



Options For Youth

Public Charter Schools

Options For Youth – Acton Charter Petition

Submitted to:
Acton-Aqua Dulce Unified School District

Term: 5 Years

2017-2022

Executive Summary

Options For Youth – Acton (“OFY-Acton”) is a nonprofit organization applying to operate a charter school in the Acton-Aqua Dulce Unified School District. The mission of OFY-Acton is to create an educational choice for all students. Our staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality. OFY-Acton will also help students develop supportive relationships to better manage work, life, and family responsibilities. Our vision is to re-engage students who are out of school or at-risk of dropping out and empower them to become lifelong learners who contribute to their community and are productive members of society. Please see **Exhibit A: Leadership Team** for a short biography of the leadership staff.

The proposed School’s target population includes single parents without childcare, expectant mothers, individuals in the juvenile justice system and students with chronic absenteeism, foster care students, homeless students, students with behavioral problems, and students that have been expelled. OFY-Acton is committed to providing a highly personalized blended learning environment where all students can succeed. Courses will be offered through small group instruction classes, guided independent study units imbedded with pacing guides and teacher check points to ensure student teacher collaboration and proper academic instruction, and computer-based coursework when deemed appropriate. An Individualized Learning Plan will be created for each student around his or her academic and non-academic needs, abilities, and goals for the future.

Most importantly, OFY-Acton believes a vital component of preparing students for college and career readiness is meeting the whole student’s needs. Therefore, social-emotional learning through experiential activities and community service will be embedded into the educational model. Research has shown that social-emotional learning develops students’ life skills, which produces positive lifetime outcomes.^{1 2} This component of OFY-Acton’s educational program is unique when compared to the alternative educational options currently offered by Acton-Agua Dulce Unified School District.

OFY-Exclusive Workforce Partnership

A critical component of OFY-Acton will be preparing students to obtain the knowledge, skills and abilities to become gainfully employed upon graduation. Options For Youth will implement an exclusive partnership with the Inland Empire Urban Conservation Corp (“IEUCC”). The implementation of this partnership will provide OFY-Acton students with the opportunity to gain valuable career readiness, internship experience and the opportunity to be certified in specific trades. Additionally, Vocational Training and Certification Services will be provided to OFY-Action.

Social-Emotional Learning at OFY-Acton

Many of the students, categorized as at-risk or disconnected, have limited exposure to areas outside of their immediate communities. OFY-Acton wholeheartedly believes that students are more likely to work diligently toward succeeding in an environment outside of what has been modeled locally through demystifying the path to success. OFY-Acton will provide opportunities for students to gain hands-on experience in multiple career sectors, visit colleges throughout California, and participate in 10-day experiential learning trips to experience. These experiential learning activities are structured so that students earn credit for academic work and activities, which will help develop critical thinking and life skills that will promote success throughout their life.

¹ Lippman, L., Ryberg, R., Carney, R., & Moore, K. A. (2015). Key ‘Life skills’ That Foster Youth Workforce Success: Toward a Consensus across Fields. Unpublished document, Child Trends Inc., Washington.

² Heckman, J. J., & Kautz, T. (2012). Hard evidence on soft skills. *Labour economics*, 19(4), 451-464.

Proposal

OFY-Acton will serve up to 300 students per resource center in grades 7–12 and up to 22 years of age. With the addition of the Exclusive Workforce partnerships, Options For Youth (“OFY”), a network of charter schools using the same model proposed by OFY-Acton, may serve students beyond 22 years of age and into adulthood.

The benefits of a partnership between OFY-Acton and the Acton-Agua Dulce Unified School District are both immediate and direct as well as long-term. Some direct and immediate benefits to the district, include, but are not limited to:

- resources for students who are struggling with social issues (such as bullying) and academic demands of a traditional seat-time classroom based model
- alternative placement for students who have behavioral challenges (e.g. alternative to long term suspensions, placement for expelled students or other SARB related placements)
- blended learning options for students who are pregnant or parenting or have certain health issues that make daily attendance difficult
- one percent of all apportionment OFY-Acton receives from the state will be paid to in the form of an oversight fee (per CA Education Code 47613)

Along with these direct and more immediate benefits to the District, there are also greater societal and economic benefits to the dropout prevention and recovery program that OFY-Acton proposes to operate. Research has shown that when compared to high school graduates, high school dropouts earn less over their lifetime, have higher rates of unemployment and incarceration, and are more likely to depend on public assistance.^{3 4} The average high school dropout costs California taxpayers an average of \$392,000 over their lifetime.⁵ The addition of OFY-Acton Charter School to the alternative educational options for at-risk youth authorized by the Acton-Agua Dulce Unified School District will benefit not only the students but also their communities.

³ Ibid.

⁴ U.S. Department of Education, National Center for Education Statistics. (2016). *The Condition of Education 2016* (NCES 2016-144), [Annual Earnings of Young Adults](#).

⁵ Belfield, C. R., & Levin, H. M. (2007). *The return on investment for improving California's high school graduation rate*. University of California, Santa Barbara

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I. Affirmations and Declaration

As the authorized representative of the applicant, I, John Hall, hereby certify that the information submitted in this application for a charter for the Options For Youth – Acton Charter School (“OFY-Acton” or the “Charter School”) to be authorized by the Acton-Agua Dulce Unified School District is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, OFY-Acton will follow any and all federal, state, and local laws and regulations that apply to OFY-Acton, including but not limited to:

1. OFY-Acton will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60581, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code 47605(c)(1)]
2. OFY-Acton declares that it shall be deemed the exclusive public school employer of the employees of OFY-Acton for the purposes of the Educational Employment Relations Act. [Ref. Education Code 47605(b)(6)]
3. OFY-Acton will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code 47605(d)(1)]
4. OFY-Acton will not charge tuition. [Ref. Education Code 47605(d)(1)]
5. OFY-Acton will admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a random public drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to OFY-Acton will not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing will be given as required by Education Code 47605(d)(2)(B). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of OFY-Acton in accordance with Education Code Section 47605(d)(2)(A)-(C).
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. If a pupil is expelled or leaves OFY-Acton without graduating or completing the school year for any reason, OFY-Acton will notify the Superintendent of the District of the pupil’s last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

8. OFY-Acton will adhere to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities in Education Improvement Act of 2004.
9. OFY-Acton will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
10. OFY-Acton will ensure that teachers in OFY-Acton hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
11. OFY-Acton will at all times maintain all necessary and appropriate insurance coverage.
12. OFY-Acton will, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) as it applies to independent study charter schools.
13. OFY-Acton will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
14. OFY-Acton will, on a regular basis, consult with its parents and teachers regarding OFY-Acton's educational programs. [Ref. Education Code Section 47605(c)]
15. OFY-Acton will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
16. OFY-Acton will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
17. OFY-Acton will comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as re-authorized by the Every Student Succeeds Act ("ESSA").
18. OFY-Acton will comply with the Family Educational Rights and Privacy Act.
19. OFY-Acton will comply with the Ralph M. Brown Act to the extent that it applies to charter schools.
20. OFY-Acton will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
21. OFY-Acton will comply with federal, state, and district mandates regarding English Learner ("EL") education and re-designation of EL students and meet all requirements of federal and state laws regarding equal access to the curriculum for English Learners.

John Hall, President

II. Element 1 (A): Description of Educational Program

Governing Law: *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

Governing Law: *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

Governing Law: *If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).*

A. Students Served

The data referenced in this petition reinforces the need for an additional high-quality comprehensive alternative education model to serve those students who have left school or are planning to dropout due to risk factors. OFY-Acton will meet the needs of the students of the local community by 1) identifying students who are disconnected or out of school, 2) lowering the achievement gap for these at-risk and underserved students, and 3) increasing high school graduation rate by re-engaging the target population. OFY-Acton will provide rigorous Common Core-aligned coursework and personalized learning strategies in a student-centered learning environment where students will develop and maintain relationships with all staff to ensure student growth and accountability. OFY-Acton will work with middle and high schools to offer a practical, proven educational option to high-risk youth who are not successful in the traditional setting. In addition, OFY-Acton will offer and encourage student participation in experiential learning opportunities that develop students’ social emotional awareness and leadership skills, which research has shown to produce positive lifetime outcomes.^{6 7}

Options For Youth Public Charter Schools founders John and Joan Hall also founded Opportunities For Learning (“OFL”). These networks of charter schools have equipped high-risk students with the academic and life skills needed to overcome daily obstacles to learning and meet their full potential in education. OFY-Acton will build on the successful model used by these charter schools for over 25 years. A 2010 study by Dr. James S. Catterall of UCLA found that the dropout recovery work of OFY and OFY had a societal economic benefit of 3 to 1, so that for every one dollar invested in the program there would be

⁶ Lippman, L., Ryberg, R., Carney, R., & Moore, K. A. (2015). Key ‘Life skills’ That Foster Youth Workforce Success: Toward a Consensus across Fields. Unpublished document, Child Trends Inc., Washington.

⁷ Heckman, J. J., & Kautz, T. (2012). Hard evidence on life skills. *Labour economics*, 19(4), 451-464.

an estimated \$3.00 returned in societal benefits.⁸ OFY-Acton's goal is to level the playing field for out of school youth through access to a comprehensive program and support services needed to overcome challenges and complete high school.

OFY-Acton will serve approximately 3500 students through the regular and summer school program within San Bernardino County in grades 7-12, ages 13-22. Table A.4 below indicates the number of students at each OFY site in the San Bernardino and Oxnard area that are included in this petition. Also included is the number of students that the OFY school sites helped recover, students who transferred back to local District schools, continued their education with the Charter School, or graduated from OFY. Additionally, the number of students who have dropped out for various reasons is included.

Table A.4: SY2015-16 Student Enrollment at OFY School Sites

OFY Site Location	Total students served	# of Students enrolled due to credit recovery	# of Students enrolled due to expulsion or suspension	# of students recovered and transferred back to the District	# of students that continued with the Charter School	# of students that graduated or received GED/CHSPE	# of drop outs	# of students who attended adult/trade school or moved
Hesperia 2	393	242	31	96	209	40	18	30
Victorville 2	252	163	15	72	137	15	13	12
Chino 1	317	196	17	44	190	45	27	10
Fontana 1	506	335	9	90	249	58	32	75
Fontana 2	561	337	30	129	258	35	78	53
Rancho (1, 2 and Jr High)	458	293	20	97	251	49	31	28
Upland	321	224	12	63	172	35	31	19
Oxnard	277	154	32	66	129	28	43	10

The OFY sites included in this petitions are located in underserved neighborhoods in the following zip codes: 91786, 91730, 91710, 92355, 92337 and 92345. These communities are home to many high-risk students who will be displaced with little viable alternatives if the school sites are closed. The need for alternative educational settings is illustrated in Table A.5 below which shows the educational attainment rates of the general population of these San Bernardino and Oxnard communities.

Table A.5: Educational Attainment in the Current OFY Zip Codes⁹

Zip Code: 91786	Total	Percent
Population 18 to 24 years	5237	(X)
Less than high school graduate	527	10%
High school graduate (includes equivalency)	1875	35%
College Education: Bachelor's degree or higher	664	12%
Zip Code: 91730	Total	Percent

⁸ Catterall, J. S. (2011). The societal benefits and costs of school dropout recovery. *Education Research International*, 2011.

⁹ U.S. Census Bureau. (2017). American FactFinder. Educational attainment. Retrieved from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Population 18 to 24 years	7623	(X)
Less than high school graduate	762	9%
High school graduate (includes equivalency)	2164	28%
College Education: Bachelor's degree or higher	1126	15%
Zip Code: 91710	Total	Percent
Population 18 to 24 years	8750	(X)
Less than high school graduate	1275	15%
High school graduate (includes equivalency)	2788	32%
College Education: Bachelor's degree or higher	591	6%
Zip Code: 92335	Total	Percent
Population 18 to 24 years	12126	(X)
Less than high school graduate	2437	20%
High school graduate (includes equivalency)	4395	36%
College Education: Bachelor's degree or higher	325	2%
Zip Code: 92337	Total	Percent
Population 18 to 24 years	4394	(X)
Less than high school graduate	653	15%
High school graduate (includes equivalency)	1277	29%
College Education: Bachelor's degree or higher	210	4%
Zip Code: 92345	Total	Percent
Population 18 to 24 years	8814	(X)
Less than high school graduate	1529	17%
High school graduate (includes equivalency)	3111	35%
College Education: Bachelor's degree or higher	281	3%
Zip Code: 93036	Total	Percent
Population 18 to 24 years	5356	(X)
Less than high school graduate	899	16%
High school graduate (includes equivalency)	1337	25%
College Education: Bachelor's degree or higher	215	4%

OFY-Acton's primary student demographic will be students who have dropped out, are at risk of dropping out, or have struggled in traditional and district schools for various reasons. These students may include but are not limited to:

- single parents without childcare,
- expectant mothers,
- individuals in the juvenile justice system,
- foster care students,
- homeless students,
- chronically absent students,
- students with behavioral problems,
- students that have been expelled, and
- students with an Individualized Educational Program or Section 504 plan.

OFY-Acton is committed to ensuring a highly personalized learning environment where all students can succeed. Each teacher will facilitate the progress of 50 students over the course of a week, or no more than 10 students each day. Small group instruction classes will not exceed fifteen students, allowing for differentiation and one-on-one support for struggling students. A study by Levin, Belfield, Muennig, and Rouse found that small size, high levels of personalization, and high academic expectations – foundational components of OFY-Acton’s model – were common factors of successful programs dedicated to increasing high school graduation rates.¹⁰ This model will address the needs of OFY-Acton’s population because it allows students to access instruction on a more individualized level and keeps students from getting lost in a large impersonal environment found in many traditional high school settings.

Nothing in this section precludes OFY-Acton from eventually offering a traditional educational program for all grade levels (K-12) or an independent study educational program serving grades K-6. This change would not constitute a material revision to the charter.

1. Community Need for Proposed Charter

OFY-Acton (Charter School) is seeking charter authorization from the Acton-Agua Dulce Unified School District (AADUSD or the District). The founders of OFY-Acton have for the past 30 years served many communities in the South Los Angeles area through Options For Youth Public Charter Schools (OFY). OFY-Acton will meet the intent of the Charter Schools Act by providing a comprehensive alternative high school education to high-risk students which will lead to students’ attainment of a diploma, acceptance to college, or pursuit of a career. The Charter School will serve students located in underserved neighborhoods within the 90008, 90201, 91311, 90022, 90255, 91604, 91791 and 90044 zip codes. These communities are home to many high-risk students with over 30% of the children in the district living in poverty. The unemployment rate is approximately 6.5%.

