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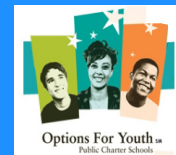
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Options for Youth - Victor Valley

PUBLIC CHARTER SCHOOLS

CDS Code: 36-67934-3630670



2014-2015

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.

Principal's Message

Welcome parents and students to the Options for Youth (OFY) community. The purpose of this School Accountability Report Card (SARC) is to provide you and the community with information about our instructional programs, academic achievements, materials and facilities, and our staff.

OFY prides itself in being a quality school of choice for those looking for an alternative to the traditional school environment. Families choose our school for a variety of reasons. Some students choose our school because they have struggled academically and are looking for additional academic support to reach their goals. Other students choose our school because they have been bullied, have trouble at home, suffer from social anxiety, or have responsibilities outside of school that require a more flexible schedule. OFY offers our students' academic, social and emotional support that makes a difference in their lives. Our staff empowers, inspires, and connects with all of our students, which leads our students to take ownership of their lives and make their dreams a reality.

Beyond the classroom, OFY wishes to support its communities in a lasting way. We get to know the families of our students and work to provide open channels of communication between parents, students and staff. When our students graduate with their high school diplomas and continue onto successful post-secondary options such as college and successful careers our California neighborhoods and local economies are strengthened.

We thank you for choosing our school for your education. We encourage our students to take advantage of all the extra-curricular activities and academic support that is provided at each school site. Furthermore, we encourage our parents to keep in communication with their students' teachers. Together we will form a team that will help your student to achieve their dreams.

OFY Mission Statement

Options for Youth Public Charter Schools are exemplary models of successful blended learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are a supportive environment where all stakeholders are successful.

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 2015-16)

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 2014-15)

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.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, Options for Youth - Victor Valley served 2,373 students in grades 7-12 on a year-round calendar. The chart displays school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
7th	107	85	93
8th	133	122	125
9th	589	489	389
10th	896	792	621
11th	753	672	619
12th	613	604	526

Enrollment by Student Group

2014-15

	Percentage
Black or African American	11.6%
American Indian or Alaska Native	0.9%
Asian	0.6%
Filipino	0.4%
Hispanic or Latino	64.8%
Native Hawaiian or Pacific Islander	0.5%
White	18.3%
Two or More Races	3.0%
English Learners	7.3%
Socioeconomically Disadvantaged	82.9%
Students with Disabilities	3.1%
Foster Youth	0.9%

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; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2014-15)

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
- 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 school’s program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	38.5%	61.5%

Teacher Assignment

The school recruits and employs 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.

Note: As an independent charter school, the school’s program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

	Teacher Credential Status		
	School		
	13-14	14-15	15-16
Fully Credentialed	100	96	86
Without Full Credentials	1	1	0
Teaching Outside Subject Area of Competence (with full credential)	2	2	0

Teacher Misassignments and 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		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	10
Misassignments of Teachers (other)	0	0	10
Total Misassignments of Teachers	0	0	20
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2015-16)

Options For Youth - Victor Valley has 12 learning centers located in the following areas: Chino, Fontana, Hesperia, Rancho Cucamonga, Upland, and Victorville. The facilities strongly support teaching and learning through its ample classroom space and school grounds. The chart displays the results of the most recent school facilities inspection. Facilities information was collected in November 2015.

School Facility Conditions				
Date of Last Inspection: 10/15/2015				
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			Fontana 1- One HVAC unit leaking. (Work order submitted.) Upland- Installing HVAC mini splits in SGI Units.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Rancho Cucamonga- One roof leak. (Work order submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

Options For Youth - Victor Valley 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 - Victor Valley 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.

