OUSD Home School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	jstanfield@orangeusd.org
Website	https://www.orangeusd.org/parkside/about-us/home-school-k-8
County-District-School (CDS) Code	0118174

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	5
Grade 4	2
Grade 5	2
Grade 6	2
Grade 7	4
Grade 8	5
Grade 9	6
Grade 10	12
Grade 11	9
Grade 12	29
Total Enrollment	80

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.5
Filipino	2.5
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	1.3
White	40
Two or More Races	2.5
Socioeconomically Disadvantaged	41.3
English Learners	1.3
Students with Disabilities	12.5
Foster Youth	1.3
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	3	10	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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. 9-20-21 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 September 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Program from McGraw Hill adopted in 2017 Grades K-6 & Pearson myPerspectives ELA/ELD ©2017 Grades 6-12. The Bedford Reader, 12th Edition ©2014; Language & Composition: The Art of Voice, AP Edition ©2014; Literature: An Introduction to Reading and Writing, 22e ©2012; Hampton Brown Edge ©2009. 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. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6; Pearson enVision 2.0 Mathematics Program ©2017 adopted for grades 6-8; Pearson Integrated Mathematics I, II & III ©2014; Trigonometry ©2009; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015; 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.	Yes	0
Science	Amplify Science was adopted in 2019 for grades K-6. California: Elevate Science Program Grades 6-8 ©2019 was adopted 2019. Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Houghton Mifflin Introductory Chemistry: A Foundation, 5th Edition ©2004; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Human Anatomy & Physiology, 10th Edition ©2016; Hole's Essential of Human Anatomy & Physiology, 12th Edition ©2015; Cengage Living in the Environment, 15th Edition ©2007. 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.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5; McGraw-Hill IMPACT Social Studies ©2019 Grades 6-8; World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition ©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011; Oxford University Press IB Theory of Knowledge ©2013. 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.	Yes	0
Foreign Language	T'es branché?, Levels 1-4 ©2014; APprenons, 2nd Edition ©2015; ¡Avancemos!, Levels 1-4 ©2013; Repaso: A Review Workbook for Grammar ©2004; Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020; Cheng & Tsui Integrated Chinese, 4th Edition, Levels 1-4 ©2018. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0
Health	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. 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.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts		Yes	0

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

School Facility Conditions and Planned Improvements

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. We continue to work with our custodial staff and district maintenance department by creating work orders to address all items noted as fair/poor.

School Facility Good Repair Status

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 rate for each system inspected
   • The overall rating

Year and month of the most recent FIT report: 10/6/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	ADMIN OFFICE: 1. EXTERIOR LIGHT LENS FULL OF SPIDER WEBS 2. MISSING LIGHT LENS COVER 3. OFFICE HAS HOLES IN WALLS 4. ROACHES PRESENT BOYS STUDENT RESTROOM: 1. FLOORS NEED A GOOD SCRUBBING 2. PAINT PEELING ON STALL DOORS, AREA IN NEED OF FRESH PAINT. RM 11: 1. HOLE IN WALL 2. MISSING LIGHT LENS RM 20: 1. MISSING SECTION OF DROP CEILING FRAMING 2. WALLS FILTHY NEED PAINTING 3. EXTERIOR LIGHTS FULL OF SPIDER WEBS. RM 30: 1. SEVERAL LIGHTS OUT 2. CRACKED LIGHT LENS RM 40: 1. WALLS AND CEILING NEED PAINTING 2. CEILING TILES COMING DOWN RM 41: 1. WALLS NEED PAINTING 2. DOOR CLOSURE MISSING COVER 3. DATA DROP NEEDS TO BE MOUNTED 4. T BAR CEILING MISSING IN AREAS. RM 42: 1. MISSING CEILING TILE AT CORNER OF ROOM 2. SINK FILTHY

System Inspected	Rating	Repair Needed and Action Taken or Planned
		RM 51: 1. CEILING TILES MISSING AND SOME NOT SET CORRECTLY. RM B: 1. WALL COVERING PULLING AWAY FROM WALLS 2. DAMAGE, HOLE IN WALL 3. STAINED CEILING TILES RM J: 1. WALLS HAVE AREAS IN NEED OF PAINT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	ADMIN OFFICE: 1. EXTERIOR LIGHT LENS FULL OF SPIDER WEBS 2. MISSING LIGHT LENS COVER 3. OFFICE HAS HOLES IN WALLS 4. ROACHES PRESENT BOYS STUDENT RESTROOM: 1. FLOORS NEED A GOOD SCRUBBING 2. PAINT PEELING ON STALL DOORS, AREA IN NEED OF FRESH PAINT. RM 20: 1. MISSING SECTION OF DROP CEILING FRAMING 2. WALLS FILTHY NEED PAINTING 3. EXTERIOR LIGHTS FULL OF SPIDER WEBS. RM 42: 1. MISSING CEILING TILE AT CORNER OF ROOM 2. SINK FILTHY RM 50: 1. SPIDER WEBS PRESENT 2. LIGHT LENS MISSING RM G: 1. FIRE EXTINGUISHER NEEDS TO BE MOUNTED 2. WINDOW DIRTY 3. WALL COVERING COMING OFF WALLS 4. CEILING TILES COMING DOWN RM H: 1. WALL HAS AREAS IN NEED OF PAINT
Electrical: Electrical	Fair	OFFICE: 1. MISSING LIGHT COVER RM 11: 1. HOLE IN WALL 2. MISSING LIGHT LENS RM 30: 1. SEVERAL LIGHTS OUT 2. CRACKED LIGHT LENS RM 31: 1. LIGHT LENS HANGING 2. LIGHTS OUT RM 50: 1. SPIDER WEBS PRESENT 2. LIGHT LENS MISSING RM K: 1. LIGHT OUT IN ROOM
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	RM 22: RM G: 1. FIRE EXTINGUISHER NEEDS TO BE MOUNTED 2. WINDOW DIRTY 3. WALL COVERING COMING OFF WALLS 4. CEILING TILES COMING DOWN
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	PARKING LOT: SEVERAL CRACKS IN ASPHALT RM 41: 1. WALLS NEED PAINTING 2. DOOR CLOSURE MISSING COVER 3. DATA DROP NEEDS TO BE MOUNTED 4. T BAR CEILING MISSING IN AREAS. RM F: 1. window screen torn.
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	44	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	33	N/A	32	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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. Their 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	42
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	81	25.9	36.4	5.1	5.3	4.1	9.1	9.6	9
Graduation Rate	11.9	74.1	63.6	91.3	93.8	94.5	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K									2	1		
1									2	1		
2									5	1		
4									2	1		
5									2	1		
6									2	1		
Other**	7	1			6	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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	8	7			10	5			13	5	1	
Mathematics	5	8			4	11			6	6		
Science	3	10			3	9			6	7		
Social Science	6	11			7	9			11	6	1	

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	80

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8225.54	0	$8225.54	$59560.73
District	N/A	N/A	$6616.90	$86,774
Percent Difference - School Site and District	N/A	N/A	21.7	-37.2
State	N/A	N/A	$7,750	$83,052
Percent Difference - School Site and State	N/A	N/A	6.0	-32.9

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,446	$50,029
Mid-Range Teacher Salary	$83,885	$77,680
Highest Teacher Salary	$109,082	$102,143
Average Principal Salary (Elementary)	$129,252	$128,526
Average Principal Salary (Middle)	$131,552	$133,574
Average Principal Salary (High)	$153,039	$147,006
Superintendent Salary	$256,476	$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	2

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.