

## Options for Youth-Acton

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

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

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

### DataQuest

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

### Internet Access

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

## About This School

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

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Acton-Agua Dulce Unified
<b>Phone Number</b>	(661) 269-0750
<b>Superintendent</b>	Lawrence King
<b>E-mail Address</b>	<a href="mailto:lking@aadusd.k12.ca.us">lking@aadusd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.aadusd.k12.ca.us">http://www.aadusd.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Options for Youth-Acton
<b>Street</b>	17216 Slover Ave., Ste. L-102
<b>City, State, Zip</b>	Fontana, Ca, 92337-7580
<b>Phone Number</b>	760-285-7571
<b>Principal</b>	Wendy Gillespie, Principal
<b>E-mail Address</b>	<a href="mailto:wgillespie@ofy.org">wgillespie@ofy.org</a>
<b>Web Site</b>	<a href="https://ofy.org/">https://ofy.org/</a>
<b>County-District-School (CDS) Code</b>	19753090136648

*Last updated: 1/25/2019*

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

Options for Youth is a voluntary academic recovery program using a blended format that is specifically tailored for at-risk students. Students, teachers, and parents work collaboratively to develop an individual learning plan for each student based on the student's needs and goals.

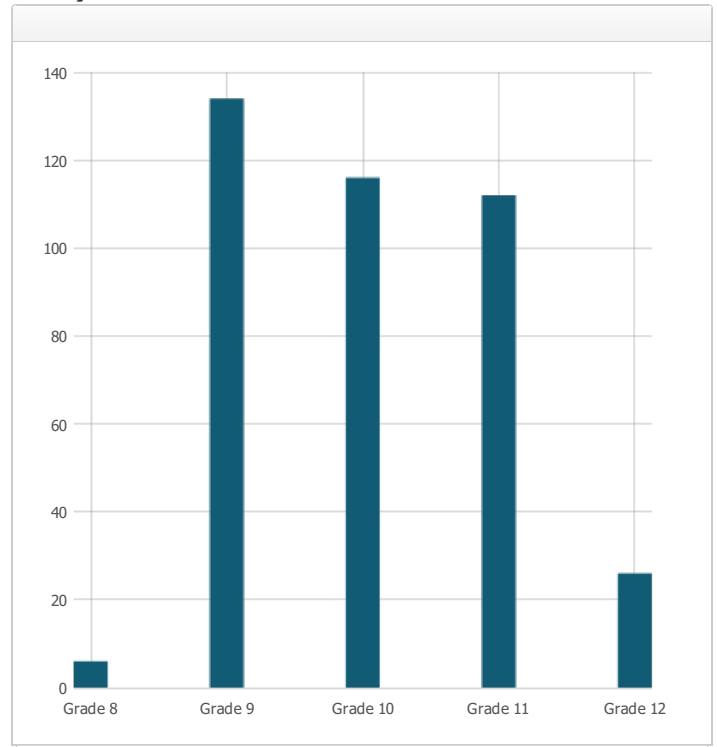
The unique features of the program include: *Open Entry*—Students may enroll on a needs basis any day of the year without the delay of waiting for a class or semester to start. *Continuous Learning*—OFY operates year round thus minimizing interruptions to the learning process. *Flexible Self-Paced Rate of Learning*—Students set their own pace for learning, with a minimum amount of work required each month. *Small Group Instruction*—Classes are offered in Mathematics, Language Arts, Biology, Physics and basic skills for students who are below grade level or who need additional support. The number of students is limited to ensure adequate personal attention from the instructor. *Online Instruction*—There are 43 different courses online. These courses assist the student with subject matter through a various methods of teaching; including tutorials, instant feedback, videos, and interactive assignments.

The school mission is to create an educational choice for all students. Our staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality. The core values of OFY are mutual trust, mutual respect, integrity, compassion and resilience.