Instructional Materials (School Year 2015-16)

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. The table displays information collected in November 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	Pearson	2012	Yes	0.0%
9th-12th	English/Language Arts	Pearson	2014	Yes	0.0%
9th-12th	English/Language Arts	Pearson	2015	Yes	0.0%
7th-9th	English/Language Arts	McDougal-Littell	2010	Yes	0.0%
7th-12th	Mathematics	Pearson	2015	Yes	0.0%
7th-12th	Mathematics	McGraw-Hill	2010	Yes	0.0%
7th-12th	Mathematics	Prentice Hall	2015	Yes	0.0%
7th-12th	Mathematics	Pearson	2013	Yes	0.0%
7th-8th	Scienc	Prentice Hall	2000	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2015	Yes	0.0%
9th-12th	Science	McDougal Littell	2010	Yes	0.0%
9th-12th	Science	Glencoe	2010	Yes	0.0%
9th-12th	Social Science/History	Glencoe	2010	Yes	0.0%
7th-8th	Social Science/History	Holt, Rinehart & Winston	2010	Yes	0.0%
9th-12th	Social Science/History	McDougal-Littell	2010	Yes	0.0%
9th-12th	Social Science/History	Globe Fearon	2010	Yes	0.0%
9th-12th	Social Science/History	Prentice Hall	2015	Yes	0.0%

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 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 school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

California Assessment of Student Performance and Progress (CAASPP)

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of Mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress		
Percent of Students Meeting or Exceeding the State Standards		
Subject	School	State
English Language Arts/Literacy (Grades 3-8 and 11)	32	44
Mathematics (Grades 3-8 and 11)	4	33

The following tables displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades seven, eight, and eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 7													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	131	111	84.7	34	39	23	2	109	83.2	66	22	8	3
Male	131	50	38.2	36	40	18	2	49	37.4	71	16	10	2
Female	131	61	46.6	33	38	28	2	60	45.8	62	27	7	3
Black or African American	131	24	18.3	50	33	17	0	22	16.8	73	27	0	0
Filipino	131	1	0.8	--	--	--	--	1	0.8	--	--	--	--
Hispanic or Latino	131	65	49.6	34	42	18	3	65	49.6	72	17	8	3
White	131	18	13.7	22	44	33	0	18	13.7	44	33	11	6
Two or More Races	131	3	2.3	--	--	--	--	3	2.3	--	--	--	--
Socioeconomically Disadvantaged	131	100	76.3	34	40	22	2	98	74.8	67	20	8	3
English Learners	131	9	6.9	--	--	--	--	9	6.9	--	--	--	--
Students with Disabilities	131	1	0.8	--	--	--	--	1	0.8	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	184	151	82.1	32	50	17	1	151	82.1	75	20	4	1
Male	184	70	38	36	46	17	1	70	38	70	23	6	1
Female	184	81	44	28	54	17	0	81	44	80	17	2	0
Black or African American	184	20	10.9	40	50	10	0	19	10.3	74	26	0	0
American Indian or Alaska Native	184	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Asian	184	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Hispanic or Latino	184	85	46.2	36	48	14	1	86	46.7	77	20	3	0
Native Hawaiian or Pacific Islander	184	1	0.5	--	--	--	--	1	0.5	--	--	--	--
White	184	36	19.6	19	53	28	0	36	19.6	69	19	8	3
Two or More Races	184	5	2.7	--	--	--	--	5	2.7	--	--	--	--
Socioeconomically Disadvantaged	184	132	71.7	33	51	17	0	133	72.3	77	20	2	1
English Learners	184	11	6	45	45	9	0	11	6	91	9	0	0
Students with Disabilities	184	2	1.1	--	--	--	--	2	1.1	--	--	--	--

