



School Accountability Report Card 2008-2009



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Deputy Superintendent
Jennifer Kliewer, Ed.D.

Education Advisory Board

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- Dr. Robert Booker
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CORE VALUES
Mutual Trust
Mutual Respect
Compassion
Integrity

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members, contact the Regional Supervisor or the corporate office.

I. Data and Access

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, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information

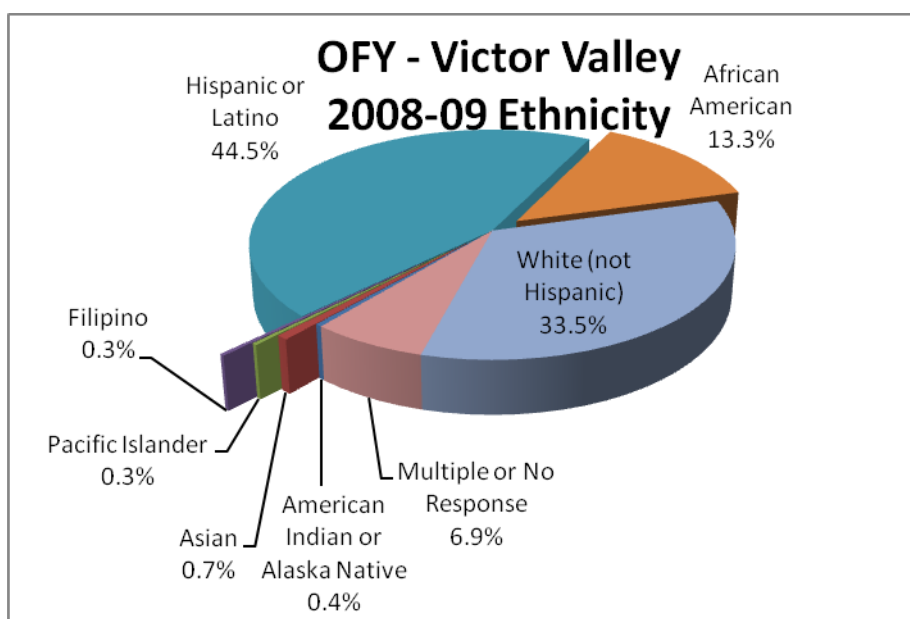
Options For Youth		Victor Valley Union High School District	
Street	199 S. Los Robles Ave.	Street	16350 Mojave Drive
	Suite 700	City, State, Zip	Victorville, CA 92395
City, State, Zip	Pasadena, CA 91101		
Phone Number	888-639-6696	Phone Number	(760) 955-3201
E-mail Address	jkliewer@ofy.org	Superintendent	Dr. Marilou Ryder
Web Site	www.ofy.org		
CDS Code	36 75069 6113427		

Charter School & District Profile

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).

During the 2008-2009 school year, Options For Youth—Victor Valley served 1781 seventh through twelfth grade students on a year-round calendar. Student body demographics are shown in the chart below.



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 Options For Youth Charter 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.