Numerous studies also show a correlation between high rates of truancy and suspension and dropping out of high school.¹¹ Research shows that the possibility of dropping out of high school increases for students who are suspended even once in ninth grade - increasing from 16% to 33%.¹²

The District provides alternatives to the traditional comprehensive setting; however, there are still young people falling through the system, as evidenced by the cohort dropout rates, which indicates that students are not meeting their full potential. Multiple studies of income disparities between high school graduates and dropouts confirms society’s widely-held belief that when compared to high school graduates, high school dropouts earn less over their lifetime, have higher rates of unemployment and

¹⁰ Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America’s children* (Vol. 9). New York: Teachers College, Columbia University.

¹¹ Losen, D. J., & Martinez, T. E. (2013). Out of school and off track: The overuse of suspensions in American middle and high schools. *K-12 Racial Disparities in School Discipline*.

¹² Balfanz, R., & Fox, J. (2015). Sent home and put off-track: The antecedents, disproportionalities, and consequences of being suspended in the ninth grade. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2), 13.

incarceration, and are more likely to depend on public assistance.¹³ ¹⁴The average high school dropout costs California taxpayers an average of \$392,000 over their lifetime.¹⁵

OFY-Acton seeks to serve these at-risk students through a flexible blended learning model with a strong social emotional curriculum and high levels of one-on-one student teacher interaction. OFY will operate on a year-round, multi-track calendar in small safe learning environments. Highly qualified teachers will provide students with rigorous differentiated instruction, early academic intervention and 240 instructional days, thereby maximizing students' potential for academic and career success.¹⁶

2. Alternative Schools Accountability Model

OFY-Acton is dedicated to serving high-risk students and, if eligible, OFY-Acton may apply to participate in the Alternative Schools Accountability Model (ASAM).

B. Academic Calendar and Student Schedule

The average daily attendance (ADA) guidelines to which OFY-Acton will adhere are defined in 5 CCR Section 11960 which states that attendance in charter schools occurs when "charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools." Attendance will be based on work product completion and onsite presence.

OFY-Acton's school sites will be open from 8am-5pm Monday through Friday, and may stay open in the evening and on weekends depending on student need. The school site will be open year-round and will offer a minimum of 240 instructional days offering at a minimum, the number of minutes of instruction set forth in Education Code 46201. Students will attend appointments with their academic recovery teacher at a minimum of twice a week to review course materials, receive academic support and intervention, complete written and verbal assessments, and collaborate in working towards academic goals. OFY-Acton will provide students additional time at the school sites to gain academic support on content-specific instruction through tutoring, intervention specialists, and small group instruction. Students will be expected to complete four to six hours of academic work per day, and will submit assignments to their academic recovery teachers at each appointment. In addition, teachers will hold students accountable for both attendance and assignment completion through phone calls, written communication with parents, and where necessary, home visits.

1. Sample Student and Teacher Schedules

Provided below are two sample student schedules that illustrate how the program can be individualized to accommodate each student's needs. Students have the option to enroll in a variety of electives as well as other small group instruction courses which may not be listed in the sample schedules (e.g. science, social studies, visual arts, etc.).

¹³ Ibid

¹⁴ U.S. Department of Education, National Center for Education Statistics. (2016). *The Condition of Education 2016* (NCES 2016-144), Annual Earnings of Young Adults

¹⁵ Belfield, C. R., & Levin, H. M. (2007). *The return on investment for improving California's high school graduation rate*. University of California, Santa Barbara

¹⁶ Balfanz, R. (2009). Putting middle grades students on the graduation path. *Policy and practice brief*.

Student One is a 16-year-old, 10th-grader who scored below grade level on the initial math and English benchmark assessments and, as a result, has been assigned to both math and English small group instruction (SGI) classes and tutoring. These courses are in addition to the one-on-one student/teacher appointments required of all students. Student One has some family responsibilities, but does not hold a full-time job and is not parenting.

Monday	8:30-9:30: one on one appointment with teacher	10:00-12:00: Algebra 1 SGI class	2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Tuesday	8:30-9:30: student advisor meeting	10:00-12:00: 10 th grade English SGI class	2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Wednesday	8:30-9:30: one-on-one appointment with teacher	10:00-12:00: Algebra 1 SGI class	2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Thursday	8:30-9:30: math tutoring	10:00-12:00: 10 th grade English SGI class	2-43 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Friday	12:00-1:00: Leadership opportunity, tutoring (if necessary)	4-6 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)	
Saturday	9:00-2:00pm: optional math tutoring (required if a unit of math has not been completed for the month)		

Student Two is a 17-year-old 11th grade male who scored at grade level on the initial math and English Renaissance STAR benchmark assessments. Student Two is an English language learner that works to help support his family; however, conversations between the student and his parents, teacher, and employer have resulted in Student Two receiving additional language support to improve English proficiency. This support helps Student Two achieve his goal of high school graduation as well as engaging in effective communication in expressing his ideas and desires in real-world situations.

Monday	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Tuesday	1:00-2:00: one on one teacher appointment	2:00-4:00: English Foundations SGI class
Wednesday	4- 6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Thursday	1:00-2:00: one-on-one appointment with EL specialist to increase English proficiency (e.g. ELD standards based lessons for all domains, vocabulary development, reading strategies, and supplemental writing support) Additional time with EL	2:00-4:00: English Foundations SGI class

	specialist will be scheduled as needed.	
Friday	3:00-5:00 English tutoring Independent academic work (as needed to complete assignments)	

Below is an example of a work week for an OFY-Acton teacher.

Sample Teacher Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-11:00: Student appointments (60 minutes each)	8:00-10:00: Small Group Instruction class	8:00-11:00: Student appointments (90 minutes each)	8:00-10:00: Small Group Instruction class	8:00-10:00: PLC meeting	Option to teach Saturday school as needed by students
11:00 – 12:00: PLC meeting with content-area group	10:00-12:00: Small Group Instruction class	11:00 – 12:00: PLC meeting with content-area group	10:00-12:00: Small Group Instruction class	10:00-12:00: Individual student tutoring	
12:00-1:00: Lunch	12:00-1:00: Lunch	12:00-1:00: Lunch	12:00-1:00: Lunch	12:00-1:00: Lunch	
1:00-3:00: Small Group Instruction class	1:00-2:00: Prep, individual student tutoring, new student orientations, etc.	1:00-3:00: Small Group Instruction class	1:00-2:00: Prep, individual student tutoring, new student orientations, etc.	1:00-2:00: Learning center staff meeting	
3:00-4:00: Prep, individual student tutoring, new student orientations, etc.	2:00--4:00: Student appointments	3:00-4:00: Prep, individual student tutoring, new student orientations, etc.	2:00--4:00: Student appointments	2:00-4:00: Prep, individual student tutoring, new student orientations, etc.	

C. How Learning Best Occurs

1. Educational Setting

The founders of Options For Youth have always operated on the premise that students learn best when they feel safe in their learning environment and supported by teachers who have a genuine commitment to their individual academic and personal success. OFY-Acton will employ highly qualified teachers who are competent, student focused, and with the knowledge and ability to ensure that each of student will receive an education that prepares them for post-secondary education and career success. OFY-Acton will provide teachers with the support and professional development necessary to evaluate a student's current academic standing, recognize barriers to individual student success, and develop Individualized Learning Plans for each student. OFY-Acton's teachers will maintain high standards and will support students, help build academic skills and recover credits so they may return to

their home schools and graduate along with their original class cohort, or remain at OFY-Acton and graduate prepared for college and career options.

The OFY educational program is reflective of the work of Henry Levin of Teachers College of Columbia University, Clive Belfield of City University of New York, Peter Muennig of Columbia University, and Cecilia Rouse of Princeton University. In their study, “The Costs and Benefits of Excellent Education for all America’s Children,” Belfield, Levin, Muennig, and Rouse identified seven key indicators of high-quality schools that address the needs of high-risk student populations. These indicators include:

- small school size
- high levels of personalization
- high academic expectations
- counseling services
- parental engagement
- extended hours
- competent personnel

Many high-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. The students then become overwhelmed trying to effectively manage their time for each course.¹⁷ Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Therefore, OFY-Acton’s students, on average, will work on just two or three courses at a time, allowing them to focus their attention and progress through courses at their own pace and without competition. Students will receive immediate feedback and continual encouragement that builds success and leads to greater self-confidence. In addition, the academic and behavioral standards to which the students will be held reinforce self-discipline and productive work habits.

2. Curriculum and Instructional Design

OFY-Acton is defined as a non-classroom based program and complies with Education Code Sections 51745 et seq., the regulations implementing those sections, and the number of minutes required by Education Code Section 47612.5(a) for such a program. OFY-Acton will offer students multiple opportunities for learning outside of a conventional seat-time educational delivery system. Students will be provided the opportunity to complete academic work and credits through the following personalized learning methodologies:

- tutoring
- small group classroom-based instruction,
- personalized learning (including remediation support)
- computer-based instruction

In accordance with the intent of the state legislature, OFY-Acton will strive to collectively seek the best and most recent educational research and data that then leads to the development of effective and inspiring curriculum.

¹⁷ Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children* (Vol. 9). New York: Teachers College, Columbia University.

OFY-Acton's curriculum is designed to teach the California State Content Standards and is aligned to the Common Core State Standards and Next Generation Science Standards. Curricula focuses on instructional delivery through the implementation of high-yield instructional strategies covering core knowledge to ensure that students receive a strong foundation of essential skills so that students can reach proficiency or above in all core content areas, as evidenced through the California Assessment of Student Performance and Progress (CAASPP) assessment system.

English language arts, mathematics, science, social studies, physical education, health, art, music, career technical education, advanced placement courses and personal development coursework will be available to all students and offered through independent study coursework, classroom-based instruction in small group settings, and computer-based learning options when appropriate. OFY-Acton will implement a research-based curriculum aligned with Common Core State Standards, Next Generation Science Standards, English Language Development Standards, and the remaining California State Standards. The curriculum will be appropriate to the student demographics it serves and include the following: course offerings, textbooks, curriculum maps, unit plans, interim assessments, intervention lessons and instructional strategies, and end of course exams.

OFY's curriculum has been designed around the following evidence-based practices:

- Backwards design for assessment and learning
- Differentiated instruction
- SDAIE strategies for all learners
- Project-based assignments

3. Scope and Sequence

The scope and sequence of each course has been developed using the Understanding by Design Framework and focuses on sequential, rigorous learning with built in assessments and professional development. This process also helps to avoid the problem of textbook coverage and activity-oriented teaching in which no clear priorities and purposes are evident. Curriculum maps consist of several learning units in a specific subject area. The units incorporate standards-aligned texts, primary resources, technology where appropriate, performance tasks, summative assessments, and instructional strategies. In addition, each unit is structured to build on the students' background knowledge and to support students in conceptual understanding, as well as mastery of standards and application of content knowledge.

Curriculum maps are provided to all students and are available in all subjects. All curriculum:

- focuses on college and career readiness and learning for life
- reflects an understanding of 21st Century Skills, as adopted by California and other states
- encourages higher-order thinking skills and depth of knowledge
- includes scaffolding of foundational skills to close learning gaps
- requires Internet use for research, skill practice, and exploration
- incorporates in-depth vocabulary study, and instruction in narrative, analytical and expository writing techniques
- informs frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback

In addition to meeting Acton's graduation requirements, OFY-Acton courses are designed to increase achievement and life choices for our at-risk student population by providing structured learning and individualized support for students who may not have previously experienced academic success. The

varied learning formats and assessments will allow students to demonstrate content knowledge and skills. OFY-Acton's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation. A middle and high school course list is provided in **Exhibit B: Middle and High School Course List**.

4. *Teaching Methodologies and Instructional Design*

OFY-Acton's instructional design and content delivery systems will provide students an opportunity to review and relearn grade level standards not mastered prior to enrollment. Students receive instruction in a challenging yet supportive environment and the instructional model encourages student driven achievement of learning goals. Students will continually improve their academic performance, practice responsibility by regularly attending their scheduled classes and appointments, and develop positive attitudes about learning and school through engaging in standards-aligned coursework coupled with personalized instructional support. Students will participate in an instructional deliveries method that incorporates personalized support from highly-qualified, fully-credentialed teachers in all academic areas including foreign language and visual and performing arts. Overall, the instructional design of the program includes, but is not limited to:

- Individualized Learning Plan (ILP)
- Small group instruction
- Focused learning and subject matter concentration
- Guided personalized Learning
- Targeted intervention
- Online learning
- Career and Technical Education
- Early College Program
- Experiential learning
- Extended learning time
- Parental involvement
- Exclusive Workforce Partnership

a) *Individualized Learning Plan*

Each student at OFY-Acton will be assigned to an academic recovery teacher (also known as guided independent study teacher) with whom they will meet at least twice per week. The student, parents/guardians, academic recovery teacher, and student advisor will develop an Individualized Learning Plan (ILP) to help ensure student success. The ILP will address the academic needs of the student and detail their participation and responsibilities outside of school as they progress toward graduation. Each academic recovery teacher and student advisor will oversee ILPs and facilitate the academic and social progress of each student. Student Advisors will be the primary resource for students regarding post-secondary goals, resume writing, job applications, scholarship applications, and college and financial aid applications. important component of the ILP are support services. Students will be provided supplementary and support services to include but not be limited to access to child care programs, foster youth information, food banks, transitional living arrangements, etc., designed to address unmet needs and impediments to advancement.

ILPs are an essential element to OFY-Acton's educational program since they contribute to the development of strong teacher-student relationships, which have been shown to increase academic

achievement and build social-emotional skills for low-income youth.¹⁸ Social-emotional development is critical, and a recent analysis by the Center for Benefit-Cost Analysis at Teacher's College found that there was a positive association between social-emotional skills and academic achievement.¹⁹ Moreover, the authors underscore the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects.²⁰ Furthermore, research has shown that positive one-on-one interactions between students and adults have been documented to reduce students' feelings of alienation in school as well as move high-risk students toward their graduation goals and beyond.^{21 22}

b) Guided Personalized Learning

The guided personalized learning format aligns with the OFY-Acton mission of serving the needs of the individual student and permits each student to tailor his or her work pace to meet individual academic and post-secondary goals. Students are assigned coursework to complete each week and attend regular appointments with the same teacher for instructional support, clarification on content, and assessment. Each student is required to complete a minimum number of units each four-week learning period to stay on pace for cohort graduation. Students who are in need of credit recovery or who are seeking to graduate early may complete more units per academic school month. Each student's self-guided units will be completed in student activity workbooks (SAWs) and through completion of performance tasks embedded into the coursework. SAWs will contain rigorous curriculum and include Internet activities, essay writing, and other various methods of assessing student learning per subject matter.