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	781	544	69.7	24	39	31	6	544	69.7	74	23	2	1
Male	781	242	31	29	38	28	5	243	31.1	71	26	2	0
Female	781	302	38.7	19	40	34	6	301	38.5	76	21	2	1
Black or African American	781	52	6.7	31	44	19	6	51	6.5	88	12	0	0
American Indian or Alaska Native	781	4	0.5	--	--	--	--	4	0.5	--	--	--	--
Asian	781	5	0.6	--	--	--	--	5	0.6	--	--	--	--
Filipino	781	1	0.1	--	--	--	--	1	0.1	--	--	--	--
Hispanic or Latino	781	368	47.1	23	41	31	5	369	47.2	75	23	2	1
Native Hawaiian or Pacific Islander	781	1	0.1	--	--	--	--	1	0.1	--	--	--	--
White	781	95	12.2	25	31	37	7	95	12.2	66	28	5	0
Two or More Races	781	13	1.7	--	--	--	--	13	1.7	62	31	0	8
Socioeconomically Disadvantaged	781	429	54.9	27	39	29	5	429	54.9	77	20	3	0
English Learners	781	43	5.5	51	44	5	0	43	5.5	95	5	0	0
Students with Disabilities	781	10	1.3	--	--	--	--	10	1.3	--	--	--	--

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP 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 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.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards						
Subject	School			State		
	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	28	29	29	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	39
School	29
African American/Black	19
Hispanic or Latino	23
White	49
Males	36
Females	23
Socioeconomically Disadvantaged	27
English Learners	10
Students with Disabilities	21

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

UC/CSU Course Completion

Students at Options for Youth - Victor Valley 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'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	87.1%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	0.0%

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

Career Technical Education Programs & Participation (School Year 2014-15)

Options for Youth - Victor Valley does not offer Career Technical Education (CTE) programs. Thus, no students participated in CTE programs at the school.

State Priority: Other Pupil Outcomes

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

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

Physical Fitness (School Year 2014-15)

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 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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.8%	18.8%	16.2%
9	23.2%	18.5%	10.9%

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

Until the 2015-16 school year, the California High School Exit Exam was primarily used as a graduation requirement in California, but the results of this exam was 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					
	2012-13		2013-14		2014-15	
	School	State	School	State	School	State
English	43	57	54	56	52	58
Mathematics	34	60	48	62	40	59

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	48	29	23	60	34	6
School						
Male	53	27	20	61	33	7
Female	44	30	25	59	35	5
Black or African American	64	18	18	74	25	2
Hispanic or Latino	48	29	23	61	35	5
White	35	36	29	45	42	13
English Learners	70	30	0	77	23	0
Socioeconomically Disadvantaged	53	28	19	60	35	5
Students with Disabilities	83	6	11	83	6	11

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 & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the educational programs at Options for Youth. Parent participation is encouraged and highly valued. Opportunities for involvement consist of Open House, sporting events, parent meetings and orientations for specialized courses and trips, community outreach, social events, community service events, and senior events. In addition, parents are required to attend an orientation meeting upon enrollment. Teachers and parents are in continuous contact via phone, email, and face-to-face. Options for Youth has an open door policy where parents may either visit or call the learning center at any time.

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 (818) 952-1790, or visit the program's website at www.ofy.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority5):

- High school dropout rates
- High school graduation rates

Completion of High School Graduation Requirements - Class of 2014

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 2013-14 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>.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

Completion of High School Graduation Requirements		
	School	State
All Students	89.7%	84.6%
African American/Black	94.7%	76.0%
American Indian or Alaska Native	100.0%	78.1%
Asian	85.7%	92.6%
Hispanic or Latino	88.9%	81.3%
Native Hawaiian or Pacific Islander	70.0%	83.6%
White	90.1%	89.9%
Two or More Races	100.0%	82.8%
English Learners	60.0%	50.8%
Socioeconomically Disadvantaged	89.3%	81.4%
Students with Disabilities	81.0%	61.3%

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 2014-15 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. These graduation figures 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 12th grade year.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	25.1%	26.7%	29.8%	31.1%	29.2%	23.9%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

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 - Victor Valley believes that good discipline is a solid foundation on which to build an effective school. The goal of Options for Youth'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 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: 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, students and parents both sign a Master Agreement which outlines the educational and behavioral expectations of each student. If an attendance issue arises, truancy notices are sent out to parents and phone calls are made by office staff to notify the parents and/or student.