*Last updated: 1/25/2019*

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

Grade Level	Number of Students
Grade 8	6
Grade 9	134
Grade 10	116
Grade 11	112
Grade 12	26
<b>Total Enrollment</b>	<b>394</b>



Last updated: 1/25/2019

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

Student Group	Percent of Total Enrollment
Black or African American	6.3 %
American Indian or Alaska Native	3.6 %
Asian	0.5 %
Filipino	0.5 %
Hispanic or Latino	23.4 %
Native Hawaiian or Pacific Islander	0.3 %
White	20.1 %
Two or More Races	5.8 %
Other	39.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.2 %
English Learners	8.1 %
Students with Disabilities	8.9 %
Foster Youth	1.0 %

## A. Conditions of Learning

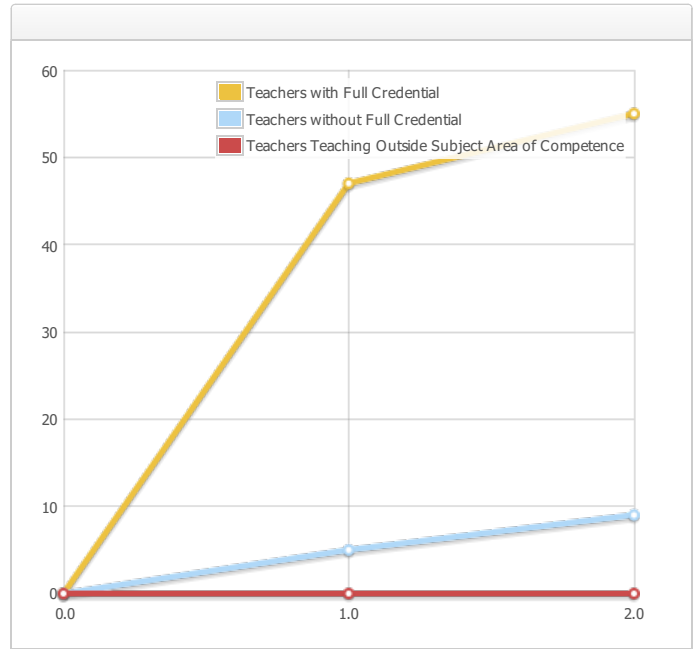
### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	0	47	55	0
Without Full Credential	0	5	9	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2019

#### Teacher Misassignments and Vacant Teacher Positions

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



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/25/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Prentice Hall - Literature Common Core Edition Grade 9 (2012)</p> <p>Prentice Hall - Literature Common Core Edition Grade 10 (2012)</p> <p>Prentice Hall - Literature Common Core Edition Grade 11 (2012)</p> <p>Prentice Hall - Literature Common Core Edition Grade 12 (2012)</p>	Yes	0.0 %
Mathematics	<p>Pearson - Algebra 1 Common Core (2012)</p> <p>Pearson - Geometry Common Core (2012)</p> <p>Pearson - Algebra 2 Common Core (2015)</p> <p>Apex Learning - Precalculus (2010)</p> <p>Apex Learning - AP Calculus (2010)</p> <p>Apex Learning - AP Statistics (2010)</p> <p>Bittinger/Beecher/Johnson - Basic College Mathematics (2014)</p> <p>McGraw-Hill Education - Mathematics for Business and Personal Finance (2016)</p>	Yes	0.0 %
Science	<p>McDougal Littell - Biology (2008)</p> <p>Apex Learning - Biology (2010)</p> <p>Holt Science Spectrum - Physical Science (2008)</p> <p>Apex Learning - Chemistry (2010)</p> <p>Glencoe - Physics (2012)</p> <p>Apex Learning - Physics (2010)</p> <p>Apex Learning - Earth Science (2010)</p> <p>Apex Learning - Environmental Science (2010)</p>	Yes	0.0 %
History-Social Science	<p>McDougal Littell - Modern World History (2007)</p> <p>Pearson United States History: Post-Reconstruction to the Present (2016)</p> <p>Holt McDougal - United States Government: Principles in Practice (2012)</p> <p>Glencoe - Economics (2012)</p>	Yes	0.0 %
Foreign Language	<p>Apex Learning - French 1 (2010)</p> <p>Apex Learning - French 2 (2010)</p> <p>Apex Learning - Spanish 1 (2010)</p> <p>Apex Learning - Spanish 2 (2010)</p> <p>Apex Learning - Spanish 3 (2010)</p> <p>Apex Learning - AP Spanish Lang (2010)</p>	Yes	0.0 %

Health	Prentice Hall - Health (2007) Goodheart-Wilcox - Food and Nutrition (2015)	Yes	0.0 %
Visual and Performing Arts	Davis Publications - The Visual Experience (2005) Art in Focus (2006) Glencoe Introducing Art (2007) Apex Learning - Art Appreciation (2010) Apex Learning - Music Appreciation (2010)	Yes	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: 1/31/2019

## School Facility Conditions and Planned Improvements

Preventive Maintenance was performed on December 11, 2018 for Chino 1, on December 12, 2018 for Fontana 1, on December 11, 2018 for Fontana 2, on November 28, 2018 for Hesperia 2, on November 13, 2018 for Oxnard, on December 11, 2018 for Rancho Cucamonga, on December 10, 2018 for Upland, and on November 26, 2018 for Victorville 2.