Parent & Community Involvement

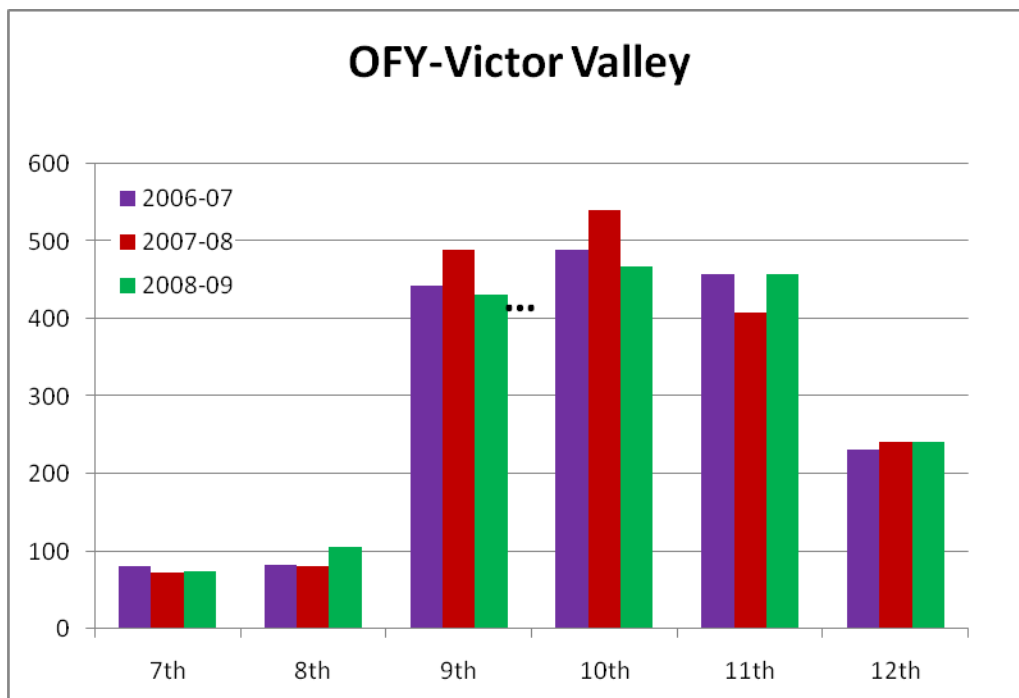
Parents and the community are very supportive of the educational programs at Options For Youth Charter Schools. Parent participation is encouraged and highly valued. Opportunities for involvement include regular communication of Student Progress with teachers, Youth for Unity and the Valley Economic Coalition, Back to School Night, Open House, and Career Day.

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

School Enrollment & Attendance

Regular attendance at Options For Youth-Victor Valley 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. The following table shows enrollment at the school for the past three years.

The school actively works to reduce dropouts through flexible schedules, tutorial programs, and one on one interactions with students which can alleviate the academic frustration that typically precedes a student choosing to dropout.



Class Size

Options For Youth—Victor Valley maintained a school wide average class size of 18 students and a pupil-to-teacher ratio of 16:1 for the 2008-2009 school year.

	2006-07		2007-08		2008-09	
	Pupil Teacher Ratio	Average Class Size	Pupil Teacher Ratio	Average Class Size	Pupil Teacher Ratio	Average Class Size
OFY - Upland	21:1	0.0	18:1	21	16:1	18

Minimum Days & Instructional Minutes

The 2008-2009 school year consisted of 240 days of instruction. Minimum and/or modified days are not applicable in the case of the guided independent study program, as student schedules vary greatly. During the 2008-2009 school year, all instructional minutes offered at Options For Youth—Victor Valley either met or exceeded State requirements specified in the California Education Code.

All students in grades 7 through 12 receive instruction in the core subject areas and electives, following the structure and guidelines provided through the school. Due to the customized setting of guided independent study, it is imperative that students follow these guidelines and that the instructional time is monitored. Options For Youth requires that students learn at the same rate as their counterparts in traditional school environments. Teachers will not issue full credit unless assignments are completed and satisfactory demonstration of learning objectives are met.

III. School Climate

School Facilities & Safety

Options For Youth-Victor Valley has seven learning centers located in the following areas: Hesperia and Victorville.

Safety of students and staff is a primary concern of Options For Youth-Victor Valley. The School Site Safety Plan is updated annually by the administration team; revisions are shared immediately with all members of the staff. The key elements of the School Site Safety Plan include Emergency Medical Preparedness, Emergency Kits, Safety Day, Emergency Cards, and Drills. The School is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are conducted twice per year and disaster drills are conducted once throughout the school year. The chart below displays the results of the most recent school facilities inspection.

Maintenance & Repair

Options For Youth 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. Options For Youth-Victor Valley provides a safe and clean environment for students, staff and volunteers.