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

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Options for Youth Charter Schools. 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 Preparedness
- Safety Inspections
- Mandated Reporting
- 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 October 2015.

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 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It 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:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

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, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	No	Yes	Yes
Participation Rate	Yes	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes	
Met Graduation Rate	Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

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
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2015-16)	-
# of Title I Schools Currently In PI	-
% of Title I Schools Currently In PI	-

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Options for Youth - Victor Valley 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.

In the 2012-13 and 2013-14 school years, the school offered 29 staff development days. In the 2014-15 school year, there were 13 staff development days. Topics 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 2014-15)

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 counseling and has procedures in place to ensure that students receive the services they need. Psychologists are devoted to helping students deal with problems and assisting them to reach positive goals.

The academic counselor-to-pupil ratio is 1:791. The chart below displays support services that are offered to students at Options for Youth - Victor Valley. *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	3	3.0
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.

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 2014-15)

Options for Youth - Victor Valley offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
English	2
Foreign Language	1
Mathematics	2
Social Science	2
Totals	7
Percent of Students in AP Courses	0.19%

Options for Youth - Victor Valley offers the following Advanced Placement classes:

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in and around the locations of the school which contain numerous computer workstations.

Financial Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

School Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and 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, are 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	\$11,959
From Supplemental/Restricted Sources	\$358
From Basic/Unrestricted Sources	\$11,601
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	116.9%

School Revenue Sources (School Year 2014-15)

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

School Site Teacher Salaries (Fiscal Year 2013-14)

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

Average Teacher Salaries	
School & State	
School	\$50,611
All High School Districts	\$74,908
Percentage of Variation	-32.4%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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.

As an independent charter school, the school's program, resources, and administration are run independently from the host school district. This section offers district and state data for comparison to satisfy reporting requirements.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$39,046	\$44,363
Mid-Range Teachers	\$65,129	\$71,768
Highest Teachers	\$80,825	\$92,368
Elementary School Principals	-	-
Middle School Principals	\$94,796	\$121,276
High School Principals	\$107,570	\$133,673
Superintendent	\$184,487	\$210,998
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	36.0%
Administrative Salaries	4.0%	5.0%

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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Victor Valley Locations

Options for Youth (Chino 1)

7011 Schaefer Avenue, #E
Chino, CA 91710
(909) 465-9529 - Phone
(909) 465-9809 - Fax

Options for Youth (Upland)

310 N. Mountain Avenue
Upland, CA 91786
(909) 946-0500 - Phone
(909) 946-0506 - Fax

Options for Youth (Fontana 1)

16981 Foothill Blvd. #A6
Fontana, CA 92335
(909)357-3168 - Phone
(909) 357-2875 - Fax

Options For Youth (Victorville 1)

14725 Seventh Street, #400
Victorville, CA 92395
(760) 955-5525 - Phone
(760) 955-1107 - Fax

Options for Youth (Fontana 2)

17216 Slover Avenue, Suite L102
Fontana, CA 92337
(909) 429-0482 - Phone
(909) 429-9212 - Fax

Options For Youth (Victorville 2)

11975 Hesperia Road
Hesperia, CA 92345
(760) 955-5900 - Phone
(760) 955-5919 - Fax

Options For Youth (Hesperia)

15461 Main Street, #103
Hesperia, CA 92345
(760) 948-3355 - Phone
(760) 948-3328 - Fax

Options For Youth (Victorville 3)

15378 Ramona Avenue
Victorville, CA 92392
(760) 241-6546 - Phone
(760) 241-7698 - Fax

Options for Youth (Rancho Cucamonga)

9849 E. Foothill Blvd., Suite G
Rancho Cucamonga, Ca 91730
(909)466-9082 - Phone
(909) 466-9083 - Fax

Options For Youth (Victorville 4)

15048 Bear Valley Road, # E&F
Victorville, CA 92395
(760) 241-8300 - Phone
(760) 241-8879 - Fax