

OUSD Home School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	OUSD Home School
Street	250 South Yorba
City, State, Zip	Orange, CA 92869
Phone Number	(714) 628-5479
Principal	Justin Stanfield
E-mail Address	jstanfield@orangeusd.org
Web Site	https://www.orangeusd.org/parkside/about-us/home-school-k-8
CDS Code	0118174

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2018-19)

The Orange Unified School District Home School/Educational Options Program provides support to parents/families who wish to instruct their child/children at home, take independent study and or online classes. It is designed for students who, for a variety of reasons, cannot have their educational needs met in a traditional, comprehensive setting. It is a voluntary educational option available to students from kindergarten through high school, and is meant to respond to the student's specific educational needs, interests, aptitudes and abilities within the confines of District policy. As a recognized alternative to regular classroom instruction, the Home Schooling/Independent Study option is expected to be equal to or superior in quality to classroom instruction. The program is WASC accredited.

Mission:

The Orange Unified School District's Home School staff recognizes that each student is unique and special. Our goal is to help students develop the skills to become lifelong learners as well as helping them to become respectful, responsible individuals. Learning at the Home School is a combined effort involving students, family, community, and school. Together, we strive to provide students with an alternative learning environment that is safe and supportive, and fosters each student's academic success.

Vision:

The Orange Unified School District's Home School will provide an alternative educational setting to meet the needs of students and parents that choose a more personal home education setting while providing curriculum that aligns with State standards.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 2	1
Grade 3	2
Grade 4	1
Grade 5	1
Grade 6	2
Grade 7	4
Grade 8	7
Grade 9	1
Grade 10	9
Grade 11	17
Grade 12	19
Total Enrollment	64

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.6
Asian	0.0
Filipino	4.7
Hispanic or Latino	43.8
Native Hawaiian or Pacific Islander	0.0
White	39.1
Socioeconomically Disadvantaged	39.1
English Learners	7.8
Students with Disabilities	15.6
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	4	4	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: October 11, 2018

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 16-18-19 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Current adoption includes Houghton Mifflin Medallion Edition.</p> <p>Timeless Voices, Timeless Themes Gold adopted in 2006 (Grade 9) Timeless Voices, Timeless Themes Platinum adopted in 2007 (Grade 10) Timeless Voices, Timeless Themes American Experience adopted in 1999 (Grade 11) Patterns for College Writing adopted 2007 (Grade 11 AP) 50 Essays: A Portable Anthology adopted 2007 (Grade 11 AP) Timeless Voices, Timeless Themes British Experience adopted in 2003 (Grade 12) Perrine's Literature, 10th Edition adopted in 2009 for English Lit AP (Grade 12) All were selected from the most recent list of standards-based materials adopted by the local governing board.</p>	Yes	0
Mathematics	<p>Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	Yes	0
Science	<p>Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p> <p>Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p> <p>McDougal Littell Modern World History adopted 2002; Prentice Hall World Civilizations: The Global Experience, 3rd Edition adopted 2003; McDougal Littell The Americans: Reconstruction to the 21st Century adopted 2005; Bedford America's History, 6th Edition adopted 2007; Prentice Hall Macgruder's American Government adopted 2003; McDougal Littell American Government, 10th Edition adopted 2007; Prentice Hall Economics: Principles in Action adopted 2003; Harcourt Principles of Economics, 4nd Edition adopted 2007; McMahon Psychology and You adopted in 1995; Myer's Psychology for AP, 1st Edition adopted 2013. All were selected from the most recent list of standards-based materials adopted by the local governing board.</p>	Yes	0
Foreign Language	<p>Glencoe Bon Voyage Levels 1-3 adopted in 2007-2009; Glencoe Tresor du Temps adoped 2006; Prentice Hall Realidades, Level 1 adopted 2006, Level 2 adopted 2007, Level 3 adopted 2008; Glencoe El Espanol Para Nosotros adopted 2007; Glencoe El Espanol Para Nosotros 2 adopted 2007;Glencoe Repaso: A Review Workbook for Grammar adopted 2007.All were selected from the most recent list of standards-based materials adopted by the local governing board.</p>	Yes	0
Health	<p>Prentice Hall Health: Skills For Wellness adopted in 2002, Grade 9, was selected from the most recent list of standards-based materials adopted by the local governing board.</p> <p>Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.</p>	Yes	0
Visual and Performing Arts	<p>Pearson Education/Scott Foresman Making Music Program adopted in 2005 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Palmyra Elementary purchased this curriculum for grade K-3 in 2008.</p>	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall the facilities are in satisfactory condition. The condition of the blacktop and sidewalks are a concern. Bookcases in classrooms and offices areas are not anchored. There are ceiling tiles damaged in the restrooms in Rooms 3 and 4.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Hallway & Back Offices: 4: wall repair above doorway, corner and panel by office door. 12: dry rot on east exterior paneling. Rm 10: 4: cracked light diffuser, hole in ceiling tile, stained carpet. Rm 20: 4: ceiling tiles missing T bar in several areas, holes in wall at entry. 7: need cover over abandoned gang box. 12: paint lifting at exterior of north doorway. Rm 21: 4: ceiling tiles missing T bar in several areas. 12: window frames rusting on east door. Rm 22: 4: ceiling tiles missing T bar. Rm 3 Portable: 4: wall covering damage Rm 31: 4: wall coverings torn along south wall, ceiling tiles stained, phone boxes need to be anchored to wall. 15: door delaminating along bottom edge. Rm 32: 4: hole in ceiling tile, missing carpet edging at south doorway. 9: drinking fountain inoperable Rm 4 Portable: 4: ceiling tile stained; wall coverings damaged floor tile damage Rm 41: 4: door jambs peeling paint, hole in wall at south entry. 7: data box and phone cables need covers and to be secured.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Grounds between 20 & 30 bldg: 6: termite evidence on north structure, west side main header. 14: covers need paint and have dry rot in several locations.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Custodian Closet: 7: electrical box needs cover on north wall. Rm 20: 4: ceiling tiles missing T bar in several areas, holes in wall at entry. 7: need cover over abandoned gang box. 12: paint lifting at exterior of north doorway. Rm 41: 4: door jambs peeling paint, hole in wall at south entry. 7: data box and phone cables need covers and to be secured. Rm Z Portable: 7: switch on door exterior needs cover. 12: dry rot on eaves, east side.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Grounds between C & H: 9: drinking fountains inoperable Rm 32: 4: hole in ceiling tile, missing carpet edging at south doorway. 9: drinking fountain inoperable
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	CTE Main Office: 12: roof trusses have dry rot Hallway & Back Offices: 4: wall repair above doorway, corner and panel by office door. 12: dry rot on east exterior paneling. Rm 20: 4: ceiling tiles missing T bar in several areas, holes in wall at entry. 7: need cover over abandoned gang box. 12: paint lifting at exterior of north doorway. Rm 21: 4: ceiling tiles missing T bar in several areas. 12: window frames rusting on east door. Rm 50 Staff Lounge Portable: 12: skirting has dry rot; exterior panels and trim splitting cracked on west side. Rm 51 Portable: 12: handrail on ramp is loose; exterior panels and trim splitting & cracking. Rm Z Portable: 7: switch on door exterior needs cover. 12: dry rot on eaves, east side.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm 31: 4: wall coverings torn along south wall, ceiling tiles stained, phone boxes need to be anchored to wall. 15: door delaminating along bottom edge.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/13/17	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	64.0	60.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	8.0	14.0	40.0	43.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	30	63.83	60.00
Male	16	9	56.25	44.44
Female	31	21	67.74	66.67
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	18	75.00	44.44
White	16	8	50.00	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	13	81.25	46.15
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	28	60.87	14.29
Male	16	8	50	37.5
Female	30	20	66.67	5
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	16	69.57	0
White	16	8	50	37.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	11	73.33	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