OFY-Acton's Student Master Agreement, located in **Exhibit C**, will require that students attend appointments with their academic recovery teacher at least twice per week; however, students will be required to attend as often as needed to ensure they are making satisfactory progress in completing learning units and mastering course content. This format provides students with a structured schedule and process that promotes good work habits and encourages personal accountability. This personalized learning model also provides teachers an opportunity to assess and provide feedback on student work at least twice each week, or more frequently if the student needs targeted assistance. Teachers and other support staff (which includes tutors, center coordinators, English language development specialists, special education providers and aides, and student advisors) will collectively support and coach students towards their individual goals while encouraging students to focus on areas of growth.

c) Focused Learning and Subject Matter Concentration

Students typically enroll in one to three courses at a time. By allowing students time to focus on specific skills within a limited number of content areas at one time, students can approach their assignments with inquiry-based learning strategies to gain a greater depth of knowledge in each subject area. This focused approach enables students to master content thoroughly, complete coursework at their own pace without a competitive learning environment, and also acquire timely feedback from teachers so that areas of weakness can be identified and targeted assistance can be provided.

d) Targeted Intervention

OFY-Acton's students will be matched with highly qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers will be trained

¹⁸ Murray, C., & Malmgren, K. (2005). Implementing a teacher-student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology, 43*(2), 137-152

¹⁹ Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning.

²⁰ Ibid.

²¹ Brush, C., & Jones, B. (2002). Student voices: Why school works for alternative high school students. *Salem, OR: Oregon Department of Education*, 629-640.

²² Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological inquiry, 71*(2), 241-255.

on specific academic interventions such as peer tutoring, peer mentoring, study skills, and study groups. Additional interventions will include:

- positive reinforcement of incremental student behavior improvements
- support with transportation
- reading and math support with interventionists
- meetings with school psychologists
- collaborative meetings between teachers, support staff, parents, and students

Frequent, one-on-one interactions between teachers and students will enable interventions to be implemented as problems arise, ensuring minimal disruption to student goals. OFY-Acton's teachers, administrators, and staff will consult with local government, health, and charitable entities in an attempt to ensure that each student receives all necessary economic, social, and emotional support for learning.

e) Small Group Instruction

Students will also be provided small group instruction courses taught by a single-subject credentialed teacher in a classroom of no more than 15 students. Students can earn credits in a variety of different classes that meet UC/CSU A-G requirements. These courses are offered two times a week in two to four hour blocks and last between 10-14 weeks. Each student will earn up to 60 Carnegie Units (5 Credits) for each small group instruction course passed. Small group instruction teachers are trained in current, research-based teaching practices that effectively engage students who need additional support (i.e. scaffolding, differentiated strategies) in a small learning environment. Small group instruction and tutoring will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum, and to provide additional support to students as they matriculate through their ILP.

f) Computer-Based Learning

Students will be offered the opportunity to take specific courses through OFY-Acton's blended learning model using the Apex Learning platform. The computer-based component of the blended learning program will offer students interactive, mastery-based lessons in English, math, science, social science, foreign language, visual and performing arts, as well as elective courses. Courses will be monitored and facilitated by credentialed and highly-qualified teachers who are skilled in providing instructional strategies specific to online learning. The program will accommodate various reading levels by using a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in their primary language. A calendar located within the computer-based classroom will be used to assist the students with time management by providing assignment due dates as well as pacing guides. Student progress and results will be monitored by OFY-Acton's instructional staff to ensure the successful completion of each course. Students who do not make adequate progress through computer-based learning courses will be withdrawn from the online course and enrolled in a small group instruction course. OFY-Acton will not be a virtual school, and the computer-based component to the blended learning model will complement guided independent study and small group instruction.

g) Career Technical Education

OFY-Acton will offer Career and Technical Education (CTE) coursework in the areas of Arts, Media, and Entertainment, Building and Construction Trades, Marketing Sales, and Service, Information and Communication Technologies, and Health Science and Medical technologies. A key element of the program is the integration of coursework and academic knowledge with technical and career readiness skills. The combination of academic knowledge and technical skills will be offered through rigorous

coursework made relevant to students by work-based learning experiences, providing them with the practical and relevant skills they need to pursue post-secondary education or enter into their careers. The CTE programs will provide students with opportunities to gain work experience through internships, work-based learning, and industry certification opportunities. OFY-Acton's CTE coursework will be integrated with the Exclusive Partnership agreement with the Inland Empire Urban Conservation Corp. The IEUCC coursework and vocational training will create a robust workforce and career development opportunity for all OFY-Acton students.

h) Early College Program

As part of the comprehensive curricular offerings at OFY-Acton, students will have access to an Early College Program that will allow them to earn college credits while working toward their high school diploma. This program will support OFY-Acton's efforts to re-engage students in their education, view college as a viable option after graduation, and get a jump-start on earning credits to help reduce future costs of a college degree.

The Early College Program blends high school and college in a rigorous program, combining the time it takes to complete a high school diploma and the first two years of college. The program is designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree—tuition free.

i) Experiential Learning

A goal of OFY-Acton is to offer students opportunities to learn through hands-on real life experiences and cultural immersion. A major component of preparing students for college and career readiness can be achieved in part by affording access to travel and career and college exploration outside of a traditional field trip model. We will partner with nonprofit organizations to provide students an exceptional selection of Career Technical Education hands-on instruction, college tours, international travel, and community service activities. All experiential learning and community service programs will be provided at no cost to all OFY-Acton students.

Many students attending the current OFY sites experienced limited exposure outside of their immediate surrounding communities. OFY-Acton believes that students are more likely to envision themselves in, and work diligently towards succeeding in an environment outside of what has been modeled locally through demystifying the path to success. As such, we provide opportunities for students to gain hands-on experience in multiple career sectors, visit colleges throughout California, and experience the fulfillment one has by putting in a hard day's work to serve those in need and positively impact communities. The OFY experiential learning opportunities have proven to be truly transformative in opening our students' eyes to vast opportunities outside of what they have experienced thus far in life. Students return from experiential learning trips with a new appreciation of what the world has to offer. Examples of experiential learning opportunities available to OFY-Acton's students at no cost are briefly detailed below.

Black Bird Farm, Philo CA

Blackbird Farm is a nonprofit learning camp located in Philo, CA, consisting of over 240 acres of organic fruit orchards, a large organic teaching garden, and an outside learning kitchen. At Blackbird Farm students participate in Career Explorations. Students are introduced to multiple careers including construction, marketing, hospitality, and animal husbandry within the setting of an organic teaching farm. Blackbird Farm curriculum is aligned to California

CTE foundational and career specific standards, and students earn 5 credits of CTE elective credit while being introduced to a way of living and providing for their families' nutrition and financial stability. Blackbird Farm staff and OFY-Acton teachers will work collaboratively to show students how they may transfer the skills learned at Blackbird Farm to their lives and future careers.

Rocky Mountain Pathways Ranch, Allenspark, CO

Rocky Mountain Pathways Ranch (RMPR), a non-profit organization located in Allenspark, Colorado on 56 acres near the edge of Rocky Mountain National Park, features ten-day learning camps in which students take over operations on an existing dude ranch. This experience enhances student learning by involving them in various ranch-oriented activities, which count towards community service credits. The RMPR program is designed to push students out of their comfort zone and into an area of personal growth and development. Students care for ranch animals and learn to saddle and ride horses. Students are also educated on the nature surrounding RMPR and participate in team-building, leadership, and personal growth activities.

Hello Havana! Cuba

The Cuban excursion allows students to visit local homes and historic landmarks and discuss the Cuban economy with prominent locals. Participants have taken morning nature hikes, visited a vintage car garage, eaten family-style lunches on a fruit & vegetable farm and learned how to salsa. These activities provide ample opportunity for students to soak up Cuban culture and tradition, changing their lives forever.

Viva Italia! Italy

An 11-day trip through Venice, Florence, and Rome will immerse students in Italian culture, cuisine, and history as they come face-to-face with priceless works of art, learn how to make pasta, and tour the Vatican and Roman ruins. Students explore the rich artistic heritage of Italy by taking art classes, meeting local artists and touring museums.

Ni Hao from Beijing!

Students from OFY-Acton may embark on an once-in-a-lifetime experience in beautiful China. Students will spend 14 days discovering local treasures, divulging in local cuisines, and journeying through urban cities. From the Great Wall to the Forbidden City, students will gain insight on Chinese culture and its historical importance. An emphasis on full cultural immersion will enable students to partake in activities including a lesson on Chinese calligraphy in Beijing, feed baby pandas at the Dujiangyan Panda Keeper Program and visit the terracotta warriors in Xi'an.

Community Service, multiple locations

Community service activities will allow students to explore what humanitarian causes they are most passionate about and instill a strong sense of community awareness. Through Community Service Camps, students will participate in a two-day overnight experience and volunteer their time with non-profits such as senior citizen homes, conservation organizations, and animal shelters.

College Tours

On college tours students visit various universities and colleges through a multiple day intensive and fun academic program. Participants learn what to look for when selecting a school and what to consider when visiting a potential school from size, majors, location and campus life. Students participate in workshops that will walk them through the process of filling out applications, obtaining references and applying for financial aid and much more. On College Tours students not only are able to visualize themselves attending a university but also develop leadership skills, goal-setting techniques, resiliency and peer relationship development. The College Tour coursework and programming are worth 2.5 high school elective credits.

Washington, D.C.

OFY-Acton students may participate in a six day, five-night civic immersion trip to Washington, D.C. Students will study and analyze historical figures and the impacts of their actions. Students will be encouraged to develop their own leadership styles and become advocates of change in their own community. Throughout the trip, students are asked to complete workbook activities and essays and engage in personal and group reflection about how history impacts their lives today. At the end of the trip, students are asked to reflect on and share how these lessons can inspire them to leave their own mark on history.

Expectations for these experiential learning and community service activities include:

- students will challenge themselves to move beyond their current level of comfort
- students will engage in introspection to become aware of their goals
- students will develop an appreciation for teamwork
- students will develop their leadership skills
- students will have a social awareness of others, including the ability to care for one another

j) Extended Learning Time

OFY-Acton understands the importance of an extended school year and will offer a minimum of 240 days of instruction. Students will be able to access teachers and instructional support Monday through Friday from 8am to 5pm along with Saturdays if the need is identified. In addition, OFY-Acton will work cooperatively with the District to offer summer school courses to students.

k) Parental Involvement

OFY-Acton's plan for parental involvement aligns with the eight state priorities. OFY-Acton will seek parental input in making decisions, including decisions that promote parent participation for all student subgroups, specifically students with exceptional needs, foster youth, and English Learners. Various school-wide parent outreach opportunities will create positive and meaningful experiences for students. School staff will notify parents immediately when problems with attendance, academic progress, or personal issues arise. Parents will be given suggestions about ways they can support the learning process, and a written report of student progress can be provided to parents immediately upon request. Parents may also receive more regular updates by calling or emailing their child's teacher or by visiting the school site.

Communication with parents will occur through regular phone calls from teachers, open houses each semester, quarterly newsletters, and progress reports. Student Advisors will hold meetings with parents

and guardians to help guide them through post-secondary and financial aid options, as well as host quarterly parent information meetings. Parents may also provide feedback to OFY-Acton via scheduled parental focus group meetings. OFY-Acton will have a number of parent information sessions scheduled throughout the year, including back to school nights, other events, and Local Control and Accountability Plan (LCAP) informational meetings in both Spanish and English.

l) Exclusive Workforce Partnership

OFY-Acton has signed a written exclusive partnership agreement (**Exhibit D**) with the Inland Empire Urban Conservation Corp (IEUCC). OFY-Acton's curriculum, instructional methodology and graduation requirements align with the requirements articulated in the IEUCC partnership agreement.

D. Addressing the Needs of All Students

1. Support for Students Not Meeting Pupil Outcomes

OFY-Acton will serve students who have experienced school failure and often have skill gaps due to absences and/or ineffectual learning experiences. Interventions for students with below grade level reading and math scores on initial and benchmark learning assessments will focus on the re-teaching of foundational skills. Strategies to develop students' foundational skills include enrollment in remedial courses and access to tutors. Remedial courses and tutoring will be offered through a flexible schedule which provides opportunities for students to take advantage of the unique structure of the curriculum and additional support structures as they matriculate through their ILP.

2. English Language Learners

OFY-Acton's annual goals for English Learners (ELs) will align with the eight state priorities and any local priorities. OFY-Acton will monitor student progress towards reclassification using the current California English Language Development Test (CELDT), the subsequent English Language Proficiency Assessments for California (ELPAC), or any assessment of English proficiency, as certified by the State Board. OFY-Acton will also monitor language progress along the language continuum to ensure students are moving into higher proficiency levels across all language domains as well as monitor EL reclassification rates, all following a designated master plan. OFY-Acton will follow the Options For Youth English Language Development Master Plan provided in **Exhibit E: English Language Development Master Plan Draft**, to ensure continual improvement of students becoming fluent in their use of conversational and academic English across all content areas.

a) Student Enrollment and Initial Designation

Identification of and instructional support for English Learners will begin upon enrollment and continue throughout the time a student is enrolled in OFY-Acton. OFY-Acton will administer the Home Language Survey upon a student's initial enrollment. If a student is identified as an EL or a potential EL based on the results of the Home Language Survey, the EL coach will meet with the student(s) and parents to review language services available at OFY-Acton and develop a language support plan. The EL coach also works in conjunction with the assessment department to administer the CELDT within 30 calendar days from the date of enrollment to students who meet the criteria for an Initial Assessment. Once the CELDT is completed, the EL coach completes local scoring of the initial assessment to determine language proficiency levels and commensurate language support. The EL coach submits the results and answer document to the assessment department who will submit the answer document to the test vendor for

official scoring. Test scores are only considered official when the test vendor returns the results to OFY-Acton.