VICTOR VALLEY CHARTER					
		School Facility Conditions			
Facilities Inspections are Done Monthly					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		X			

IV. Teachers

Teacher Assignment

Options For Youth Charter Schools recruit and employ only the most qualified credentialed teachers available. For the 2008-09 school year, Options For Youth- Victor Valley had 63 fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines and No Child Left Behind federal requirements.

Teacher Education Levels 2008-09		
	OFY	VVUHSD
Doctorate	3.2%	1.5%
Master's Degree - *30	6.3%	15.6%
Master's Degree	11.1%	20.7%
Bachelor's Degree - *30	44.4%	41.5%
Bachelor's Degree	34.9%	16.9%
Less than a Bachelor's Degree	0%	3.9%

*Indicates additional hours above and beyond degree

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district. More

information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tg/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	96.17	3.83%

Substitute Teachers

The Charter School requires that all substitutes have a Bachelor’s degree, pass the CBEST exam, obtain a fingerprint clearance, and possess a valid Substitute Teaching Permit. The Charter School does not experience problems finding qualified substitute teachers. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, the Charter School advertises employment opportunities on the Internet, local newspapers, and the school’s website. In addition, the Charter School attends college job and recruitment fairs throughout the year.

Teacher Evaluation & Professional Development

The Charter School is responsible for hiring the staff and determining the salary and benefits for the employees. To the extent required by applicable law, teachers who teach core subjects in the Charter School are required to hold a Commission on Teacher Credentialing certificate, permit that fulfills the No Child Left Behind (NCLB) Highly Qualified requirement, or other equivalent document to that which a teacher in other public schools would be required to hold. All teachers are required to renew their credentials prior to the credential expiration date. These documents are maintained on file at the Charter School and are subject to periodic inspection by the District. Director positions within the Charter School have a minimum requirement of an Administrative Credential. Non-certificated positions within the Charter School are based on the unique needs of the charter school, and minimum requirements of the position are applied accordingly. Postings for positions within the Charter School have a job description which summarizes duties and responsibilities of that position. Options For Youth provides a comprehensive training program for a number of positions within the learning centers. Each new staff member and/or teacher participates in a collaborative training process with Options For Youth’s Professional Development Department and the leadership team at each learning center. This process ensures that all staff members and new teachers are provided with ongoing guidance and support to ensure best practices in teaching and learning. Teachers and other staff members are supervised and evaluated for their effectiveness on an ongoing basis.

The Charter school is committed to maintaining a discrimination-free work place and to retaining highly qualified and experienced personnel to ensure the continued delivery of quality educational programs.

School Leadership

Leadership at Options For Youth-Victor Valley is a responsibility shared among administrators, the Education Advisory Board, the Regional Supervisor, instructional staff, students, and parents. For the past year, primary leadership duties have been assumed by Regional Supervisor, Kathy Lento.

Staff members are encouraged to participate on various committees to ensure that the instructional programs are consistent with students’ needs and comply with program goals. Opportunities for involvement include: Curriculum Committee, Leadership Team, WASC Committee, Board of Directors, and Student Achievement Group.

VI. Support Staff

School Counselors & Support Services (School Year 2008-09)

In addition to academics, the staff at Options For Youth-Victor Valley 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 School Counselors and has procedures in place to ensure that students receive the services they need. Center Coordinators help provide smooth transition for students into the Charter School ensuring that all student records are in order, including transcripts and immunization records. The chart below displays support services that are offered to students at Options For Youth-Victor Valley.

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.

	Number of Staff	Full-Time Equivalent
Counselors*	3	3
Psychologists	2	On Call
Nurse	1	On Call
Other:		
Center Coordinator	1	1
Resource Specialist Provider	2	2
Speech & Language Pathologist	1	On Call
Special Education Staff	2	0.24

VII. Curriculum and Instructional Materials

Curriculum Improvement

Options For Youth emphasizes a well-balanced and rigorous core curriculum at all grade levels. All training and curriculum development at Options For Youth Charter Schools revolves around the California State Content Standards, Charter School goals, and the statewide assessment program. For the 2009-2010 school year, Options For Youth will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Textbook & Instructional Materials

Current practice at Options For Youth Charter Schools complies with the settlement of *Williams vs. the State of California* whereas each school had sufficient and good quality textbooks and instructional materials.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the Charter must be aligned with the California State Content Standards and Frameworks. The following chart displays the textbooks in use at Options For Youth-Victor Valley during the 2008-09 school year.