Career Technical Education Programs (School Year 2017-18)

Home School students are offered an online based Internet Web Design and Marketing and Society by their counselor upon registration. Students also have open access to Business Internship that meets one time per week. There is also an opportunity to participate in CTE classes at their school of residence as they are permitted to take up to two classes concurrently. CTE classes are encouraged at the in-take meeting.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	68.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**
9	**	**	**

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

K-8 students and parents have regular off campus activities such as Park days. Quarterly parent/student workshops are also provided by the K-8 teacher. Parent Nights are held to discuss college and career planning, financial aid workshops and mental health issues for students. Math workshops are also a regular occurrence. The Home School staff works with math specialists to create tutorial type environments where both parents and students are able to get assistance in math instruction.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	29.2	10.7	81.0	4.8	2.6	5.1	10.7	9.7	9.1
Graduation Rate	68.8	85.7	11.9	93.6	96.8	91.3	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	3.7	93.9	88.7
Black or African American	0.0	90.2	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	50.0	98.3	94.9
Filipino	0.0	95.9	93.5
Hispanic or Latino	0.0	92.9	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	0.0	93.9	92.1
Two or More Races	0.0	93.9	91.2
Socioeconomically Disadvantaged	0.0	100.0	88.6
English Learners	0.0	70.0	56.7
Students with Disabilities	14.3	74.9	67.1
Foster Youth	0.0	84.2	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.7	0.0	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each of the district's schools develop and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Alternative Education. The Home School program is incorporated into the Alternative Education Safety Plan and is an extensive disaster preparedness plan. All gates are locked during the day and visitors report through the office to sign-in and receive a pass. A Safe School Committee was established to analyze, modify and update the Safe School Plan annually to ensure everyone's safety and well being on the campus.

The School Safety Plan has been developed in accordance with the guidelines adopted by the Orange Unified School District. The plan is reviewed annually. The main emphasis of the plan is for continued collaboration with the Orange Police Department and Orange County Probation.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6				9	1							
Other	9	1						7	1			

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	6.0	12		7.0	10		8.0	7				
Mathematics	4.0	8		5.0	8		5.0	8				
Science	4.0	8		4.0	9		3.0	10				
Social Science	5.0	16		7.0	12		6.0	11				

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	67
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8256.80	0	\$8256.80	\$72,863.67
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	27.7	-11.9
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	14.7	-10.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Home School is two programs. K - 8 Home School under the supervision of one teacher. Educational Options Independent Study Program is for students 9 - 12th grade. There are two general education teachers and one special education teacher. As a recognized alternative to regular classroom instruction, the Home School K- 8 program and the Educational Options /Independent Study program for 9 - 12th graders is expected to be equal to or superior in quality to classroom instruction. The Educational Options program is WASC accredited and offers an A- G curriculum for students who wish to attend a 4 year program. Student attendance is based upon grade level: 9th graders attend 4 hours a week; 10th and 11th graders attend 3 hours a week; 12th graders attend 2 hours a week. Attendance is based upon student work completion.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Home School staff has participated in the district wide Common Core staff development. Under the direction and aid of the district instructional coaches the Home School staff will participate in professional development with communication objectives, response frames, and purposeful grouping. Math Mentor teacher supports in the implementation of math standards and preparation of the SBAC testing. English Learner Coordinator supports the staff with English Learner strategies and meets with students as needed.

Home School staff has bi-weekly staff meetings to share progress, struggles and best practices. This also provides an opportunity to collaborate on students' needs and interventions for academic success.