Students will be designated based on their overall CELDT results. Students who score at Beginning, Early Intermediate, or Intermediate levels are identified as EL; students whose overall score is at Early Advanced or Advanced and who have not scored lower than Intermediate in any domain (e.g. listening, speaking, reading, and writing) will be identified as Initial Fluent English Proficient (I-FEP). After designation, parents or guardians will be notified of their child's assessment results and the recommended educational program. Parents or guardians will be invited to a meeting with the EL coach to discuss the assessment results and will have the opportunity to apply for a waiver if they do not want their child to participate in language support services that include both integrated and designated support. Parents or guardians will be required to file these waivers in-person at the school site, and they must be renewed annually.

b) Curriculum and Instruction

English Language Support Professionals (ELSPs), which include EL Coaches, Regional EL Coaches, and EL Specialists, assist in the development of independent study curriculum, small group instruction curriculum, and instructional strategies (e.g. specially designed academic instruction in English [SDAIE]) to support OFY-Acton students designated as English Learners. The ELSPs will use their expertise in second language acquisition to improve communication with all stakeholders and ensure the proper administration of the CELDT. Additionally, ELSPs will provide professional development to increase instructional effectiveness, student and staff engagement, and ensure compliance with state EL regulations and English Language Development (ELD) standards, including the introduction, implementation, and integration of Proficiency Level Descriptors in curriculum development and instructional training. In accordance with ELD standards, supports or modifications provided to students will not be lower than the levels of achievement required to pass a course nor reduce the course's rigor. The ELD standards will not replace Common Core State Standards for any subject. Self-guided assignments will be completed in student activity workbooks (SAWs) supplemented by EL curriculum, and ELs will receive additional language intensive instruction from ELSPs on a daily basis. ELs will also have access to the A-G curriculum, and supplemental support will be provided by teachers and ELSPs whenever an EL is enrolled in any course at OFY-Acton.

OFY-Acton uses a Structured English Immersion (SEI) Model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program. The SEI Model involves multiple components, including Independent Study Integration, ELSPs, Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. In addition, ELs at OFY-Acton will receive support from an English Language Support Team (ELST) comprised of multiple staff members, including teachers, small group instructors, online facilitators, intervention specialists, tutors, and ELSPs (i.e. ELD Specialists and EL Coaches). All ELs enrolled at OFY-Acton will be provided access to the core curriculum with carefully designated ELD support from ELSPs. The overall level of support a student needs will be evaluated through the Renaissance STAR Assessments in ELA and math, the CELDT, and the reclassification process. These scores and observations will be used to determine course placement and support language acquisition. ELs who show deficiencies in oral and written language will receive intensive, one-on-one support from ELSPs.

All ELs will be involved in the planning, implementation, and progression of their educational program. ELs who enroll in independent study courses will work between four to six hours per day at home and attend appointments with the teacher at OFY-Acton's school site. Reading and writing will be the

primary focus of at-home, independent study, and ELs will use teacher and ELST-informed ELD strategies to complete self-guided assignments per the student's ILP. Direct instruction will focus on speaking and listening skills and prioritize teacher-student interactions. In these sessions, ELs will work closely with teacher and the ELSP to complete performance tasks and receive feedback. The time spent with instructors will allow students to gain knowledge of content, improve communication skills, and build on prior knowledge to improve understanding.

In addition to independent study courses, ELs will be encouraged to enroll in any courses offered by OFY-Acton. Computer-based courses are adaptive and adjust to meet the needs of the individual EL, and hybrid courses combine the adaptability of computer-based courses with the level of student-teacher interaction and support found in independent study courses. Finally, ELs will be encouraged to enroll in small group instruction courses. These courses are designed to be inclusive of ELs and provide them with multiple avenues for language development, including:

- oral language development and competency through peer interaction
- explicit and contextualized vocabulary instruction, and
- personalized lesson plans based on frequent assessment data

It is important to note that the practices of simultaneous translation or the removal of ELs from the classroom for a separate translation of the instructional lesson will not be permitted at OFY-Acton.

All ELs will be administered the CELDT annually, and progress toward reclassification will be monitored by both teachers and school leadership. In addition, teachers will use Renaissance STAR scores as a baseline before beginning instruction, and a progress-monitoring tool—MasteryConnect—to track standards-mastery throughout the course. Other forms of student monitoring will include the use of standardized assessments such as the CAASPP as well as common assessments for all internal coursework. This data will be used by instructors and school leadership to inform internal stakeholders about the effectiveness of the EL program and to ensure that OFY-Acton is providing the highest level of support to its EL population.

c) Reclassification

OFY-Acton will reclassify ELs as fluent English proficient based on the criteria that are identified in California Education Code Section 60810 and recommended by the State Board of Education. The minimum criteria to be considered for reclassification are:

- overall proficiency level of Early Advanced or Advanced and a minimum score of Intermediate in each domain
- score of Basic or higher on district-adopted, standards-based ELA assessments or standards-based common final ELA exam
- a study by OFY-Acton's ELSPs to compare the performance of the students in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age; this analysis may include:
 - evaluation of student's listening, speaking, reading, and writing skills using a proficiency rubric
 - authentic student work samples, including writing samples
 - teacher evaluation
 - parent or guardian consultation and opinion

To determine an EL's reclassification eligibility, the ELST will review the following:

- CELDT annual assessment results
- CAASPP scores
- Renaissance STAR scores
- student performance of written and oral English language fluency according to provided rubrics and based upon observable student interaction with instructional staff, peers, and support staff, and
- current course grades and academic disposition

If the ELST deems an EL as not ready for reclassification, the student will continue to be provided targeted English language interventions. English Learners reclassified as Redesignated Fluent English Proficient (RFEP) will have demonstrated their ability to perform successfully in core academic areas without support from the ELST; however, OFY-Acton will monitor all RFEP students for a minimum of two years, as required by State and Federal guidelines, and provide additional assistance, as needed. Each RFEP student will be monitored at the end of each reporting period.

d) Staffing

OFY-Acton will meet the needs of ELs by recruiting, hiring, and training highly-qualified staff members who have the specialized knowledge required to teach ELs. OFY-Acton will require all teachers—including out-of-classroom teacher positions—to possess an appropriate authorization to teach ELs. The requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s) or by passing exams approved by the California Commission on Teacher Credentialing. An EL authorization allows the teacher to provide ELD and SDAIE instruction to ELs.

e) Parent Involvement

Parents and guardians of students will be invited to the school sites for a yearly Bilingual Scholars Night. School staff will conduct outreach via phone calls, emails, and letters. Bilingual Scholars Night will highlight the support offered to students and how the English Learner program functions at OFY-Acton. A yearly Celebration Ceremony will also be held to acknowledge students that have reclassified and those that have made substantial progress in their English language acquisition.

3. Gifted/Proficient Students

Academically high-achieving students are defined by OFY-Acton as those learners who, because of a natural proclivity for learning and a higher IQ, can accelerate their program of study. Accelerated study will allow the student to advance in credit opportunities into grade levels above their age-specific requirement, preparing them for even more advanced programming in junior and senior years as well as the opportunity for more electives.

The individualized nature of student-teacher interactions provides strong access to a differentiated curriculum that is tailored to the student's individual need for complexity and pacing. The program model will allow for students to move through courses at a pace which aligns to their learning style, and allows advanced and gifted students to complete coursework at an accelerated rate. Students may reach graduation requirements earlier than expected, or take additional courses to enhance their education prior to entering post-secondary learning environments. OFY-Acton will also offer Advanced Placement courses to all students. Students participating in Advanced Placement courses will be

provided instructional support on site and additional support will be offered as needed to ensure that students are able to successfully complete the course and pass the required AP exam.

4. Students Performing Below Grade Level

Absenteeism or the failure to complete coursework will be quickly addressed during student-teacher appointments or small group instruction. OFY-Acton's policy will require teachers to contact parents of minor students if they fail to complete coursework or fail to keep appointments. Teachers will contact adult students directly. Teachers, staff, and administrators will make every reasonable effort to identify the reasons for student absenteeism and to encourage students to continue with the program. OFY-Acton will work to provide necessary supports to help students stay enrolled in school and make satisfactory progress.

Students will regularly be assessed for mastery of skills to determine whether academic deficiencies are creating a barrier for student success. Additional time may be scheduled at the school site for supplemental review and practice of subject matter. If the student has a pressing personal issue, the student may limit or reduce the number of courses that he or she is taking. Due to the flexible nature of the program, students will be able to reduce their course load and concentrate on the number of courses in which they can be successful. This will help avoid the problem that students may face in a traditional public school, where the number of courses required in a year leads to failure. In addition, this enables the students to maintain a connection with the program. By continuing with even one course, students are better able to regain the momentum needed to successfully complete their coursework.

5. Special Education Students

a) Services to Students with Disabilities

OFY-Acton recognizes the importance of providing educational opportunities to all students regardless of the special needs they face. A smaller and more intimate learning environment, personal connections with the general and special education staff, clear expectations, the ability to work on fewer classes at one time, and a less distracting environment have all been identified as contributing factors to the success of students with disabilities.

OFY-Acton will comply with all applicable State and Federal laws regarding students with special needs, including, but not limited to, Section 504 of the Rehabilitation Act of 1974 (Section 504), the Americans with Disabilities Act, the Individuals with Disabilities Education Improvement Act (IDEA), and all applicable California Education Code sections.

All students will have access to OFY-Acton, and no student shall be denied admission or counseled out of OFY-Acton due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

For the purposes of special education only, the District will serve as OFY-Acton's local education agency (LEA), and as such must take steps to ensure that all children with disabilities enrolled in OFY-Acton receive special education and designated instruction and services in conformity with their Individualized Education Programs (IEPs) and in compliance with IDEA (20 U.S.C. § 1400 *et seq.*) and all applicable State and Federal law (Cal. Ed. Code § 47646(a)).

A “Special Education Memorandum of Understanding” will be developed in collaboration with the District to govern the terms and conditions of special education funding and any additional division of responsibilities not outlined in the charter petition as long as OFY-Acton is considered a school of the District for purposes of Education Code 47641(b). Notwithstanding the foregoing, OFY-Acton reserves the right to establish itself as an LEA, and then to contract with, participate in, or otherwise utilize the services of any Special Education Local Plan Area (SELPA) pursuant to Education Code Sections 47641(a) and 47646, including but not limited to, SELPAs that are specifically designed to serve the needs of charter school students.

Should OFY-Acton wish to become its own LEA for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide the District with an amendment to their charter petition or provide verifiable, written assurance to the district by October 1 prior to the affected school year that the charter school will participate as a local education agency in a special education local plan area approved by the California Board of Education. The written notice will include information establishing OFY-Acton’s ability and capacity to serve as its own LEA and provide special education services in accordance with Federal and State law and proof of OFY-Acton’s acceptance as a member of a SELPA for the fiscal year in which it will become its own LEA. At any time that OFY-Acton becomes its own LEA for purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services for the Charter School’s students, and the Charter shall be exclusively responsible for the coordination and provision of special education services to its students and for any and all other obligations of a school or school district relative to services for students with special needs.

Unless and until such time as OFY-Acton elects to become its own LEA, it shall be deemed a public school within the District, and the parties shall comply with the terms of the existing Agreement to support the educational needs of students with disabilities enrolled in OFY-Acton. A child with disabilities attending OFY-Acton shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The authorizing District shall ensure that all children with disabilities enrolled in the Charter School receive designated instruction and services in a manner that is consistent with their IEP and in compliance with the IDEA.

OFY-Acton shall be solely responsible for its compliance with Section 504 and the Americans with Disabilities Act. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

b) SELPA Representation

The District Superintendent or designee shall represent OFY-Acton at all SELPA meetings as it represents the needs of all schools in the District. Reports to OFY-Acton regarding SELPA decisions, policies, etc. shall be communicated to the OFY-Acton as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the Charter School staff.

Once OFY-Acton has been granted LEA status with a SELPA, OFY-Acton understands that it shall represent itself at all SELPA meetings as an LEA. OFY-Acton agrees to adhere to the policies and requirements of the SELPA Local Plan, including utilizing the SELPA’s approved web-based IEP system. OFY-Acton shall provide copies of any special education records to the District within seven (7) days of a

written request from the District. OFY-Acton or its designee shall also meet with the District's Director of Special Education or designee on a regular basis to review OFY-Acton's policies and practices regarding special education. OFY-Acton shall cooperate fully with the District's oversight of OFY-San Gabriel relative to special education matters.

c) Funding

In accordance with California Education Code 47646, a charter school that is deemed to be a public school of the LEA that granted the charter shall participate in State funding in the same manner as any other public school of the granting agency.

d) Section 51745(c) and Independent Study

California Education Code Section 51745, subsection (c) states, "an individual with exceptional needs, as defined in Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation."

Although the California Education Code requires that the IEP allows for participation, no student will be denied enrollment in OFY-Acton due to their disability. If the statement is not included in the current IEP, OFY-Acton's IEP team will convene and note that the student will participate in independent study.

The determination regarding the appropriateness of independent study for a particular student receiving special education services shall be made by the student's IEP Team.

e) Services for Students under the IDEA

The following description regarding how special education and related services is proposed by OFY-Acton for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District.

OFY-Acton agrees to provide all special education and related services to eligible students attending OFY-Acton. If OFY-Acton is unable to provide the services using its own employees, then OFY-Acton will contract with appropriate outside agencies to provide all required services. OFY-Acton also agrees to be solely responsible for child find, assessment, determining eligibility, developing and implementing IEPs, providing all placement and services, and responding to parent concerns and complaints.

OFY-Acton shall provide special education instruction and related services in accordance with the IDEA, California Education Code requirements, and applicable policies and practices of the authorizing District and SELPA. OFY-Acton will adhere to District and SELPA policies and procedures, and shall utilize District and SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of student records.

OFY-Acton agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment, and records as required or imposed by law.

Based on performance evidence of students in schools using OFY-Acton's model, the majority of special education students are likely to be classified as non-severe, which means that most disabilities are categorized as Other Health Impaired, Specific Learning Disability, or Emotionally Disturbed, and require

less than 50 percent of the school day receiving special education services. OFY-Acton will ensure that a full continuum of services based upon a student's IEP goals and objectives will be provided.

Special education students will be eligible to fully participate in the educational and extracurricular programs available to all students. Should a student require transportation, as noted in their IEP in order to receive Free Appropriate Public Education (FAPE), OFY-Acton will provide such transportation.

OFY-Acton agrees to provide all special education and related services to eligible students attending OFY-Acton. If OFY-Acton is unable to provide the services using its own employees, then OFY-Acton will contract with appropriate outside agencies to provide all required services. OFY-Acton also agrees to be solely responsible for child find, assessment, determining eligibility, developing and implementing IEPs, providing all placement and services, and responding to parent concerns and complaints that it is required to be responsible for under Federal and State law.

(1) Staffing

All special education services at OFY-Acton will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. OFY-Acton's staff shall participate in District in-service training relating to special education similar to other schools of the District.