While Options For Youth-Victor Valley does not have a traditional library, students visit the four learning centers on a regular basis. The centers are stocked with a variety of educational and recreational books which are available for students to check out.

School Year 2008-09				
Textbooks				
Subject	Publisher	Year Adopted	Grade Levels	Quality & Availability of Standards-Aligned Textbooks
Language Arts	Prentice Hall	2000, 2001	9-12 ADV	All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	Globe	2001, 2003	7-8, 10-12	
	Holt	2001, 2005	10-11	
	Perfection Learning	2007	11-12	
	Glencoe	2002	12	
	McDougal Littell	2002	7-8, 10	
	AGS	1999	11	
Math	Addison-Wesley	2005	7-8, 9-12	
	Saxon	2004	9-12	
	Glencoe	2004	9-12	
	Globe Fearon	2003	9-12	
Social Science	Steck-Vaughn	1995	7-8	
	Houghton-Mifflin	2007	7	
	Holt	2000	8	
	McDougal-Litell	2007	10	
	Prentice Hall	2007, 2001	7, 10, 12	
	Glencoe	2008	12	
Health	Globe	2001, 2002, 2003	10-12	
	Glencoe	2000, 2004	7-8, 9-12	
Science	Steck-Vaughn	2003	10-12	
	Prentice Hall	2000	7-8, 9-12	
	Globe	1998, 2003	7-8	
	Holt	2001	9-12	
	Glencoe	1998	9-12	

Computer Resources

There are 280 computers available at Options For Youth – Victor Valley, including 255 wireless laptops, which are available for student use. All centers at Options For Youth-Victor Vaelley are connected to the internet to enhance each student’s technological education. Computer skills and concepts, integrated throughout the standard curriculum, prepare students for technological growth and opportunities. Students receive standards-based computer instruction on an individual basis. Software includes programs to develop critical thinking skills, technological skills and mathematical proficiency.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

The following table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ed/> and teacher salaries can be found on the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
OFY-Victor Valley	\$6,081	0	\$6,081	\$43,000
District	N/A	N/A	\$7,840	\$42,389
State	N/A	N/A	\$8,594	\$58,909

IX. STUDENT PERFORMANCE

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program. These assessments provide a measurement of students' actual progress as well as the effectiveness of the instructional program. In addition to STAR Testing, Options For Youth Charter Schools utilizes Scantron's EdPerformance Series of adaptive exams to determine whether or not students are performing at, above, or below grade-level standards. All students graduating from high school must pass the California High School Exit Exam. Options For Youth students in grades 7 to 12., As required by state law, Options For Youth administers standardized testing on an annual basis.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students grade 7 through 11 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Social Science for the most recent three-year period, is displayed in the chart below. *Summative scores are not available for eighth through eleventh grade math and ninth grade social science. For scores on course-specific tests, please visit <http://star.cde.ca.gov>.*

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language Arts (ELA), Mathematics and Social Science which Options For Youth administers in grades 7 through 11. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

