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# Options for Youth - San Bernardino Charter School

CDS Code: 36-67876-012568



**PUBLIC CHARTER SCHOOLS**

**2013-2014**

## **SCHOOL ACCOUNTABILITY REPORT CARD**

### **SARC Information**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### **OFY Mission Statement**

Options For Youth can be the best independent study public school empowering underserved students by unlocking their passions and dreams and moving them daily toward graduation.

### **OFY Core Values & Beliefs**

- We believe in our students and employees as uniquely gifted individuals to be empowered and treated with respect and dignity.
- We believe in honesty, consistency, and honoring our commitments with integrity.
- We believe that our innovation and success come from vision, collaboration, and teamwork.
- We have a commitment to high quality and excellence in our professional relationships and the services we provide to our community.
- We ensure our continued success by maximizing our intellectual, emotional, and physical resources.

### **Charter School Profile(School Year 2014-15)**

Options For Youth is the dream and passion of educators John and Joan Hall, who launched the first Options For Youth program in 1986. The former Los Angeles Unified School District teachers share a special commitment to providing educational alternatives for at-risk students.

From its inception, Options For Youth's mission has been to recover students who have dropped out of traditional schools or have fallen behind in credits and are at risk of failing. Options For Youth combines personalized learning plans with self-esteem and leadership development. The educational programs at the school are designed to meet the needs of our changing society. Options For Youth is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. This Charter School is fully accredited by the Western Association of Schools and Colleges (WASC).

### **School Attendance (School Year 2013-14)**

Regular attendance at Options For Youth - San Bernardino is a necessary part of the learning process and is critical to academic success. It is the policy of the school to automatically dismiss any student who has been truant for two consecutive school months in a 12-month period.

Truancy is determined by failure to report to regularly scheduled meetings and/or failure to make satisfactory progress in accordance with the signed agreement.

*Note: As an independent charter school, the Options For Youth Public Charter Schools program, resources, and administration are run independently from the San Bernardino City Unified School District, so there is no district data to report for comparison in this section.*

## School Enrollment (School Year 2013-14)

During the 2013-14 school year, Options For Youth - San Bernardino served 598 students in grades seven through twelve on a year-round calendar. The chart displays school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
7th	19	26	18
8th	13	24	14
9th	141	171	134
10th	182	244	177
11th	129	164	172
12th	77	84	83

Enrollment by Student Group	
2013-14	
	Percentage
African American	12.0%
American Indian	0.2%
Asian	0.5%
Hispanic or Latino	73.1%
White	9.5%
Two or More	3.0%
None Reported	1.7%
English Learners	6.7%
Socioeconomically Disadvantaged	85.8%
Students with Disabilities	2.8%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
- School facilities are maintained in good repair

### Teacher Assignment

The district recruits and employs the most qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	22	29	25	N/A
Without Full Credentials	0	1	1	N/A
Working Outside Subject	0	1	1	N/A

## Teacher Misassignments & Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: As an independent charter school, the Options For Youth Public Charter Schools program, resources, and administration are run independently from the San Bernardino City Unified School District, so there is no district data to report for comparison in this section.*

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	37.0%	63.0%
District	83.5%	16.5%
High-Poverty Schools in District	83.5%	16.5%
Low-Poverty Schools in District	N/A	N/A

## Instructional Materials (School Year 2014-15)

Options For Youth Public Charter Schools determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

Options For Youth - San Bernardino has a variety of educational and recreational books which are available for students to check out.

The table displays information collected in January 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Glencoe/ McGraw Hill	2006	Yes	0.0%
9th-12th	English/ Language Arts	Globe Fearson	2005	Yes	0.0%
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2007	Yes	0.0%
7th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
7th-12th	Mathematics	McDougal Littell	1997	Yes	0.0%
7th-12th	Mathematics	Pearson/ Addison Wesley	2007	Yes	0.0%
7th-12th	Mathematics	Prentice Hall	2004	Yes	0.0%
7th-12th	Mathematics	Prentice Hall	2010	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%
9th-12th	Science	McDougal Littell	2009	Yes	0.0%
7th-12th	Science	Prentice Hall	2000	Yes	0.0%
7th-12th	Social Science/ History	Glencoe/ McGraw Hill	2004	Yes	0.0%
7th-8th	Social Science/ History	Holt, Rinehart & Winston	2000	Yes	0.0%
7th-12th	Social Science/ History	Houghton Mifflin	2002	Yes	0.0%
7th-8th	Social Science/ History	Pearson/ Prentice Hall	2009	Yes	0.0%
7th-12th	Social Science/ History	Prentice Hall	2003	Yes	0.0%

## School Facilities (School Year 2014-15)

Options For Youth- San Bernardino has two learning centers located in San Bernardino. Due number of facilities, site inspections are not shown in this report, but are available at the Options For Youth Offices. All facilities are safe, clean, and in good repair. The chart displays the results of the most recent school facilities inspection.

### Cleaning Process

Options For Youth - San Bernardino provides a safe and clean environment for students, staff, and volunteers. Cleaning crews clean all facilities on a weekly basis.