OFY-Acton will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. OFY-Acton shall ensure that all special education staff hired or contracted by OFY-Acton are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. OFY-Acton shall be responsible for the hiring, training, and employment of itinerant staff and/or contracting with a non-public agency necessary to provide special education services to OFY-Acton's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

Specific professional development for identifying, supporting, and evaluating the progress of special education students will be provided by OFY-Acton and will include trainings on: Response to Intervention (RtI), Individualized Transition Planning, and Behavioral Intervention Planning.

- RtI—Professional development in RtI will assist personnel in evaluating the progress of students in special education through research-based educational methodologies that address foundational, symbolic, and conceptual learning.
- Student Study Team (SST)—OFY-Acton will implement a SST process. Personnel will receive professional development on the SST process and how to strategically implement interventions within the general education setting and curriculum.
- Transition—Personnel will receive professional development in college and career transition.

(2) Notification and Coordination

OFY-Acton shall follow District and SELPA policies as they apply to all District schools for responding to implementation of special education services. OFY-Acton will adopt and implement District and SELPA policies relating to all special education issues and referrals.

OFY-Acton shall track students who enroll, become eligible, ineligible, and/or leave OFY-Acton to return to the District. OFY-Acton will provide the District with a compliance report each month with this

information. Additionally, OFY-Acton shall notify the superintendent of the District or designee of the student's last known address within 30 days if a student is expelled or leaves the charter school without graduating or completing the school year for any reason.

OFY-Acton shall also meet with the District's Director of Special Education or designee on a regular basis, with the schedule to be set by the District, to review OFY-Acton's policies and practices regarding special education. The Charter School shall cooperate fully with the District's oversight of OFY-Acton including relative to special education matters.

(3) Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. OFY-Acton will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. OFY-Acton shall obtain parent or guardian consent to assess the OFY-Acton's students.

(4) Identification and Referral

OFY-Acton shall have the responsibility to conduct Child Find, Search and Serve, and refer and work cooperatively to locate students who have or may have exceptional needs that identify the students as eligible for special education services. OFY-Acton will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

OFY-Acton will follow District and SELPA Child Find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a FAPE to the student in question. Child Find activities will be conducted so that students who have or are suspected of having a disability and needing special education related services are appropriately identified and if necessary referred for evaluation in accordance with state and federal law.

Child Find is also conducted through Student Study Team (SST) meetings, the RtI process, case management meetings, screening programs, outside agencies, and/or teacher or parent referrals. Several sources for referrals exist. Every student who wishes to enroll in OFY-Acton will take a placement exam to assist with developing the student's learning plan. Should a student score low in the placement assessment, interventions and additional supports will be provided. The student will be monitored for additional action if necessary.

As part of the Child Find process, the multidisciplinary SST composed of a school psychologist as a case manager, special education teacher, general education teacher, parent, student, if appropriate, and as necessary, other professionals, meet to review the student's strengths, weaknesses, areas of need, and to develop applicable interventions.

If the student fails to progress through the three tiers of RtI, an assessment is conducted in all areas of suspected disability by qualified professionals per the IDEA. An assessment report is developed, and parents receive a copy of the report. The assessment report is shared at the IEP team meeting, and the team members determine whether or not the student is eligible. To be eligible, the student must have one of thirteen qualifying disabilities, and the disabilities must be adversely impacting educational performance. A student shall be referred for special educational instruction and services only after the

resources of the regular education program have been considered and, where appropriate, utilized (Education Code Part 30, Chapter 4, Article 1, Section 56303). If a student is deemed eligible, the IEP team develops goals and objectives that guide the student's education at OFY-Acton. Should a parent, teacher, or student request an initial assessment for special education services, OFY-Acton shall comply and complete the request adhering to all required timelines.

As part of the referral assessment and special education process, an IEP team assesses all areas of suspected disabilities, develops and considers the present levels of performance, develops annual goals for the student for any areas which are identified of concern or below expected performance in present levels, determines services needed to meet those goals, and describes what accommodations and modifications the student will need to demonstrate satisfactory progress.

(5) IEP Meetings

OFY-Acton shall arrange and provide prior written notice when holding an IEP meeting, and IEP team membership shall be in compliance with State and Federal law. OFY-Acton shall be responsible for having the following individuals in attendance at the IEP meetings: an administrator or designee with appropriate administrative authority as required by the IDEA, the student's parent or guardian, the student's special education teacher, any other related service provider, the student's general education teacher, the student, if appropriate, and other OFY-Acton representatives who are knowledgeable about the regular education program at OFY-Acton and/or about the student. OFY-Acton shall arrange for the attendance or participation of all other necessary staff that may include, but is not limited to, an appropriate administrator to comply with the requirements of the IDEA, and shall document the IEP meeting as well as provide notice of parental rights.

(6) IEP Development

OFY-Acton understands that the decisions regarding eligibility, goals and objectives, services, placement, program, and exit from special education shall be the decision of the IEP team and parent or guardian approval, pursuant to the IDEA. Services, placements, and programs shall be provided to all eligible students enrolled in OFY-Acton in accordance with the policies, procedures, and requirements of Federal law, State law, and District and SELPA policies.

(7) IEP Implementation

OFY-Acton shall be responsible for the implementation of the IEP. As part of this responsibility, OFY-Acton shall provide parents with reports on the student's progress towards their IEP goals and objectives as provided in the student's IEP. These reports are provided as frequently as report cards are provided for OFY-Acton's non-special education students. OFY-Acton shall also provide all home-school coordination, information exchange, as well as all curriculum, classroom materials, classroom modifications, and assistive technology.

(8) Interim and Initial Placements of New Charter School Students and Transfer Out of the Charter School

OFY-Acton shall comply with California Education Code Section 56325 with regard to students transferring into OFY-Acton within the academic school year. In accordance with California Education Code Section 56325(a)(1), students who enroll in OFY-Acton from another school district, whether within or outside of California, shall be provided a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed 30 days through a 30-day administrative placement, by which time OFY-Acton shall adopt the previously agreed upon IEP or shall develop, adopt, and implement a new IEP that is consistent with Federal and

ftate laws.

Any student who transfers out of OFY-Acton and returns to their district of residence or another school will be provided school records, a summary of progress towards IEP goals, up-to-date documentation of work completed including course credits. All IEP records and documentation will be transferred to the new school upon receipt of a records request.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into OFY-Acton from the authorizing district, OFY-Acton shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and OFY-Acton agree to develop, adopt, and implement a new IEP that is consistent with Federal and State law. Within those first 30 days, OFY-Acton will conduct an IEP meeting to ensure that the services meet the needs of the student's IEP goals and objectives and in consideration of the unique blended program of the Charter School.

(9) Non-Discrimination

It is understood and agreed that all students will have access to OFY-Acton and no student shall be denied admission or counseled out of OFY-Acton due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for special education services.

(10) Parent or Guardian Concerns and Complaints

OFY-Acton shall follow State, District, and SELPA policies for responding to parental concerns or complaints related to special education services. OFY-Acton's principal shall receive any concerns raised by parents or guardians regarding related services and rights and will work with the special education staff to determine the best plan of action to resolve the issue. The authorizing District will be notified of any formal complaints. OFY-Acton's designated representative shall investigate, respond to, and address the parent or guardian concern or complaint consistent with District policies.

(11) Due Process Hearings

OFY-Acton may initiate a due process hearing or request for mediation with respect to a student if it determines such action is legally necessary or advisable. In the event that a student's parents or guardians file for a due process hearing or request mediation, OFY-Acton shall follow the Federal, State, District, and SELPA procedures for addressing the filing of a due process hearing.

(12) Special Education Program

The special education teacher and other related-services providers will maintain communication with the general education teacher, student, and parent to ensure the student is progressing both in their IEP and ILP goals. The general education teacher, special education teacher, and other related-services provider will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student will meet with the special education teacher and/or related-services provider at OFY-Acton's school site based upon a specified appointment time. Additionally, the school psychologist and special education teacher will monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education teacher will collect and monitor the student's data to assist with analyzing the effectiveness of the interventions and to determine additional action when needed.

For students receiving specialized academic instruction, the special education teacher will use OFY-Acton's curriculum to address the goals and objectives written in the student's IEP. Based upon the

student's needs, services will be provided individually, in a small group (two or three students) pull-out model, or in direct instruction through a collaboration model.

Individual student progress will be evaluated on a monthly and quarterly basis and measured by compliance with the Student Master Agreement and the IEP (signed at enrollment, specifying agreement to the policies, education model, and programs of the school), attendance, credit completion, and participation in State standardized tests. Each student's IEP's goals will be monitored based on charting, observation, and assessments, and student progress regarding IEP goals will be shared with parents on at least a quarterly basis and as provided by the IEP. In the case where a student with disabilities has difficulty progressing in OFY-Acton's program, an IEP meeting will be scheduled to discuss further interventions and supports with the intention of improving student credit accumulation or progress towards IEP goals.

Annual IEP meetings and triennial IEP meetings are scheduled with the parent, special education staff, general education staff, and an administrative designee to ensure that everyone has meaningful participation in the IEP process. The student's case manager is responsible for monitoring the provision of all primary and related services. The case manager assures that all service providers submit progress reports towards goals and objectives at the required reporting periods. Quarterly progress reports are provided to the parent and student to communicate the student's progress towards meeting their IEP goals. The special education staff tracks special education student performance and provides yearly summaries for the special education program at OFY-Acton. This information assists the leadership staff and the special education staff in adjusting program support and identifying successful intervention programs. Data collected includes monthly work completion, Renaissance STAR exam scores, attendance rates, length of stay in OFY-Acton, graduation rates, and State standardized test results. Students who were previously identified as special education students but are no longer eligible for services will be offered additional support by the general education staff and the special education staff. Should a parent request reinstatement of special education services or should staff believe that there is a suspected area of disability, an assessment and an initial IEP meeting is held.

The special education teacher or school psychologist, if the student has related service only, will share primary responsibility for ensuring appropriate interventions are applied, monitored, and adjusted so that adequate progress is made by the student. OFY-Acton will provide all services for students with disabilities in conformity with their IEP as well as in compliance with the IDEA (20 U.S.C. § 1400 et seq.) and all applicable State laws.

In the event that a student transfers out of OFY-Acton, OFY-Acton will forward all student files to the school, district, or county requesting the student files within required records request timelines.

f) Section 504 and the Americans with Disabilities Act

OFY-Acton recognizes its legal responsibility to ensure that any qualified student with a disability shall, on the basis of disability, shall not be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of OFY-Acton. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodation by OFY-Acton.

OFY-Acton shall comply with Section 504 as it relates to students with disabilities by conducting assessments, determining eligibility, developing and implementing Section 504 Plans, providing all placement, services, and accommodations, and responding to parent concerns and complaints. OFY-

Acton shall also develop Section 504 Procedural Safeguards. When a student qualifies for and receives an annual Section 504 support package, students and parents will receive a copy of their Procedural Safeguards that inform them of their rights under Federal and State laws as well as critical information they can use to assist in accessing support for the student.

(1) 504 Determination

A 504 team will be assembled by the administrative designee and shall include the parent or guardian, the student, and other qualified persons knowledgeable about the student. The 504 team will review the student's existing records—including academic, social, and behavioral records—and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but was found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and written notice is given to the student's parent or guardian in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student; the 504 team shall draw upon a variety of sources, including, but not limited to, assessments conducted by OFY-Acton's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The school administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and the school administrator will review the 504 Plan with long-term substitutes. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

6. Monitoring Student Progress

Many students who enroll at OFY-Acton will be underperforming academically and/or with credit deficiencies. As part of our intake orientation for students and parents, teachers will explain that high school completion is earned through credit attainment and successful matriculation and not associated with student age. Newly enrolled students will be placed in the appropriate grade level based on the number of credits they have successfully completed thus far. Appropriate coursework and instructional delivery method will be determined by teachers and student advisors based on the student's most current grades, state standardized test scores, and diagnostic test results. Students without test scores or an achievement record will be placed in the appropriate grade level content courses as indicated by the student's previous report cards, transcript records, or diagnostic tests administered upon enrollment by OFY-Acton. The grade level placement of any incoming student shall be at the discretion of OFY-Acton's leadership staff based on earned credits upon enrollment and additional data obtained during enrollment. If additional data in the form of missing transcripts or other student records arrive after the student's grade has been assigned, OFY-Acton will make appropriate adjustments to the student's grade assignment immediately.

OFY-Acton will monitor and promote students through grade levels based on appropriate credit attainment. As part of the Individualized Learning Plan, students will be made aware of how many credits they have successfully earned and how many credits are needed to be promoted to a higher grade toward graduation. The grade level promotion or retention of any student enrolled with OFY-Acton shall be at the sole discretion of OFY-Acton's leadership staff.

E. Transferability of High School Credit

OFY-Acton students and parents will be informed about the transferability of courses to other public high schools and the eligibility of designated courses to meet UC/CSU A-G college admissions criteria during the enrollment meetings, in newsletters, and in the student handbook. For parents with limited English, translators will be available. Informational materials will be distributed in English and Spanish, and if needed, in other languages.

Many students will participate in the academic recovery program, catch-up on credits, and return to their resident or neighborhood school. Based upon their academic and personal goals, students may transition into and out of OFY-Acton over the course of their academic careers. OFY-Acton will apply for WASC accreditation in order to ensure that the units earned at OFY-Acton transfer to other middle schools and high schools and will be accepted at community colleges, colleges, and universities. Accreditation will allow credits awarded by OFY-Acton to be transferable to other high schools and all accredited colleges. OFY-Acton will apply to the Accrediting Commission for Schools Western Association of Schools and Colleges for accreditation prior to graduating its first class with the application process beginning as soon as the charter is approved. The current OFY sites serving students are all WASC accredited and OFY-Acton will seek guidance from the leadership and expertise of the OFY staff that has undergone the WASC accrediting process before.

F. What It Means to be an Educated Person in the 21st Century

OFY-Acton believes that learning best occurs when the educational program is designed to meet the individual needs of the student. The educational philosophy of OFY-Acton is based on the belief that all

students, regardless of past academic performance or personal obstacles, are capable of graduating from high school with skills necessary to succeed in post-secondary education or the job market. OFY-Acton will provide education programs that are dedicated to serving high-risk youth. Many students transfer back to the traditional school setting once the student has completed enough credits to be on grade level at the beginning of the semester. Although credit-recovery is one of the OFY-Acton's expected student outcomes, students also will also be equipped with life skills, which have been shown to help students achieve their academic goals as well as be successful in different environments.²³

OFY-Acton believes that an educated person in the 21st century is a lifelong learner who possesses the following academic skills necessary to contribute meaningfully to society:

- read and analyze grade-level text
- communicate with different audiences using oral and written language
- use math to solve everyday problems
- understand the scientific method, and how science impacts daily life

An educated person in the 21st century will have the following non-academic skills and qualities:

- take initiative and be self-directed
- adapt to and be flexible toward new situations
- show leadership and take responsibility
- be productive and accountable for work products

OFY-Acton will provide educational opportunities to those students most at risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. OFY-Acton will support each student's academic needs, as well as their social and emotional needs which will enable students to achieve the goal of becoming "self-motivate, competent and lifelong learners". Research has shown that meeting the social and emotional needs of students to be equally important in making academic strides and high school graduation a real possibility.²⁴ The Workforce Partnership with the Inland Empire Urban Conservation Corp will enable OFY-Acton to provide an educational program that increases the students' options upon graduation to enter the professional market.