California Standards Test (CST)																																																						
Combined Percentage of Students Scoring at Advanced and Proficient Levels																																																						
English/Language Arts															Mathematics			History/Social Science																																				
7					8					9					10					11			7th			8th			World History		11th																							
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OFY-Victor Valley STAR CST All Students		2006-07						2007-08					
		7	8	9	10	11	EOC	7	8	9	10	11	EOC
English-Language Arts	Reported Enrollment	110	217	449	477	195		137	256	521	504	217	
	Students Tested	109	210	443	431	191		131	250	510	494	209	
	% of Enrollment	99.1%	97.0%	98.7%	90.6%	97.9%		93.0%	97.7%	97.9%	98.0%	96.1%	
	Students with Scores							131	250	510	494	209	
	Mean Scaled Score	322.6	320.4	326	312.8	303.2		316.9	319.2	330.7	321.8	301.3	
	Advanced	3%	5%	7%	4%	7%		5%	6%	9%	7%	2%	
	Proficient	19%	21%	23%	16%	10%		18%	20%	23%	18%	11%	
	Basic	40%	40%	40%	37%	28%		40%	39%	44%	41%	36%	
	Below Basic	24%	21%	22%	32%	36%		25%	23%	20%	25%	26%	
Far Below Basic	6%	13%	6%	11%	19%		12%	12%	4%	8%	22%		
Mathematics	Students Tested	105						120					
	% of Enrollment	95.5%						90.2%					
	Students with Scores							119					
	Mean Scaled Score	283.7						291.3					
	Advanced	1%						2%					
	Proficient	10%						11%					
	Basic	22%						22%					
Below Basic	36%						47%						
Far Below Basic	30%						23%						
History - Social Sciences Grade 8	Students Tested		207						250				
	% of Enrollment		97.2%						97.7%				
	Students with Scores								260				
	Mean Scaled Score		200.6						209.3				
	Advanced		2%						1%				
	Proficient		5%						5%				
	Basic		23%						28%				
Below Basic		35%						33%					
Far Below Basic		37%						34%					
History - World History	Students Tested			79	174	40	293			56	247	53	365
	% of Enrollment			17.6%	39.0%	20.5%			10.7%	49.0%	24.9%		
	Students with Scores								53	230	51	331	
	Mean Scaled Score			267.9	296.5	283.6	285.5		236.1	292.4	285.4	290.3	
	Advanced			0%	1%	0%	0%		2%	3%	0%	2%	
	Proficient			3%	4%	0%	3%		4%	6%	8%	6%	
	Basic			31%	27%	20%	20%		23%	10%	22%	23%	
Below Basic			36%	33%	33%	31%		30%	26%	22%	25%		
Far Below Basic			32%	35%	39%	34%		42%	36%	40%	30%		
History - U.S. History	Students Tested					134						209	
	% of Enrollment					34.1%						96.1%	
	Students with Scores											209	
	Mean Scaled Score					296.2						292.4	
	Advanced					0%						0%	
	Proficient					9%						8%	
	Basic					30%						33%	
Below Basic					70%						20%		
Far Below Basic					23%						31%		

California High School Exit Examination

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. The chart below displays the percent of students in the 10th grade who passed the CAHSEE for the last three school years. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

OFY-Victor Valley						
CAHSEE Percent Passed: 10th Grade						
	English-Language Arts			Mathematics		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
All Tenth Grade	75%	80%	77%	58%	66%	69%
Male	69%	77%	73%	57%	71%	73%
Female	79%	82%	80%	59%	63%	66%
Hispanic or Latino	69%	77%	75%	58%	64%	69%
African American	74%	74%	68%	40%	58%	58%
White	83%	83%	84%	64%	72%	76%
SED	74%	76%	73%	60%	63%	66%

OFY - Victor Valley								
	CAHSEE ELA				CAHSEE Math			
	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	Number Tested	Number Passed	Percent Passed	Mean Scaled Score
All Students Tested	402	309	77%	373	410	284	69%	365
Male	183	134	73%	368	176	129	73%	368
Female	219	175	80%	377	234	155	66%	363
Hispanic or Latino	169	126	75%	369	178	123	69%	363
African American or Black	71	48	68%	367	72	42	58%	358
White	127	107	84%	381	131	100	76%	373
Economically Disadvantaged	269	197	73%	370	276	181	66%	362

Physical Fitness

In the spring of each year, Options For Youth-Victor Valley is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ) *Due to the moderate number of students tested at each grade level, scores will not be disclosed.*

X. ACCOUNTABILITY

Academic Performance Index (API)

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. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Growth Targets: For schools with an API under 800, the state has required a gain of 5% of the difference between actual API and 800. Growth Targets apply not only school wide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their score.

