that allows staff time to meet as a whole group and as individual schools, based on need. Professional development topics range from differentiation, to special education accommodations, to PLC structures, and SDAIE and AVID methodologies. Additionally, social-emotional topics such as suicide threat, relationship-building, and trauma-sensitive classrooms are addressed every other month in collaboration with our Family Support Services team. Teachers, the academic coach, and administrators are involved in planning/presenting these monthly professional development sessions.

Additional professional development is planned at the beginning and in the middle of each academic year. Staff participate in four days of professional development prior to the start of school. In January each school year, one day is set aside for additional professional development for all staff.

Additional off-site as-needed professional development is offered to any staff members needing instruction or training in a particular topic throughout the school year. Teachers interested in obtaining additional professional development consult with an administrator and the academic coach to ensure the training will be adequate to fit the needs of the individual and school.

Teachers seeking additional support through coaching are mentored by department chairs, official and unofficial mentors, and the academic coach. All teacher leaders receive additional professional development in the area of communication and coaching. Teach for America fellows, new teachers, and BTSA candidates receive weekly coaching by official mentors, the academic coach, and/or the principal.