OFY-Acton will offer a personalized educational program through an independent study format and will comply with California state statutes relating to independent study as set forth in Education Code 47612.5.

²³ Lippman, L., Ryberg, R., Carney, R., & Moore, K. A. (2015). Key 'Soft Skills' That Foster Youth Workforce Success: Toward a Consensus across Fields. Unpublished document, Child Trends Inc., Washington.

²⁴ Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and K.B. Schellinger. 2011. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432

III. Element 2 (B): Measurable Student Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil Outcomes,” for the purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

A. Performance Outcomes and Assessments

OFY-Acton’s measurable goals and student outcomes are aligned with the eight state priorities and meet state content and performance standards in core and non-core courses. Additional exit outcomes align with the mission of OFY-Acton. Table B.4 lists the measurable student outcomes for all students and subgroups and includes the assessment tools used to gauge progress. Skills are grouped in grade level spans: 7th – 8th and 9th –12th. This grade level grouping reflects the middle and high school student population that OFY-Acton proposes to serve. OFY-Acton’s annual goals that align to the eight state priorities are included in the LCAP provided in **Exhibit F**.

Table B.4: Academic Exit Outcomes, Achievement Goals and Assessment Tools

Subject	Skills, Knowledge and Aptitude	Assessment Tools	Frequency	Achievement Goals
English Language Arts	7 th -12 th Students will be able to read comprehensively, write clearly and, demonstrate listening and speaking skills through grade-level appropriate coherent presentations.	Renaissance Star ELA assessment	Three times per year	Refer to State Priorities in Element A, Table A.6: LCAP Goals and Eight State Priorities
		Oral presentation	Ongoing	
		Rubric-based performance tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		SBAC	Annually	
Mathematics	7 th – 8 th Students will master ratios and proportional relationships, the number system, expressions and equations, functions, geometry, and statistics and probability.	Renaissance Star math assessment	Three times per year	Refer to State Priorities in Element A, Table A.6: LCAP Goals and Eight State Priorities
		Rubric-based performance tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
	9 th – 12 th Students will master higher mathematics standards for number and	SBAC	Annually	

	quantity, algebra, functions, modeling, geometry, and statistics and probability.			
Science	<p>7th – 8th Students will be able to demonstrate an understanding of the key points of life sciences and physical sciences through investigation and experimentation.</p> <p>9th-12th Students will be able to demonstrate an understanding of the key points of physics, chemistry, biology/life science, earth sciences through investigation and experimentation.</p>	Lab reports	Ongoing	All students who are continuously enrolled for 18 weeks will demonstrate growth of at least one level on the Science CST.
		Rubric-based performance tasks	Ongoing	
		Unit Assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		CST	Annually	
Social Science	<p>7th – 8th Students will be able to analyze, compare and contrast, and reflect on the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. Students will analyze, compare and contrast, and reflect on the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war.</p> <p>9th – 12th Students will master historical and social science analysis skills. Students will be able to analyze, compare and contrast, and reflect on the major turning points that have shaped the modern world.</p>	Oral presentation	Ongoing	All students who are continuously enrolled for 18 weeks will demonstrate growth of at least one level on the Social Science CST.
		Rubric-based Performance Tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		CST	Annually	
World Languages	7 th – 12 th	Rubric-based performance tasks	Ongoing	90% of students who take a world

Element 2 (B). Measurable Student Outcomes

	Students will progress through the four levels (formulaic to extended) of language comprehension. Students will address a wide variety of content that is age- and stage appropriate, achieve communication competence, understand the connection between culture and language, and understand the appropriate structure of the language.			language will pass the End of Course Exam.
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
Health/PE	<p>7th – 8th Students will be able to distinguish between valid and invalid sources of nutrition information, demonstrate the ability to use effective skills to model healthy decision making, make a personal plan for improving one's nutrition and incorporating physical activity into daily routines, and explain physical, social, and emotional changes associated with adolescence.</p> <p>9th – 12th Students will distinguish between facts and myths regarding nutrition practices, products, and physical performance, analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community, describe physical, social, and emotional changes associated with being a young adult.</p>	Rubric-based performance tasks	Ongoing	<p>90% of students will pass the End of Course Exam.</p> <p>75% of students will achieve a passing score on the FITNESSGRAM.</p>
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course), FITNESSGRAM	Upon course completion	

College Preparatory/Career	9 th – 12 th Students will demonstrate an understanding of what it means to be ready for college, the types of schools and degrees they may choose to pursue after high school, and gain wide exposure to the financial resources available that make college attainable. Students will demonstrate career readiness by analyzing career clusters. Students will understand how preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.	Rubric-based performance tasks	Ongoing	90% of students will pass the End of Course Exam.
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course assessments)	Upon course completion	
Music/Art	7 th – 12 th Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Students will apply what they learn in music across subject areas. They will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They will also learn about careers in and related to music.	Unit Assessments	Upon unit completion	90% of students will pass the End of Course Exam
		Rubric –based performance tasks	Ongoing	
		End of Course Assessments	Upon course completion	
ELD	7 th – 8 th Students will gain an increasing ability to understand, speak, read and write in English.	CELDT or ELPAC	Annually	See table in Element A, Table A.6: LCAP Goals and Eight State Priorities
		Renaissance STAR	Three Times Per Year	

OFY-Acton's LCAP goals will be updated annually to reflect the changing needs of the students. The LCAP goals will be shared with the district for review. In addition to LCAP goals, OFY-Acton will monitor pupil achievement via multiple, measurable methods, including:

- school, district, state, and federal assessments
- percentage of students completing UC/CSU A-G courses, career technical education sequences, or programs of study that align with state board-approved career technical and educational standards and framework
- percentage of ELs who make progress toward English proficiency as measured by the CELDT (or any subsequent assessment of English proficiency, as certified by the State board)
- English Learner reclassification rate, and
- percentage of students who have passed an AP examination with a score of three or higher

Immediately following completion of the enrollment process, students will be given a diagnostic assessment in reading and math using the Renaissance STAR assessment system. Results will be documented in each student's ILP, thus enabling the teachers to develop specific classroom-level skills to show student growth and understanding. Student progress will be monitored at all times, and the ILP will allow for highly-personalized instruction, pacing, and remediation. Students will be assessed using the benchmark assessment Renaissance STAR three times a year with fall, winter, and spring assessments to determine growth in mathematics and English language arts.

B. Exit Outcomes

1. High School Performance Outcomes

The mission of OFY-Acton reflects the goals and programs provided to the diverse range of students who will be served by the Charter School. Pupil outcomes will address all state content and performance standards in core content areas and benchmark skills with specific classroom level skills will be developed. Additionally, will also include both academic and non-academic skills.

OFY-Acton will meet the following performance outcomes:

- Credit Attainment: OFY-Acton will be authorized to award course credit to those students who successfully master OFY-Acton coursework. All coursework and assessments within a particular course must be completed with an average score of 70 percent or better (or as otherwise specified on a student's IEP or 504 plan). If a student elects to re-enroll in a District or otherwise accredited school, all courses mastered at OFY-Acton will be transferable to the student's new school. A
- Academic Growth: OFY-Acton has established growth metrics for ELA and Math on the Renaissance STAR and the SBAC. At least 50% of student who take the Renaissance STAR assessments in both Reading and Math will earn a SGP of 40 or higher.
- College Readiness: OFY-Acton encourages students to participate in college preparatory courses. Students will be offered numerous resources to assist in planning post-secondary goals, exploring various career paths, researching colleges and financial aid opportunities, and designing a plan to transition from high school to college or into a rewarding career.
- Career Readiness: OFY-Acton students must complete workforce readiness courses as well as master skill development integrated into core course content. Students will receive instruction designed to assist them in gaining employment and keeping it, and specifically in the workforce readiness components under WIOA. Conservation Corps and other similar statutes, such as

financial literacy.

OFY-Acton students must also complete at least one workforce readiness class taught in collaboration with the Workforce Partner coach/instructor on workforce focus areas under WIOA. Conservation Corps and other similar statutes (e.g. financial literacy, workforce readiness).

- High School Diploma: OFY-Acton will be authorized to award high school diplomas to those students who successfully complete the academic and behavioral requirements established by OFY-Acton.

2. Non-Academic Outcomes

OFY-Acton will provide multiple opportunities for character development. A Charter Education course will be provided and is aligned with CCSS in College and Career Readiness and equips students with the mindset, knowledge, and skills needed to lead a successful academic and personal life. Students will study character traits such as gratitude, grit, optimism, and responsibility and participate in activities that help build self-confidence, self-esteem, and self-respect. The leadership skills that OFY-Acton's students learn will enable them to establish community relationships and take the first steps towards making affirmative life choices that benefit the communities in which they live. Listed below is an overview of the character traits students learn in the Character Education course.

Table B.5: Character Education Exit Outcomes

Life Skill	Goal
Gratitude	Students will learn to develop an attitude of appreciation and gratefulness.
Grit	Students will understand how to pursue dreams and goals in the face of opposition.
Optimism	Students will learn to identify and understand one's own thought process to see the positive in negative situations.
Relationship Skills	Students will learn to develop and maintain healthy relationships within different contexts.
Responsibility	Students will learn how to think through consequences before making decisions.
Self-Awareness	Students will learn to identify and understand one's own feelings and how these feelings effect decision making.
Self-Management	Students will understand how to manage one's own feelings, behaviors, and thoughts in different situations.
Social Awareness	Students will learn how to understand and empathize with other's feelings and viewpoint.

3. Student Transcripts and Grade Level Classification

Student transcripts will be thoroughly reviewed to determine high school grade classification. All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are eligible to start earning credit for high school after meeting the core content requirements for grade 8. All eligible students must notify their teacher before they begin high school courses. Grade level classification is not based on age; rather, it is based on credits earned. Grade classification may be reviewed each semester. OFY-Acton's students will be classified as follows:

Table B.2: High School Grade Level Classification

Classification*	Credits Earned
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Grade 9 (Freshman)	0-59
Grade 10 (Sophomore)	60-119
Grade 11 (Junior)	120-169
Grade 12 (Senior)	170-220

4. *Middle School Performance Outcomes*

Middle school students will earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study. Eighty (80) units of credit will be considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science. Credit deficiencies must be made up by taking additional courses in the summer or by taking additional work in high school, depending on individual circumstances. A middle school certificate of promotion will be granted to each student who completes the basic program defined for grades 7 and 8, except in unusual circumstances warranting an adjustment of the individual's program (see Table B.1).

Table B.1: Middle School Two-Year Content Requirements

Subject	Semesters
English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science (including Health topics)	4 semesters
Physical Education	4 semesters

C. *College Preparatory Plan*

OFY-Acton will offer its students a college preparatory plan that leads to enrollment in a four-year college or university or enrollment in a community college with the ability to transfer to a four-year institution. In addition to the minimum graduation requirements described above, college preparatory students complete the following:

- a total of 30 to 40 credits of mathematics (Algebra I or higher)
- 40 credits of English core course material
- a total of 30 to 40 credits of college preparatory lab science
- a total of 20 to 40 credits of college preparatory foreign language

OFY-Acton will offer a diverse array of courses that meet UC/CSU A-G admission requirements. In addition, students at OFY-Acton will be able to enroll in Advance Placement courses. A list of A-G and AP courses that OFY-Acton will offer is provided in the OFY Student Handbook. Finally, OFY-Acton will pursue partnerships with local community colleges. The partnerships will enable OFY-Acton to offer concurrent enrollment courses to its students.

D. *Exit Outcome and Performance Goal Modifications*

OFY-Acton recognizes that exit outcomes and performance goals may need to be modified or changed over time. These changes may be caused by changes in CCSS or California standards; changes to curriculum or performance expectations by the District or the CDE; or changes initiated by OFY-Acton's board or leadership team. Any revisions to exit outcomes or performance goals aligned to CCSS or

California standards shall meet or exceed minimum requirements put forth by the Acton-Agua Dulce Unified School District or the CDE.

E. High School Graduation Requirements

Students who choose to graduate from OFY-Acton are required to meet the graduation requirements listed in Table B.3:

Table B.3: Graduation Requirements

Subject	Number of Credits
English	40 Credits
Mathematics	30 Credits (at least one course will meet or exceed state academic content standards for Algebra 1)
History/Social Science	30 Credits (World History (10 credits); U.S. History (10 credits); American Government (5 Credits); Economics (5 Credits))
Physical Education	20 Credits
Science	20 Credits (Biological Science (10 Credits); Physical Science (10 Credits))
Foreign Language or Visual/Performing Arts	10 Credits
Health	5 Credits
General Electives	65 Credits
Total Credits	220 Credits
Community Service	10 hours to fulfill the service learning requirement (This is to be completed in grades 9-12, and students must submit verified hours on a letterhead from an approved service agency).
Participation in Workforce Program	Completed in grade 9-12 while enrolled at OFY-Acton. Must complete all coursework with a passing grade.

OFY-Acton understands that graduation requirements may change over time. OFY-Acton's students will complete all graduation requirements of the current school year per District or State requirements.

F. WASC Accreditation Standards

OFY-Acton will apply for WASC Accreditation upon approval of the charter. All Options For Youth charters are WASC approved.

IV. Element 3 (C): Methods to Assess Pupil Progress

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

A. Accountability for Student Progress

OFY-Acton will be accountable for student progress and will administer the following assessments: Renaissance STAR benchmarking assessments in reading and mathematics, the California Assessment of Student Performance and Progress (CAASPP), the California Standards Test and other California-mandated assessments. OFY-Acton has established yearly performance goals and will use the data from the assessments listed above to determine the effectiveness of the educational program. OFY-Acton will also be evaluated according to student and parent satisfaction indices, the number of students graduating from the program, and the number of students recovering credits and returning to traditional school environments.