### Maintenance & Repair

Options For Youth - San Bernardino has monthly inspections and routine maintenance work at all locations. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Conditions				
Date of Last Inspection: 01/15/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)		X		SB1: Metal strip needs replacing. Both locations: Air filters need service, HVAC coil recommended service. Work orders submitted.
Interior		X		SB1: Carpets need to be replaced. SB2: SGI room wax. SB1: Repaint center. SB2: Paint 2 walls. SB1: New mail key sign. SB2: Hours of operation. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)		X		SB1: Secure 8 bookcases. SB2: Secure 10 bookcases. Work orders submitted.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			SB2: Outside stucco paint. Work order submitted.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)
- The Academic Performance Index
- The percentage of pupils 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

### Testing Data Note

As an independent charter school, the Options For Youth Public Charter Schools program, resources, and administration are run independently from the San Bernardino City Unified School District. This report offers district and state data for comparison to satisfy reporting requirements.

### California Assessment of Student Performance and Progress/Standardized Testing & Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress									
Subject	Subgroups								
	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	19	30	26	44	43	46	60	59	60

  

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	46
School	26
Males	36
Females	18
African American/Black	29
Hispanic	23
White	50
Socioeconomically Disadvantaged	25

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, and social science, for the most recent three-year period. **NOTE: CST was last administered in 2012-13.**

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	30	29	34	37	39	39	54	56	55
Mathematics	14	7	15	37	39	39	49	50	50
History/Social Science	18	20	31	29	32	32	48	49	49

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools. *Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.* The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	2	2	3
Similar Schools	8	9	8
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	132	29	24
Hispanic or Latino			
Actual API Change	-	21	36
Socioeconomically Disadvantaged			
Actual API Change	-	31	22

## UC/CSU Course Completion

Students at Options For Youth - San Bernardino are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

## Career Technical Education Programs & Participation (School Year 2013-14)

Options for Youth - San Bernardino does not offer Career Technical Education (CTE) programs. Thus, no students participated in CTE courses.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	59.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	0.0%

\* Duplicated Count (one student can be enrolled in several courses).

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	40	39	56	48	42	57	52	35	56
Mathematics	34	43	58	37	47	60	51	40	62

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	61	22	17	53	33	14
All Students School	48	30	22	49	41	10
Male	42	42	15	44	50	6
Female	52	22	26	53	35	12
African American	64	29	7	46	46	8
Hispanic or Latino	44	31	24	51	40	9
Socioeconomically Disadvantaged	48	31	21	51	38	12

## Physical Fitness (School Year 2013-14)

In the spring of each year, Options For Youth - San Bernadino is required by the State to administer a physical fitness test to all students in seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.5%	5.3%	0.0%
9	17.9%	12.8%	1.3%

## C. Engagement

### State Priority: Parental Involvement

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

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

### Parent Involvement (School Year 2014-15)

Parents and the community are very supportive of the educational programs at Options For Youth Charter Schools.

Parent participation is encouraged and highly valued. Opportunities for involvement include regular communication of student progress with teachers, Youth for Unity and the Valley Economic Coalition, Back-to-School Night, Open House, Career Day, sporting events, and activities.

Through routine correspondence, special announcements, fliers, school newsletters and the school website, parents are kept informed on school news, student activities, and policy changes.

### Contact Information

Parents who wish to participate in Options For Youth's leadership teams, school committees, school activities, or become a volunteer may contact the administrative office at (626) 685-9300, or visit the program's website at [www.ofy.org](http://www.ofy.org).

### State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates

### Dropout & Graduation Rates (Four-Year Cohort Rate)

The school actively works to reduce dropouts. Dropout interventions include student advisor-led interventions, flexible schedules, and tutorial programs, which can alleviate the academic frustration that typically precedes a student choosing to dropout. In addition, Options For Youth regularly monitors student admissions and informs the District if a student has dropped from the Options For Youth Program.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2013-14 school year was unavailable at the time of publication.

*Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.*

Graduation & Dropout Rates			
	10-11	11-12	12-13
Dropout Rate	43.8%	35.7%	5.2%
Graduation Rate	13.0%	14.3%	15.7%

## Completion of High School Graduation Requirements - Class of 2013

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2012-13 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>. Data from the 2013-14 school year was unavailable at the time of publication.

*These graduation rates do not include students that transferred out of Options For Youth to continue their education elsewhere (ex., a previous district, adult school, or community college). This measure also excludes students who continued with our school but did not graduate by the end of their twelfth grade year.*

Completion of High School Graduation Requirements			
	School	District	State
All Students	95.2%	72.7%	84.6%
African American/Black	100.0%	68.5%	75.9%
Asian	100.0%	75.0%	92.9%
Hispanic or Latino	96.7%	72.3%	80.8%
White	86.7%	79.4%	90.2%
Two or More Races	75.0%	80.0%	89.0%
English Learners	88.9%	45.2%	53.7%
Socioeconomically Disadvantaged	93.0%	73.5%	82.6%

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### State Priority: School Climate

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

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

### Discipline & Climate for Learning

Options For Youth Charter School believes that good discipline is a solid foundation on which to build an effective school. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Options For Youth Charter School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Students are expected to adhere to certain behavior expectations including:

- Follow all written and verbal agreements.
- Be courteous and respectful to others.
- Respect the property of others.
- Be prepared to learn at all times.