Subgroup APIs & Targets: In addition to a school wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth Targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95% of their students in grades two through eight, and high schools must test at least 90% of their students in grades nine through 11 on STAR assessments.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high), and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and again ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- 95% Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math. At least 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- Schools must show improvement in the Academic Performance Index (API).
- High schools must show a growth in graduation rates.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's and the former school would be required to provide the transportation to the new site. After two consecutive years of failure to meet AYP targets, the school becomes eligible to receive Title I Program Improvement (PI) funds in order to meet minimum scoring requirements. Schools can be categorized PI for a maximum of five years. However, a school may exit from the status after two consecutive years of success in the affected subgroup(s).

A "Yes" in the chart below means the school or subgroup was at or above the 2008 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient.

OFY - Victor Valley																
Adequate Yearly Progress 2009																
	Participation Rate								Percent Proficient							
	English/Language Arts				Mathematics				English/Language Arts				Mathematics			
	OFY		District		OFY		District		OFY		District		OFY		District	
	Met.	%	Met.	%	Met.	%	Met.	%	Met.	%	Met.	%	Met.	%	Met.	%
All Students	Yes	96	Yes	98	No	95	No	98	Yes	40.8	Yes	40.8	No	24.8	No	37.6
Subgroups																
African American	Yes	96	No	97	No	93	No	96	Yes	35.2	Yes	23.8	No	15.1	No	27.7
American Indian	*	100	*	96	*	100	*	92	*	--	*	55	*	--	*	50
Asian	*	100	*	100	*	100	*	100	*	--	*	63.9	*	--	*	38.9
Filipino	*	100	*	100	*	100	*	100	*	--	*	63.2	*	--	*	57.7
Hispanic or Latino	Yes	96	Yes	99	No	96	No	98	Yes	33.9	Yes	39	No	21.2	No	36.7
Pacific Islander	*	75	*	100	*	75	*	100	*	--	*	60.7	*	--	*	57.1
Caucasian	Yes	97	Yes	98	Yes	96	No	99	Yes	54.0	Yes	57.0	Yes	34.9	Yes	46.2
Socioeconomically Disadvantaged	Yes	96	Yes	98	No	95	No	98	Yes	35.2	Yes	34.9	No	21.1	No	32.8
English Learners	*	100	*	100	*	100	*	99	Yes	--	Yes	30.3	No	--	No	33.3
Students with Disabilities	*	100	*	95	*	100	*	95	Yes	--	Yes	21.4	No	--	No	19.2

* Not a numerically significant subgroup for this school.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

Completion of High School Graduation Requirements

The completion of graduation includes 230 high school credits, 10 hours of community service and passage of the California High School Exit Exam.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

	OFY - Victor Valley			Victor Valley Union			California		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate	38.8%	33.5%	29.6%	10.7%	15.2%	9.9%	3.3%	4.2%	3.9%
Graduation Rate	23.6%	29.3%	30.3%	58.5%	55.0%	59.4%	83.4%	80.6%	80.2%

* May include transfers and reenrollments in other schools.

** Original numbers are taken from beginning of the school year but, due to transfers and reenrollments, graduation rates reflect the number of students eligible to receive a high school diploma at the end of the school year.

SAT Reasoning Test

Each year, students have the opportunity to participate in SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. Students may take the test more than once, but only the highest score is reported at the year of graduation. School Counselors provide extensive resource information for students regarding college admission test preparation.

College Preparation

Options For Youth-Victor Valley offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by local community colleges. Students are encouraged to take the required courses if they plan to attend a four-year university. Students are advised of admission

requirements to colleges and universities including California State Universities and University of California campuses.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

Workforce Preparation

It is the goal of Options For Youth Charter Schools that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school’s programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently integrated into the school’s educational program to ensure work-readiness skills. Options For Youth-Victor Valley’s career-path and work experience classes are listed in the chart below.