OFY-Acton will use the following measures of academic achievement in determining program success:

- Renaissance STAR Benchmark Assessments
- CAASPP (movement of student from one proficiency level to the next in a given subject)
- California Standards Test (movement from one proficiency level to the next)
- CELDT (movement from one proficiency level to the next)
- RFEP results (the number and percentage of ELs who have exited the EL program)
- Course Level Assessments (demonstration of proficiency in grade level courses using summative assessments)
- FITNESSGRAM (physical education assessment for required grades)

Outcomes will be measured by the incremental growth of our students as determined by the assessments listed above. Reported results will be based upon a portfolio of student performance data, including teacher assessments, student assessment data and course completion. Exit outcomes will align to OFY-Acton's mission, curriculum, and assessments.

Six months after the close of the fiscal year, OFY-Acton will submit an annual report to the Acton-Agua Dulce Unified School District containing year-end information detailing pupil achievement (i.e. Renaissance STAR growth metrics, CAASPP results, credit attainment rates, CELDT results, RFEP results) as well as the financial audit for the school year. Data provided in this report will be specific to students enrolled under this charter as approved by the District and will meet all CCSS and California assessment requirements.

1. Progress Assessment Methods

Students will be regularly assessed to determine skill level growth and the appropriateness of the program for meeting their individual needs. All students will participate in testing programs as required by law. OFY-Acton will annually report student achievement data to staff, parents, and the District. Teachers will use the data to determine students' areas of strengths and weaknesses and adjust their instructional methods or curriculum accordingly; administrators will use the data to review staff performance and create relevant professional development; the Board of Managers will use the data to

evaluate the performance of school leaders and the educational model; and the District will use the data to evaluate the performance of OFY-Acton.

Teachers will address assessment results during individual meetings and will develop intervention strategies to meet any academic deficiencies. Parents will be informed through parent-teacher conferences, IEP meetings, and Section 504 conferences.

2. Unit and Course Assessments

Teachers at OFY-Acton will use multiple formative, summative, and student self-assessments to track student progress and inform instruction. Formal and informal assessments within each instructional unit and course will provide teachers and students real time data to evaluate the effectiveness of content delivery and standard mastery achievement. Teachers and students will use the data when working collaboratively on individual learning plans. Teachers and leadership will further utilize this data to inform teaching skills and additional professional development offerings. Appropriately selected and administered assessment instruments will be aligned to the mission, exit outcomes, and curriculum of OFY-Acton. These assessments will provide information that is critical for:

- meaningful placement decisions
- documentation of student growth through pre-testing and post-testing
- assistance to teachers in making effective decisions about instructional content and pacing for individual students
- evaluation of overall program effectiveness

Test scores are only one indicator of a student's abilities and knowledge. Such scores are best used in the context of other information about the student and only after careful consideration of the most appropriate test to administer and a full understanding of the individual student being tested. This is particularly true for a high-risk student whose progress is not typically reflected by traditional evaluation methods. OFY-Acton will use multiple measures and indicators to accurately determine student success and inform instruction. These measures will include a variety of assessments such as standardized assessments, California-mandated assessments, and benchmark, teacher-developed rubrics, performance tasks, and portfolios. A list of subjects and the type of assessments used are provided in Table C.1.

Table C.1: Subjects, Assessment Tools, and Frequency of Assessment

Subject	Assessment Tools	Frequency
English Language Arts	Renaissance Star ELA benchmark assessment	Three times per year
	Oral presentation	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	SBAC	Annually
Mathematics	Renaissance Star math benchmark assessment	Three times per year
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	SBAC	Annually
Science	Lab reports	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit Assessments	Upon unit completion

	Summative assessments (e.g. End of Course)	Upon course completion
	CST	Annually
Social Science	Oral presentation	Ongoing
	Rubric-based Performance Tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	CST	Annually
World Languages	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
Health/PE	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
Electives	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion

OFY-Acton's students will also develop their social-emotional skills through experiences designed to foster critical thinking. Research supports the positive association between social-emotional skills and academic achievement, with these skills having positive long-term behavioral and attitudinal effects.²⁵ Methods for assessing the progress of the development of these skills include reflection activities and one-to-one student teacher meetings (see Table C.2).

Table C.2: Social-Emotional Skills, Assessment Tools and Frequency of Assessment

Skills	Assessment Tools	Frequency
Gratitude Grit Optimism Relationship Skills Responsibility Self-Awareness Self-Management Social Awareness	Journal entries	Ongoing
	One-on-one student teacher meetings	Twice weekly
	Character Education activities	Ongoing
	Teacher and staff anecdotal notes	Ongoing
	Student personal growth plan	Initially

3. *Personalized Assessment*

OFY-Acton will identify the particular needs of each student during an enrollment orientation, which will include diagnostic assessments, parent interviews, student goal setting, and transcript review. This process will provide the student's teacher with an initial understanding of the student's communication skills, the student's perspective on school, why the student left his or her previous learning environment, and what are the student's goals. This information will provide insight the teacher can use to help the student shape educational and personal goals. This approach is vital to the overall success of the personalized learning process.

The teacher, student, and parents will work together to develop an ILP to help maximize the student's success in the program. OFY-Acton recognizes that individual students have varied, often changing

²⁵ Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(03), 508-544.

needs, and teachers may adjust the ILP to meet these needs; however, any adjustments must still maintain strict adherence to a well-defined set of content standards and graduation requirements. Student success will be achieved through a balance between structure and flexibility in the learning process.

OFY-Acton will use the following strategies when developing the ILP for each student:

- an assessment of the academic strengths and weaknesses of the student, using both formal and informal assessment procedures
- a thorough examination of the expectations for each student
- location of available resources and services so that an appropriate match between the expectations and the student's knowledge base can be achieved
- collaborative review of community and charter school resources to support student achievement and bridge the gap between learning goals and prior academic knowledge
- the development of a personalized plan of action that is flexible, modifiable, and includes an evaluation procedure to determine achievement of desired outcomes

Students must demonstrate that they have met the standards required for the coursework before progressing to subsequent courses within the same content area.

4. *Student Skill Growth*

Comprehensive skill growth will be measured using multiple assessment measures. One metric used for student level and school wide data tracking is the Renaissance STAR assessment system, which is nationally normed and aligned with CCSS. Implementation of the Renaissance STAR assessments will allow OFY-Acton to disaggregate data, evaluate curriculum, and compare students' skill growth to that of students at other schools with the same educational model.

This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. Students will take the Renaissance STAR Reading and Math Assessments after enrollment and during two additional benchmark assessment windows. These benchmark assessments will provide teachers with a snapshot of each student's reading and math levels. Follow-up assessments will identify student deficiencies so that the teacher can provide individualized, targeted interventions. OFY-Acton will be able to track the skills growth of the student population as a whole and the Renaissance STAR Assessments will allow OFY-Acton to design formative and summative assessments that align with the school's personalized curriculum.

Another method to track student skill growth is MasteryConnect, a cloud-based platform that allows teachers to track student growth in state standards. Small group instructors will use MasteryConnect to develop diagnostic and benchmark exams for each course. Students will take these exams at the beginning of a course, midway through a course, and at the culmination of a course. Additionally, standards-aligned quizzes and exams will be given to students throughout a course.

5. *Student Credit Attainment and Mastery*

Each student will be placed in the core subjects of ELA and mathematics based upon his or her assessed achievement levels, transcripts of previous coursework, state test results, and other data. Mastery of skills will be determined by one or more of the following: teacher observational data, work samples, unit tests, and formative and summative assessments. Assessments will be tailored to meet the specific

learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Students will be required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). In order to earn course credit, a student must demonstrate mastery, which is defined as a score of 70 percent or higher, on both coursework and unit exams. Students who do not meet this requirement must review and revisit a differentiated instructional process, such as direct instruction, online coursework, or individualized tutoring at the school site in order to master the skills and content.

Students have the opportunity to complete a maximum of ten academic units of work (equivalent to ten credits) during the same four-week learning period. OFY-Acton will apply for WASC accreditation, and credits earned at OFY-Acton will be transferable to all accredited high schools. Attendance will be calculated, and an audit trail of all coursework will be maintained for each student based on the California Education Code Sections 33050, 41420, 46301, and 47612 for charter schools.

6. Success Rates

The goal of OFY-Acton is to re-engage students and provide academic support, enabling students to recover credits and return to their home district or graduate from the charter school. OFY-Acton will internally measure graduation rates on a yearly basis. Because of the non-traditional nature of the program, OFY-Acton will determine graduation rates by measuring the number of students who have earned enough credits to be considered seniors at the beginning of the school year and those who then graduate by the conclusion of that same school year.

OFY-Acton anticipates enrolling students year-round. Because of the varying needs of students who may enroll and then leave OFY-Acton, the drop-out rate will be based on full-time students. OFY-Acton will notify the Acton-Agua Dulce Unified School District when students voluntarily leave the program and inform the District of the student's intent to return to their neighborhood school upon credit recovery. OFY-Acton will work collaboratively with the Acton-Agua Dulce Unified School District to increase graduation rates, decrease drop-out rates, and address state priorities.

7. State Mandated Assessments and Accountability System

Pursuant to California Education Code Section 60605, OFY-Acton will administer all required State and national standardized assessments (i.e. CAASPP, CELDT) as they are developed and approved by State and Federal agencies. State mandated assessments will be used to measure student achievement, inform instruction, and provide guidance for development of LCAP goals and objectives. Data collected from the assessments will be analyzed, disaggregated, and shared with multiple stakeholders, including school staff, school leadership, the Board of Managers, students, and parents. Based on the data, students who score below proficient will be provided with further support interventions. All data collection will comport with state and federal privacy laws including the Family Educational Rights and Privacy Act.

V. Element 4 (D): Governance

Governing Law: *The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

Options For Youth-Acton will be governed by a Board of Directors in accordance with its bylaws (see **Exhibit G: Bylaws, Articles of Incorporation, and Conflict of Interest Policy**). OFY-Acton's Board of Directors will be comprised of three members, who shall manage the business affairs of OFY-Acton. The Board will be responsible for school policy decisions, including ensuring that the academic program is implemented effectively and results in student academic success. The Board will also adopt appropriate school policies, review the school's financials, oversee student discipline, monitor organizational program performance, and ensure other policies are implemented as mandated by State or Federal law.

OFY-Acton will follow all applicable laws, including the Brown Act as it applies to charter schools. OFY-Acton's Board of Directors have multiple oversight responsibilities, including:

- development, review, or revision of the school's accountability plan and mission
- adoption of required policies specific to independent study, Student Master Agreement, and discipline policy
- development and approval of the annual budget
- participation in dispute resolution procedures and complaint procedures when necessary
- approval of charter amendments
- annual review of the LCAP and approval of LCAP revisions
- approval of annual fiscal and performance audits
- approval of personnel discipline (e.g. suspensions or dismissals) as needed

The Board of Directors will have the responsibility to solicit input from the parents of OFY-Acton's students regarding issues of significance and to weigh these inputs and opinions carefully before taking action. The Board of Directors may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by any law and which is not in conflict with the purposes for which OFY-Acton is established. OFY-Acton will reserve the right to contract with other individuals and entities, whether public, private, non-profit, or for-profit, in order to accomplish its goals and objectives as stated in this Petition, or to provide any or all services required hereunder, to the extent permitted by law.

Pursuant to Education Code Section 47604(b), Acton Unified School District will be entitled to a sole voting representative on OFY-Acton's School Board (the District Representative), provided, however, that the District Representative is not eligible to serve as an officer of OFY-Acton, nor shall the District Representative participate in, be privy to, or vote with respect to any corporate business that is unrelated to the operation of the OFY-Acton.

Board Members are selected based on background and education, commitment to the mission of the school, and ability to carry out board duties. The Board Members are selected by Options For Youth – California, Inc., a nonprofit public benefit corporation. Unless a Board Member is removed or resigns, each Board Member will hold office until a successor is elected. The biographies of OFY-Acton's Board Members are included in **Exhibit H: Board Biographies**.

To ensure stable and consistent legal compliance and effective board practices, OFY-Acton will provide ongoing training to its Board Members. Topics may include, but are not limited to: understanding charter school budgets, the Brown Act, conflict of interest, roles and responsibilities of a board member, educational model, etc. Board Members are prohibited from voting on or participating in a discussion relating to a matter in which a Board Member has a direct, personal financial interest. The Board has adopted policies and procedures regarding self-dealing and conflicts of interest. A copy of OFY-Acton's Conflict of Interest Policy is in **Exhibit G: Bylaws, Articles of Incorporation, and Conflict of Interest Policy**.

OFY-Acton shall have no authority to enter into contracts for or on behalf of Acton-Agua Dulce Unified School District. Any contracts, purchase orders, or other documents which are approved or ratified by OFY-Acton's Board of Directors, as required by law, shall be unenforceable against Acton-Agua Dulce Unified School District and shall be OFY-Acton's sole responsibility.

OFY-Acton will assemble an Advisory Council composed of school staff, interested parents, and community members. The Acton-Agua Dulce Unified School District may appoint a representative to the Advisory Council. The Advisory Council will provide input and recommendations impacting school operations and student success to school administration, OFY-Acton's Board of Managers, and teachers. The Advisory Council will meet four times annually, including a meeting to review the Annual Program Evaluation. In addition, staff representatives from each school site will meet in focus groups on a quarterly basis.

Pursuant to Education Code Section 47604(b), the Acton-Agua Dulce Unified School District will be entitled to a sole voting representative (the District Representative), on OFY-Acton's Board of Directors. The District Representative is not eligible to serve as an officer of OFY-Acton, nor shall the District Representative participate in, be privy to, or vote with respect to any corporate business that is unrelated to the operation of the OFY-Acton.

The Board of Directors have been selected on the basis of background and education, commitment to the mission of the school, and ability to carry out board duties. Unless a Board Member is removed or resigns, each Board Member will hold office until a successor is elected. The biographies of OFY-Acton's Board of Directors are included in **Exhibit H: Board Biographies**.

To ensure stable and consistent legal compliance and effective board practices, OFY-Acton will provide ongoing training to its board members. Topics may include, but are not limited to: understanding charter school budgets, the Brown Act, conflict of interest, roles and responsibilities of a board member (educational, operational, and fiscal), the School's comprehensive educational model, and other areas as needed to comply with state and federal law. Board Members are prohibited from voting on or participating in a discussion relating to a matter in which a Board Member has a direct, personal financial interest. The Board has adopted policies and procedures regarding self-dealing and conflicts of interest, which are included as **Exhibit H: Articles of Incorporation, Management Agreement, and Conflict of Interest Policy Draft**.

OFY-Acton shall have no authority to enter into contracts for or on behalf of the Acton-Agua Dulce Unified School District. Any contracts, purchase orders, or other documents which are approved or ratified by

OFY-Acton's Board of Directors, as required by law, shall be unenforceable against the Acton-Agua Dulce Unified School District and shall be OFY-Acton's sole responsibility.