Preventative maintenance was 100% completed for all centers. Centers are maintained in good condition through regular maintenance and ongoing repairs as needed through our internal work order portal in which our Facilities Technicians manage on a daily basis. Preventative Maintenance is performed on a monthly and annual basis. The overall facilities' ratings are based on the percentage of completion of the preventive maintenance and the condition of the facilities. The facility technicians for these centers will continue to manage all request or repairs in a timely manner. Otherwise, the centers are in GOOD condition.

*Last updated: 1/30/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Added Exit w/Bug lights for illumination in case of an emergency for Chino 1 and Fontana 1.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/30/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)		39.0%		42.0%		50.0%
Mathematics (grades 3-8 and 11)		3.0%		25.0%		38.0%

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

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

*Last updated: 1/25/2019*



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

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	265	223	84.15%	39.46%
Male	131	110	83.97%	30.00%
Female	134	113	84.33%	48.67%
Black or African American	25	18	72.00%	44.44%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	54	34	62.96%	26.47%
Native Hawaiian or Pacific Islander				
White	60	51	85.00%	31.37%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	197	170	86.29%	38.82%
English Learners	35	28	80.00%	17.86%
Students with Disabilities	20	18	90.00%	16.67%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/25/2019

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

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	224	83.90%	2.68%
Male	132	110	83.33%	2.73%
Female	135	114	84.44%	2.63%
Black or African American	25	18	72.00%	5.56%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	56	35	62.50%	5.71%
Native Hawaiian or Pacific Islander				
White	60	51	85.00%	1.96%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	198	171	86.36%	2.92%
English Learners	36	28	77.78%	
Students with Disabilities	21	18	85.71%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/25/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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

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

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

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

*Last updated: 1/25/2019*

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

The charter high school currently offers two CTE programs to students incorporating work career preparation. The first is CTE Commercial Construction, which offers introductory construction skills training, OSHA-10 safety certification, industry representative guest speakers, and field trips to local carpenter union training facilities to learn about careers in construction. The second is our CTE Solar Photovoltaic program, which utilizes training materials from local solar contractors while students practice on a mock roof to learn skills required in the solar energy industry. As a final project at the end of the solar course, students volunteer with a non-profit organization to install solar panels for a real customer's home and acquire community service hours in exchange. Both CTE programs are offered to students as five credit elective courses. Students practice reading and writing skills by completing student activity workbooks aligned with industry textbooks, and incorporate math skills such as algebra, geometry, measuring, blueprint reading, fractions, estimating, and cost budgeting. All of which support and relate back to core academic classes. The solar program even includes additional elements of physics and environmental education. The school offers these programs to all students who are age 15-18 and interested in entry level skills development in these trade professions. Additionally the school supports career development by incorporating relevant skills certifications and resume writing workshops. Safety equipment and PPE is provided to every student, as well as coaching and moral support when approaching employers during the hiring process. Outcomes are measured throughout the courses by CTE instructors by evaluating weekly attendance, hands on skills participation, workbook completion, certification completion progress, and team capstone build projects at the end of each course.

*Last updated: 1/25/2019*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	22.0%	13.1%	9.9%

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

Last updated: 1/25/2019

## C. Engagement

### State Priority: Parental Involvement

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

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

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

Options for Youth communicates with students and parents through the various portals. Teachers communicate with parents consistently each month via email or phone to discuss student academic performance and to collaborate on student needs. Parent conferences continue to take place at least twice a year to go over the student academic progress. Additionally, parents have the option to speak with the administration and staff through set appointments or Fridays. Parents are invited to the Back to School Night, Open House, and various sporting events. Parents are also encouraged to attend our FAFSA Workshops in order to ensure that parents are aware of how to complete the FAFSA application line by line. Our teachers facilitate parent workshops for LCAP to receive the needed feedback for our school. Parents are invited to our celebratory functions for students which includes Senior Signing day to celebrate students accomplishment in getting accepted to a four year university. Additionally, parents are invited to our English learner reclassification banquet and sports banquets.

