Options Secondary
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Options Secondary
Street	467 Moss St.
City, State, Zip	Chula Vista, Ca, 91911-1705
Phone Number	619-796-7320
Principal	Ms. Mercedes Lopez, Principal
E-mail Address	mercedes.lopez@sweetwaterschools.org
Web Site	www.oss.sweetwaterschools.org
CDS Code	37684113731155

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2016-17)

Options Secondary School (OSS) serves over 300 students, grades 7-12, and offers students a variety of non-traditional educational settings. Options Secondary School is "a school within a school" which combines the climate of a small school with the innovative structure of a charter school. OSS is on a quarter system where students attend three 102-minute periods. OSS offers CTE, VAPA, Advanced Placement and Resource Program courses. The instructional program is grounded in educational research and differences in learning styles are valued. OSS also offers independent study classes in order to meet the needs of all students in their academic studies. OSS meets the district's requirements for graduation, Compact For Success, as well as college/university entrance requirements.

Options Secondary School earned a full 6-year accreditation from WASC (Western Association of Schools and Colleges) in 2014.

The mission of Options Secondary School is to educate students in the 21st century skills necessary to succeed in college, career, and life. OSS embraces diversity, individual learning needs, and a culture of acceptance through a positive alternative to the traditional school setting.

Schoolwide Learner Outcomes
All students at Options Secondary School will attain the goals of our mission statement through the incorporation of the following established schoolwide learner outcomes:

• Students are prepared to be successful in college and the workforce
• Students are empowered to apply learning to make well informed decisions about themselves and the world around them
• Using evidence, students articulate and defend sophisticated ideas and arguments through a variety of rhetorical strategies

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	11
Grade 8	23
Grade 9	19
Grade 10	47
Grade 11	48
Grade 12	50
Total Enrollment	198

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0
Filipino	3
Hispanic or Latino	83.3
Native Hawaiian or Pacific Islander	0
White	9.1
Two or More Races	4
Socioeconomically Disadvantaged	74.2
English Learners	20.2
Students with Disabilities	8.6
Foster Youth	1.5

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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	9	11	1847
Without Full Credential	0	0	0	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	78.1	21.9
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standards-based. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	No	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts w ere approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.opsc.dgs.ca.gov/.

Age of School Buildings
The Options Secondary School administrative office is located at 467 Moss Street, Chula Vista, CA on the campus of Chula Vista Adult School. The school and its classes are also located on the Chula Vista Adult School campus. All programs provide safe and secure learning environments and are equipped with up-to-date technology tools for facilitating learning.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted $3,533,950 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.
For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: December 2015</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Interior: Interior Surfaces</td><td></td><td></td><td>X</td><td>Ceiling tiles in workroom and storage room torn; Termites in window frame wood; light fixtures cracked</td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Electrical: Electrical</td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td></td><td>X</td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5">Year and month of the most recent FIT report: December 2015</td></tr>
<tr><td rowspan="2">Overall Rating</td><td>Exemplary</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td></td><td></td><td>X</td><td></td></tr>
</table>

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

<table>
<tr><td rowspan="3">Subject</td><td colspan="6">Percent of Students Meeting or Exceeding the State Standards
(grades 3-8 and 11)</td></tr>
<tr><td colspan="2">School</td><td colspan="2">District</td><td colspan="2">State</td></tr>
<tr><td>2014-15</td><td>2015-16</td><td>2014-15</td><td>2015-16</td><td>2014-15</td><td>2015-16</td></tr>
<tr><td>English Language Arts/Literacy</td><td>24</td><td>37</td><td>47</td><td>53</td><td>44</td><td>48</td></tr>
<tr><td>Mathematics</td><td>4</td><td>9</td><td>29</td><td>31</td><td>34</td><td>36</td></tr>
</table>