Parents and students are informed of discipline policies at the beginning of each school year through parent orientations, the student handbook, and parent/student agreement forms.

Upon registering at Options For Youth Charter School, students and parents both sign a Master Agreement which outlines the educational and behavioral expectations of each student.

The table displays the suspensions and expulsions at the school. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			State		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspension Rate	0.1%	0.1%	0.0%	5.7%	5.1%	4.4%
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

The three-year statewide suspension rates for comparison are:

2011-12: 5.7% / 2012-13: 5.1% / 2013-14: 4.4%

The statewide expulsion rate was 0.1% for each of the last three years.

Note: As an independent charter school, the Options For Youth Public Charter Schools program, resources, and administration are run independently from the San Bernadino Unified School District, so there is no district data to report for comparison in this section.

## Safe School Plan (School Year 2014-15)

Safety of students and staff is a primary concern of Options For Youth - San Bernadino. The Safety plan is updated annually by the administration team; revisions are shared immediately with all members of the staff. The key elements of the Safety Plan include:

- Emergency Medical Preparedness
- Safety Day
- Emergency Kits
- Psychological Services
- Emergency Cards
- Drills

The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, evacuation, and lockdown drills, as well as safety checks are conducted four times a year. The plan was most recently updated in November 2009 and reviewed with school staff in August 2013.

## 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.

### Adequate Yearly Progress (School Year 2013-14)

For 2014, only high schools and high school districts that had at least 90 percent of their students enrolled in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive a 2014 AYP Report. **Options for Youth - San Bernardino did not qualify for AYP reports.**

## Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	N/A
First Year in PI	-	N/A
Year in PI (2014-15)	-	N/A
# of Schools Currently in PI	-	N/A
% of Schools Identified for PI	-	N/A

## Class Size

Due to the nature of the independent study program offered at the school, complete class size distribution data is not applicable.

## Advanced Placement Classes (School Year 2013-14)

Options for Youth - San Bernardino offers the following Advanced Placement classes:

- English Literature and Composition
- English Language and Composition
- Spanish Language
- US History
- US Government
- Calculus A/B
- Statistics

Advanced Placement Classes	
	# of Courses
English	3
Foreign Language	1
Totals	4
Percent of Students in AP Courses	0.1%

## Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Options For Youth - San Bernadino sponsors staff development days throughout the year where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For the last three years, the school offered 40 staff development days and focused on graduation requirement review, post secondary resources, special education resources, five paragraph essay rubric, course updates and testing strategies, health fair, student leadership, student activities, technology training, small group instruction strategies, first aid/safety training, crisis management and procedures, child abuse reporting, math anxiety, and Math & ELA teaching strategies.

## Counseling & Support Staff (School Year 2013-14)

In addition to academics, the staff at Options For Youth - San Bernardino strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site Student Advisors and has procedures in place to ensure that students receive the services they need. Center Coordinators help provide a smooth transition for students into the Charter School, ensuring that all student records are in order, including transcripts and immunization records.

Student advisors provide academic guidance to all students at the school. The academic counselor-to-pupil ratio is 1:598. The chart displays support services that are available to students at the school. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Nurse	1	As Needed
Psychologist	2	As Needed
Resource Specialist Program (RSP) Teacher	2	2.0
Special Education Staff Assistant	2	0.24
Speech Language Pathologist	1	As Needed

The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. The specialized services at Options For Youth respond to the customized needs of each student and may include additional assistance from the school's Resource Specialist, small group instruction, and one-on-one tutoring from teachers.

## Financial Data Note

As an independent charter school, the Options For Youth Public Charter Schools program, resources, and administration are run independently from the San Bernardino City Unified School District. This report offers district and state data for comparison to satisfy reporting requirements.

## School Revenue Sources (School Year 2013-14)

Options for Youth Charter Schools do not receive any federal funding for its programs.

## School Expenditures (Fiscal Year 2012-13)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2012-13 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>.

For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,734
From Supplemental/Restricted Sources	\$222
From Basic/Unrestricted Sources	\$6,512
District	
From Basic/Unrestricted Sources	\$7,419
Percentage of Variation between School & District	-12.2%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	38.8%

## School Site Teacher Salaries (Fiscal Year 2012-13)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$0
District	\$65,791
Percentage of Variation	0%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	0%

## Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2012-13		
	District	State
Beginning Teachers	\$42,509	\$41,761
Mid-Range Teachers	\$65,874	\$66,895
Highest Teachers	\$81,447	\$86,565
Elementary School Principals	\$113,867	\$108,011
Middle School Principals	\$110,150	\$113,058
High School Principals	\$122,666	\$123,217
Superintendent	\$240,000	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	5.0%	5.0%