# State Priority: Pupil Engagement

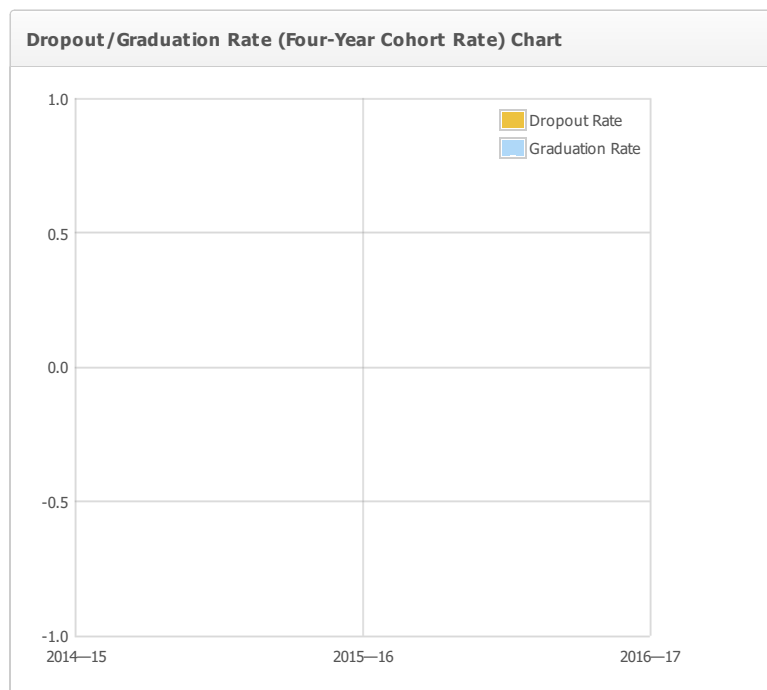
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	4.4%	9.0%	10.7%	9.7%
Graduation Rate	--	--	94.4%	91.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	34.8%	9.1%
Graduation Rate	--	32.3%	82.7%



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

Last updated: 1/25/2019

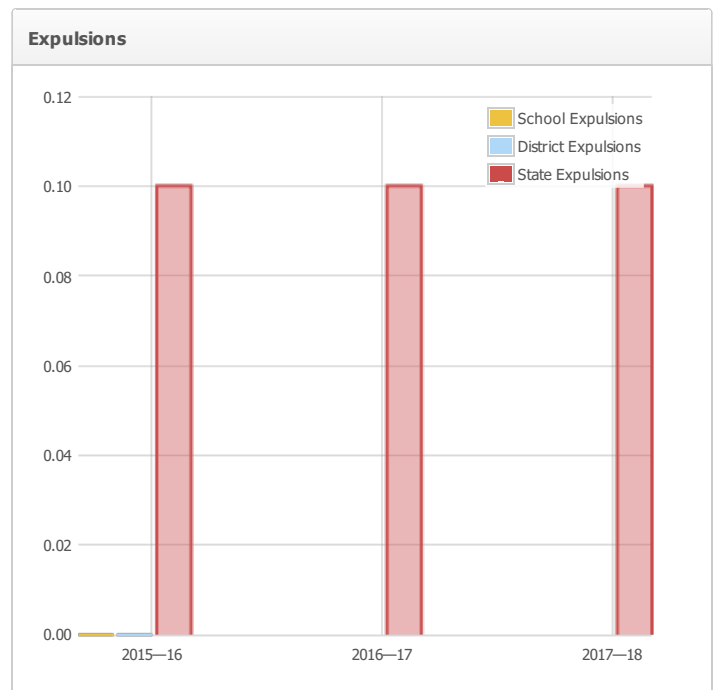
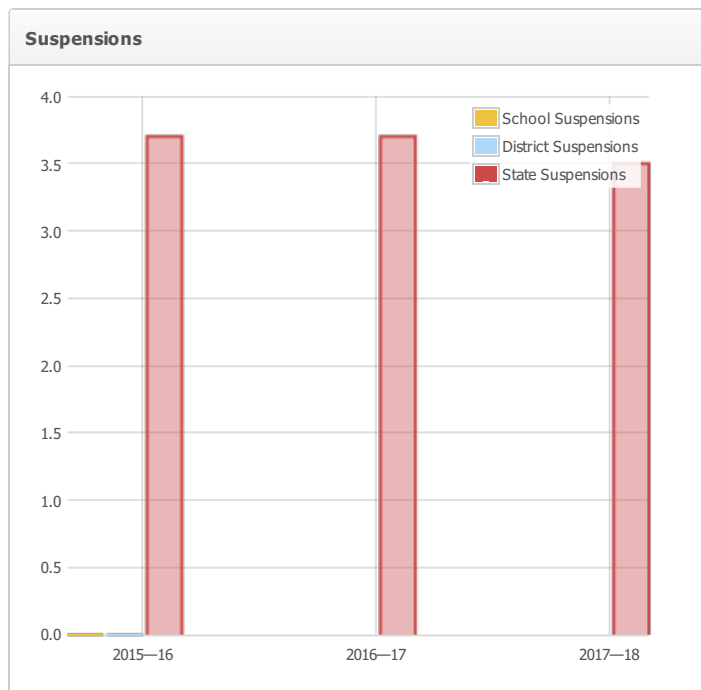
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/25/2019