Career Preparation Courses				
Course	Who Offers the Course	How do These Classes Support Student Achievement	How Does the School Address the Needs of all Students in Career Preparation	Course Evaluations
Basic Study Skills	OFY Curriculum	Knowledge of Effective Learning Strategies	Class enables students to possess skills to be more equipped in learning on-the-job training	Students are assessed by their demonstration of proficiency on various authentic assessments.
Business Math		Knowledge of Basic Accounting Principles	Course allows students to learn the basics of starting and maintaining a business model, with a focus on accounting, payroll, taxes, and revenue/budgets	
Personal Finance		Knowledge of Consumer Science	Prepares students for understanding and managing finances, job salary, and tax preparation	Student work is graded, students are given quizzes which are required for

Independent Living		Knowledge of Basic Principles of Living Independently	Part of the courses prepare students for the job world by emphasizing career searches, resume writing, and job responsibilities.	mastery, and exams are given at the end of each unit to measure concept comprehension.
Career Opportunities		Student Research of Industry Specific Careers	Course focuses on a variety of career possibilities in numerous standard fields.	
Career Skills		Student Research of Personal Career Choice and Goals	Students learn the basics of interviewing, career searching, resume building, work etiquette, and career goal setting.	
Computer Literacy		Knowledge of Computer Skills, Word, Excel, PowerPoint, and the Internet	Give students a basic technical education on basics of Microsoft Office and how to utilize it in a work-place setting.	Students are measured by the proficiency of completed computer projects measuring their abilities in the various programs covered in Microsoft Office.
General Work Experience 1 A/B 2 A/B		Professional Development	Course focuses on labor law, work-place readiness, career building, career assessments, and resume building.	Mastery of "Employment Readiness Standards"
Regional Occupation Programs (ROP)		District Schools	On-the-Job training is supported by classroom instruction.	
Adult Education Programs			Differs Per District	Differs Per District
Career/College Day		OFY Counselors	Students are given the opportunity to meet different college representatives and be able to meet guests of careers in which they have expressed interest .	Students fill out a survey to express their experience with various guests.
Field Trips to Community Colleges & Universities			Students are given the opportunity to further explore and visit colleges of their choice.	
Academic Achievement			Counselors	Students are encouraged to ask their student advisors for any academic achievement they may need.

One-on-One Guidance in Development of an Individualized Planning Guide	OFY Counselors		Each class assigned to students is individually discussed and planned together either with their teacher or student advisor.	
One-on-One Guidance in Development of Career Awareness, Employment & Identification of Career Goals	OFY Counselors		Counselors will also provide research and resources for students' specific interest and careers.	
Community Partnership			Relationships with local businesses are built to provide employment opportunities and community service opportunities for students.	
			Counselors will meet periodically with seniors to ensure proper guidelines are met for graduation and aid seniors with college applications and information on financial aid if needed.	

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VICTOR VALLEY CHARTER LEARNING CENTER LOCATIONS

<u>Hesperia 1</u> 17352 Main Street Hesperia, CA (760) 948-3636 P (800) 947-0115 P (760) 948-1334 F	<u>Hesperia 2</u> 15555 Main Street Hesperia, CA 92345 (760) 948-3355 P (800) 947-0165P (760) 948-3328 F
<u>Victorville 1</u> 14725 Seventh Street #400 Victorville, CA 92392 (760) 955-5525 P (800) 947-0175 P (760) 955-5533 F	<u>Victorville 2</u> 16932 Bear Valley Road Victorville, CA 92392 (760) 955-5900 P (800) 947-9592 (760) 955-5919 F
<u>Victorville 3</u> 14196 Amargosa Road #C Victorville, CA 92392 (760) 241-6546 P (800) 574-0437 P (760) 241-7698 F	<u>Victorville 4</u> 15048 Bear Valley Road #E & F Victorville, CA 92392 (760) 241-8300 P (800) 985-6180 (760) 241-8879 F
<u>Victorville 5</u> 13801 B Rodeo Drive Victorville, CA 92395 (760) 843-0066 P (866) 419-0045 P (760) 843-6675 F	

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