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	15	15	100.0	26.7
	8	21	19	90.5	38.9
	11	49	46	93.9	40.0
Male	7	--	--	--	--
	8	--	--	--	--
	11	23	21	91.3	19.1
Female	7	--	--	--	--
	8	11	10	90.9	30.0
	11	26	25	96.2	58.3
Black or African American	8	--	--	--	--
Asian	7	--	--	--	--
Filipino	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	14	12	85.7	27.3
	11	39	36	92.3	42.9
White	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	13	13	100.0	23.1
	8	--	--	--	--
	11	37	34	91.9	36.4
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	14	14	100.0	21.4
	8	22	19	86.4	21.1
	11	49	45	91.8	
Male	7	--	--	--	--
	8	--	--	--	--
	11	23	21	91.3	
Female	7	--	--	--	--
	8	12	11	91.7	9.1
	11	26	24	92.3	
Black or African American	8	--	--	--	--
Filipino	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	15	12	80.0	16.7
	11	39	35	89.7	
White	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	12	12	100.0	16.7
	8	11	8	72.7	37.5
	11	37	33	89.2	
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	27	28	25	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.
Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	87	71	81.6	25.4
Male	43	36	83.7	30.6
Female	44	35	79.6	20.0
Hispanic or Latino	72	59	81.9	22.0
Socioeconomically Disadvantaged	48	39	81.3	20.5
English Learners	11	11	100.0	9.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.
Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

OSS provided CTE classes for the first year in 2015-16. The first classes to be implemented at OSS are Sales and Marketing and Engineering.

All CTE classes are open enrollment for students looking to follow a pathway and obtain career skills. These classes offered were determined through student interest.

OSS is looking to increase the CTE offerings in the coming years.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	100
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	88.44
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	14.3

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.7	15.4	30.8
9	4.5	13.6	18.2

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to engage in an active partnership with the school staff in developing and maintaining a productive learning community. Parents are among the elected representatives of the School Site Council. OSS parents are encouraged to serve as school site representatives on district parent advisory committees. Open Houses are held. Parents and other community members are encouraged to participate in the Sweetwater Union High School's Community Summit and attend the OSS breakout discussion group. A Parent Technology Night, Grade Level Parent socials, Program Participation Information Nights (AVID) and a College Information Night are a few of the parent involvement activities held. An annual school survey is provided soliciting parent input and suggestions about the school community and educational goals. Parents are invited to join with staff as chaperones for extracurricular activities.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.50	17.90	35.70	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	78.95	64.10	33.33	83.16	82.46	84.62	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	48	82	86
Black or African American	0	81	78
American Indian or Alaska Native	0	94	78
Asian	0	94	93
Filipino	0	94	93
Hispanic or Latino	41	80	83
Native Hawaiian/Pacific Islander	0	93	85
White	80	81	91
Two or More Races	0	89	89
Socioeconomically Disadvantaged	0	51	66
English Learners	27	60	54
Students with Disabilities	36	38	78

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; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.0	13.6	7.2	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by December 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:
• Develop Site Safety Binder (to be distributed to all school staff)
• Comply with safety drills (Evacuation, Earthquake, Clear Room, Heightened Security and Lockdown.
• Identify strategies and programs that provide safety on campus
• Train all staff on emergency procedures during in-service days or during the school's first staff meeting
• Assessment of current crime in school
• Review Bullying and School Violence Policies and Procedures

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5	13			5	27			5	27		
Mathematics	11	12	4		10	4			10	4		
Science	13	4	3		6	11			6	11		
Social Science	8	19	2		8	33			8	33		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	311.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.0	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5212.0	$518.0	$4694.0	$78759.0
District	N/A	N/A	$1742.0	$79,715
Percent Difference: School Site and District	N/A	N/A	169.5	
State	N/A	N/A	$5,677	$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

General Operations - services, materials, and support to the general education program
Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential
Special projects - monies from agencies (e.g., federal state) earmarked for specific services: SCE, English Lerner (EL), Title I.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,986	$46,184
Mid-Range Teacher Salary	$73,692	$75,179
Highest Teacher Salary	$96,471	$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$138,060	$124,243
Average Principal Salary (High)	$151,325	$137,939
Superintendent Salary	$235,000	$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

For the 2014-15 school year, Options Secondary School staff participate in district level professional developments r4elated to student engagement strategies. Total participation Techniques and formative assessment. Staff members were also trained and refreshed in Structured English Immersion certification. A team of teachers also attended the AVID Summer Institute learning AVID instructional techniques to use in classroom instruction.

For the 2015-16 school year, Options Secondary School staff participated in district level professional developments related to implementation of Common Core and Next Generation Science Standards, and strategies to support English learners (Structured Immersion). Staff members were also trained in growth mindset and perspectives in the classroom. OSS sent a team of teachers to be trained in Restorative Practices through the SDCOE. This team then provided professional development to the rest of the staff through staff professional development including the implementation of circles inside the classroom. OSS continued with attendance to the AVID summer institute. A team of teachers are learning AVID instructional techniques to continue school wide implementation for all students in the classroom. CIS coordinator attended the Title I conference for training on ESSA and our administrator went to CABE for refresher in EL placement.