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

The school is always in compliance with all laws, rules, and regulations which is outlined by the School Site Safety plan. The safety plan was updated and approved by the Board in March of 2018. The elements of the plan include the following topics: Child Abuse Reporting, Disaster Procedures, Notification of Dangerous Individuals, Harassment Policy, Safe Ingress and Egress, Procedures of School Discipline, Bullying and Intimidation, School Dress Code and Crime Assessment.

The plan also outlines designated meeting places for individuals during a disaster, a procedure to release students to guardians or authorities, an assignment of specific responsibilities, emergency exit strategies and a psychological/trauma care plan. Each school site has a safety coordinator who is responsible for ensuring the emergency kit is updated with current first aid supplies, coordinating the emergency plan, maintaining a list of community resources and holding regular disaster drills. Fire, earthquake and lockdown drills are held each quarter throughout the school year. For the safety of the students, all visitors must sign in at the front desk and check in with the center coordinator prior to entering the school site. Furthermore, all students and staff must wear a visible Identification card at all times.

Last updated: 1/25/2019

## **D. Other SARC Information**

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



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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	1.0	237		
Mathematics	1.0	117		
Science	1.0	40		
Social Science	1.0	276		

\* 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: 1/25/2019*

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	260.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	18.0	N/A

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

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

*Last updated: 1/25/2019*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/30/2019*

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

Options for Youth is an independent study program serving students from grades 7th through 12th with blended learning opportunities. In addition to students working independently on their coursework, they have opportunity to attend small group instruction classes for additional support in core courses such as math, English and science. Additionally, students can take advantage of our on-site tutoring to support them with their homework assignments. Lastly, students have the option to use our online curriculum as another modality for instruction. To ensure academic success, our teachers monitor student progress daily and meet with students and parents to discuss their academic performance.

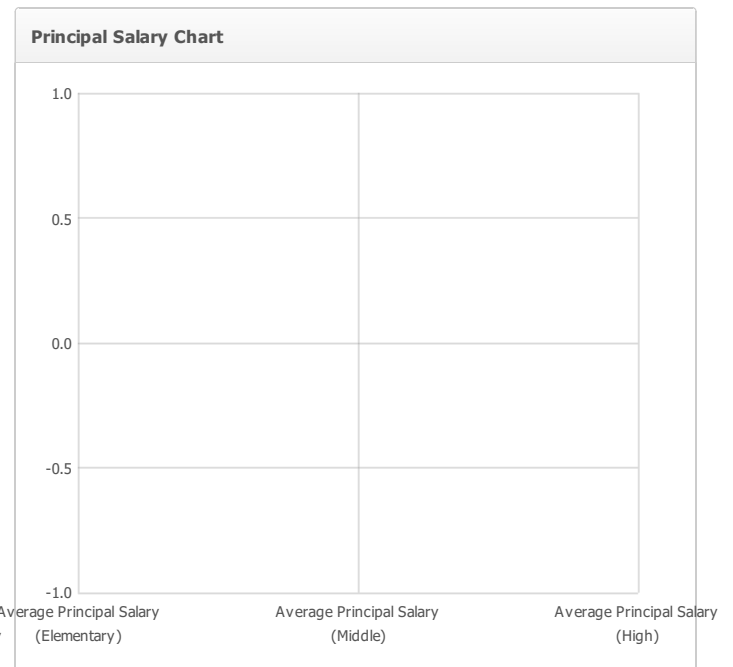
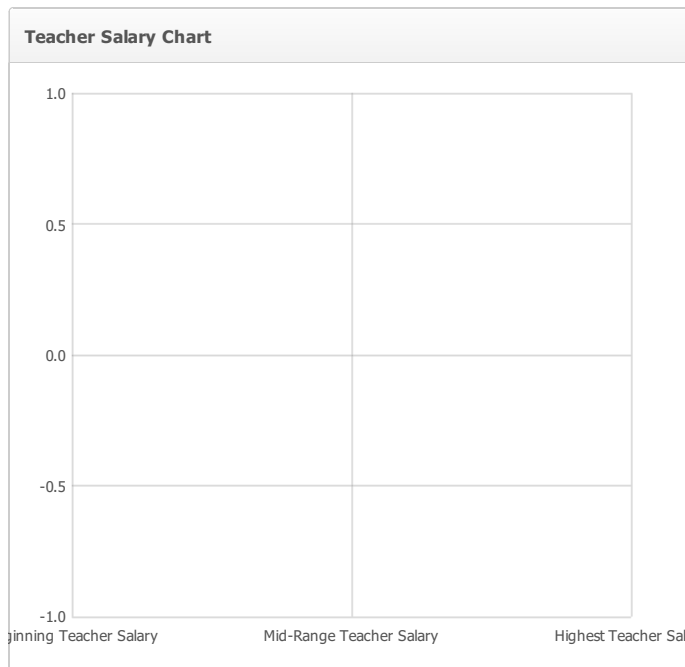
OFY provides a plethora of student services geared to enhance the students’ educational and social emotional experience which includes: field trips, domestic and international trips, student leadership (ASB), sports program, community services activities, grad night, prom, school dances, tutoring, senior social, career fair, senior signing day and various celebratory banquets.

*Last updated: 1/30/2019*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$42,990
Mid-Range Teacher Salary	--	\$61,614
Highest Teacher Salary	--	\$85,083
Average Principal Salary (Elementary)	--	\$100,802
Average Principal Salary (Middle)	--	\$105,404
Average Principal Salary (High)	--	\$106,243
Superintendent Salary	--	\$132,653
Percent of Budget for Teacher Salaries	26.0%	30.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



*Last updated: 1/25/2019*

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 1/25/2019*

**Professional Development**

At Options For Youth professional development (PD) is a data-driven, continual cycle of growth. Teachers are provided multiple opportunities to engage in targeted PD to foster their professional growth throughout the school year. In the 2016-17 and 2017-18 school years some of the primary areas of focus were: integrating the Common Core Standards into curriculum and instruction, effective ways to provide feedback to students to enhance learning, strategies for supporting students dealing with trauma, using data to drive instructional decisions, and content development specifically in ELA, math, and the sciences.

The 2018-19 school year continues to enhance our teachers' ability to provide a strong educational program for students and includes a primary focus on enhancing instruction to all LCAP sub-group students. Options For Youth staff have opportunities to engage in professional development within the following topics: using student data to drive instructional decisions, a literacy development series, subject workshops for ELA, math, and science, trainings on best usage of assessment resources and data, and tutoring and intervention best practices.

Topics for professional development are chosen and designed based on a variety of factors including staff feedback on needs, student achievement data, and to ensure compliance with changes to state or district policies. This school year, instructional staff have access to a professional development website to view and sign up for all upcoming events, request custom PDs, and view outside PDs hosted by our district and county. Professional development is also offered in a variety of modalities such as large group events to foster collaboration, small group workshops to apply what they are learning, center meetings, regional in-services, and one-on-one coaching.

In addition to professional development events and experiences, Options for Youth is committed to providing growth experiences within the classroom by providing access to instructional coaches. Through observations, feedback, and one-on-one support, our teachers enhance their own learning by working with a coach.

Options For Youth is committed to ensuring that professional learning is not a singular event, but instead is an ongoing process throughout the year. Teachers are supported through the implementation of new learning from their administrators and their coach. Through observations and evaluation of student data, teachers receive feedback on how their work is impacting student learning so that the teacher can see how their learning and growth positively impacts student achievement.

*Last updated: 1/25/2019*