VI. Element 5 (E): Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

A. Key Staff Positions

OFY-Acton will have the following staff positions, subject to student need and available funding:

- Principal
- Assistant principals
- Teachers (Academic recovery, Area teachers and Small Group Instruction)
- Special Education teachers
- Student Advisor
- ELD specialist and support staff
- Tutors
- Center Coordinator

Please see **Exhibit I: Job Descriptions and Qualifications** for a detailed description of the **OFY-Acton positions**. Teachers at OFY-Acton will meet all highly-qualified requirements of the Every Student Succeeds Act (ESSA), as applicable to their position, and shall be required to hold a credential or permit as required by the California Commission on Teacher Credentialing (see **Exhibit I: Job Descriptions**). These documents shall be maintained on file at OFY-Acton and shall be subject to periodic inspection by the Acton-Agua Dulce Unified School District.

Job openings will be posted on OFY-Acton's website as well as on education-oriented and general interest job sites. As part of the application process, candidates will be screened for experience and qualifications. If a candidate meets all the requirements for the position, an in-person interview will be conducted with OFY-Acton's leadership staff. Before beginning employment with OFY-Acton, selected candidates must pass a thorough background check, which includes screenings by the Department of Justice and the Federal Bureau of Investigation, past employment verification, reference checks, and a TB test. Newly-hired teachers will participate in a training program prior to teaching to learn OFY-Acton's curriculum, instructional model, and data-tracking systems.

A copy of the OFY-Acton Employee Handbook can be found in **Exhibit J: Employee Handbook Draft**.

B. School Employee Qualifications

Employees of OFY-Acton will not be employees of the Acton-Agua Dulce Unified School District, the State of California, or any political subdivision of the State. OFY-Acton shall be the exclusive public school employer of all OFY-Acton's employees, for all purposes, including, but not limited to, collective bargaining. OFY-Acton will be responsible for hiring staff. All teachers will hold, at a minimum, a Bachelor's degree, be appropriately licensed by the state, demonstrate subject matter competency, and be highly qualified. All other staff members, both instructional and non-instructional, will meet minimum qualifications outlined in each description. All employees will be subject to the requirements in connection with criminal record checks and tuberculosis (TB) risk assessments and examinations, if necessary. All employees will be subject to State and Federal employment laws.

In order to recruit and retain highly-qualified and experienced personnel, OFY-Acton will offer a competitive salary and benefit package, as well as provide ongoing opportunities for professional development and training. OFY-Acton is committed to maintaining a discrimination-free workplace to ensure the continued delivery of quality educational programs.

C. Employee Health and Safety Screening

OFY-Acton will comply with all applicable federal, state and local requirements and laws regarding the school employee and student health, safety and emergency preparedness. Every employee of OFY-Acton will be required to furnish a criminal record summary as described in Section 44237 of the California Education Code and otherwise comply with the requirements of that code section. Volunteers and contractors must also provide OFY-Acton with a criminal record summary. OFY-Acton will not hire any consultant or employee candidate, certificated or classified, who does not pass a background check and/or who has a prior felony conviction. Any individual who has contact with students will be required to undergo a TB risk assessment and criminal record summary examination as required by law.

D. School Leadership, School Teachers, and Staff Recruitment and Hiring

The Principal of OFY-Acton will report to the OFY-Acton Board of Directors and will be evaluated annually by the board. The Principal will be responsible for the hiring, training, and evaluation of teachers and staff on an annual basis.

VII. Element 6 (F): Health and Safety Procedures

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

A. Procedures for Background Checks

Employees, contractors and volunteers of OFY-Acton will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of OFY-Acton will monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board of Directors will monitor the fingerprinting and background clearance of the Principal. Volunteers who work outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

B. Resource Center Locations

The OFY-Acton Resource Centers will be located at the following addresses:

- 7011 Schaefer Suites C-F
Chino, CA 91710
- 16981 Foothill Blvd, #A6
Fontana, CA 92335
- 17216 Slover Ave. L-102 and 12A
Fontana, CA 92337
- 15461 Main Street Suite 101-104
Hesperia, CA 92345
- 9849 Foothill Blvd Unit G
Rancho Cucamonga, CA 91730
- 1430-1438 W. 7th Street
Upland, CA 91786
- 11975 Hesperia Rd.
Hesperia, CA 92345
- 1731 E. Ventura Blvd
Oxnard, CA 93036

C. Facility Inspections

OFY-Acton will provide its staff and students safe facilities that meet or exceed local safety ordinances.. The school sites will be accessible to all students. OFY-Acton's facilities will meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act. A draft of the health and safety plan can be found in **Exhibit K: Job Safety Handbook**. OFY-Acton's Board of Directors may periodically amend the Job Safety Handbook or implement a new plan in compliance with applicable laws.

D. Health and Safety of Students and Staff

1. First Aid

Administrators, teachers, and staff members will be trained to provide emergency and first aid response to assist in providing a safe and healthy learning environment.

2. Emergency Preparedness

OFY-Acton will adhere to an Emergency Preparedness Handbook developed specifically for the school site. This handbook will include but not be limited to the following responses to: fire, flood, earthquake, terrorist threats, and hostage situations. The school will insure that all staff members receive annual training on OFY-Acton health, safety and emergency procedures and all conduct emergency responsive drills for students and staff. A Comprehensive School Safety Plan which included safety and disaster plans is under revision and will be adopted, implemented and maintained at all times.

3. Immunizations

OFY-Acton will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075, as applicable to charter schools. OFY-Acton will maintain student immunizations, health examinations and health screening records on file.

4. Tuberculosis Risk Assessment and Examination

Faculty and staff will be assessed for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

5. Blood Borne Pathogens

OFY-Acton will meet State and Federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. OFY-Acton's Board of Directors will establish and implement an infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV), and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

6. Diabetes

OFY-Acton will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students in grade 7, pursuant to Education Code Section 49452.7. The information sheet will include, but not be limited to, all of the following:

- a description of type 2 diabetes
- a description of the risk factors and warning signs associated with type 2 diabetes
- a recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
- a description of treatments and prevention of methods of type 2 diabetes
- a description of the different types of diabetes screening tests available

7. Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis. OFY-Acton will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

8. Drug-Free/Alcohol-Free/Smoke-Free Environment

OFY-Acton will maintain a drug, alcohol, and smoke-free environment.

9. Medication

OFY-Acton will adhere to Education Code Section 49423 regarding the administration of medication in school. OFY-Acton's medication policy can be found in **Exhibit L: Medical Policy**.

E. Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the Acton-Agua Dulce Unified School District. OFY-Acton will provide mandated reporter training for suspected child abuse. OFY-Acton will provide employees annual training on child abuse detection and reporting, in accordance with the requirements of AB 1432.

F. Comprehensive Discrimination and Harassment Policies and Procedures

OFY-Acton is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. OFY-Acton will implement a comprehensive policy, including training for staff and students, to prevent and immediately remediate any concerns about discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with OFY-Acton's discrimination and harassment policy. Specific details on these policies can be found in the Student Handbook and the Employee Handbook.

G. Family Educational Rights and Privacy Act

OFY-Acton, including all employees and officers, shall comply with the Family Educational Rights and Privacy Act and Education Code section 49060 et seq. at all times.

VIII. Element 7 (G): Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

A. Racial and Ethnic Balance of Student Body and Student Recruitment

OFY-Acton will maintain a policy of non-discrimination in all areas of its operations and will make reasonable efforts to achieve a racial and ethnic balance among its students that reflects the racial and ethnic balance of the territorial jurisdiction of the area where the resource centers are located. This balance will be achieved and maintained through the recruitment of under-represented students from high need areas. OFY-Acton will also work with community-based organizations to achieve a reflective racial and ethnic balance.

OFY-Acton will engage with administrators and school counselors in district high schools to support them in providing an alternative educational option to their students who are disengaged from school and likely to be unsuccessful in a traditional setting. OFY-Acton's unique model will provide an alternative to the comprehensive high school with its flexible schedule, programs and calendar. OFY-Acton will target recruitment efforts towards students who are socio-economically disadvantaged, have a history of low academic performance, have disabilities, are out of school, or are at-risk of dropping out of school. The target population that OFY-Acton plans to serve includes students who are:

- pregnant and parenting teens
- credit deficient students
- students with a past record of high levels of truancy
- special education students with individual education plans identifying a significant level of independent study as appropriate
- English learners
- students qualifying for free or reduced meal programs
- transient and homeless students
- students in foster care
- adjudicated youth

B. Outreach Plan

Practices for ensuring that OFY-Acton's student population is reflective of the community may include, but is not limited to:

- targeted recruitment in the geographic area surrounding the school
- outreach efforts focused on student subgroups that have historically struggled academically
- bilingual flyers, brochures, and ads announcing enrollment and contact information of the school
- student recruitment at local community events
- outreach at local community centers, churches, public libraries, and local businesses
- annual marketing plans created in collaboration with school staff and with the use of student survey data
- community outreach with key stakeholders, which includes students and families, community leaders, and local businesses

- annual review of student demographic data to determine if the student population is reflective of the community where the resource center is located

OFY-Acton will work to establish partnerships with community colleges and other organizations such as Boys and Girls Clubs, YMCA, churches, and the juvenile justice system in an effort to recruit students and maintain a target population that is reflective of the community. Student outreach will be conducted in English and Spanish. OFY-Acton staff will conduct outreach in additional languages as needed.

1. Geographic Areas

OFY-Acton enrollment will be open to all students and targeted recruitment will be conducted in the 90022, 90044, 90255 and the 90201 zip codes.

2. Advertisements and Promotional Materials

OFY-Acton will advertise in public places and market to families and students to further promote student recruitment efforts. OFY-Acton will start by sending postal mailers to potential students via U.S. Postal Service. These postal mailers will be attractive, appealing and include a brief overview of OFY-Acton along with contact information. OFY-Acton will also seek to advertise in highly visible public areas such as local supermarkets, libraries, shopping centers and laundry mats. An 8 ½ x 11-inch flyer will be posted on bulletin boards at these venues. Flyers will also be readily available at these businesses in both English and Spanish. OFY-Acton will also advertise on bus shelters in an effort to gain the attention of parents and students who use public transportation.

One cost effective way OFY-Acton intends to advertise is through the use of social media. OFY-Acton will create accounts for each site on Facebook, Twitter and Instagram. These social media outlets will update students and parents about the school as well as provide a hub for questions and comments. These social media platforms will also showcase student projects, social clubs, events, and sports teams.

In addition to start-up advertising and outreach, OFY-Acton's marketing and recruitment activities will continue during years one and two, but will be subject to adjustment if other strategies prove to be successful in year one. Enrollment will be ongoing throughout the school year. Students may enroll at any time during the year as long as capacity is not met. To ensure students have an equal opportunity to enroll, OFY-Acton site will hold a lottery for admissions after it has reached an enrollment of 300 students. Any student interested in enrolling will be asked to complete an Intent to Enroll form and submit before the lottery. All students will have equal weighting in the lottery. Please refer to Element J: Admission Requirements for information on the Lottery Process.

The following promotional materials will be used for community meetings and student recruitment efforts:

- brochures
- presentation folders
- flyers in both English and Spanish and other languages as needed
- mailers
- website
- branded promotional materials: lanyards, notepads, pens, highlighters, etc.

These materials will be provided in both English and Spanish, as well as other languages as needed. Additionally, OFY-Acton will ensure translators are available at community meetings to engage with the

Spanish speaking community and will provide translations for other languages as needed. Once approved for a charter, OFY-Acton will create a website and establish a social media presence.

The timeline for targeted outreach is below.

Prior to opening	<ul style="list-style-type: none">• Conduct preliminary research to determine type of marketing strategy. Research will include data from city and county websites. Since OFY-Acton will target under-represented students, key metrics will include median household income and population demographics.• Principal and staff will facilitate direct community outreach to ensure a strong school and community relationship.
After opening/Ongoing	<ul style="list-style-type: none">• Annual marketing plan will be created in collaboration with school staff and will use student survey data.• Community outreach with key stakeholders, which includes students and families, community leaders, and local businesses.

In order to ensure a racial and ethnic balance, OFY-Acton will track enrolled student demographic information in a student information system and will provide the information in the annual report to the district.

IX. Element 8 (H): Admission Requirements

Governing Law: *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

A. Student Admissions Policies and Procedures

OFY-Acton will be nonsectarian in its programs, admissions policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

OFY-Acton shall admit all pupils who wish to attend the school. OFY-Acton will comply with all laws establishing maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of a pupil or his or her parent or legal guardian within the state.

All students entering OFY-Acton along with a parent or legal guardian, will be strongly encouraged to participate in an enrollment meeting with a teacher. The parent or guardian must be present to sign the necessary enrollment forms and agreements. In the case of minors, only the parent or legal guardian may sign the Agreement Form to enroll his or her child into the Program. When enrolling unaccompanied homeless youth under the McKinney-Vento Act, OFY-Acton's policy states that the teacher must co-sign the enrollment paperwork and include a note stating: "Minor represents that no parent or guardian caregiver is available, and that minor is an 'unaccompanied homeless youth' as defined under the McKinney-Vento Act."

OFY-Acton's educational program is designed to serve all students but particularly students who are academically low performing, have dropped out or at risk of dropping out of school and are economically disadvantaged.

B. Lottery Preferences and Procedures

Applications will be accepted during a publicly advertised open enrollment period every year.

At the end of the enrollment window, if there are more applicants than capacity for the entire student population, except for existing pupils of any OFY site that might serve Acton students in the future, attendance shall be determined by a public random drawing. Preference according to the Acton-Agua Dulce Unified School District lottery procedure.

Following the lottery, parents or legal guardians of students (under 18 years of age) who are offered spots will be notified by U.S. mail, phone call, and/or email. Parents or legal guardians of students (under 18 years of age) who are not offered spots will be placed on a waiting list. Families who are offered attendance must respond within 10 days. The Principal will coordinate the process and school site staff will manage notifications and processing of enrollment materials.

Students who are not offered seats for the academic school year will remain on the waiting list until the end of that academic year or until a space becomes available. A student's place on the waiting list will not carry over to the 2018-19 academic school year.

The lottery will be held in a public location that is easily accessible to families, such as one of the school sites. If the charter is approved, and there are more students interested and not currently enrolled in any of the OFY sites in the Acton charter than there are available spaces at the school sites, a lottery will be held. In subsequent years, OFY–Acton will establish a lottery date to maximize applications and attendance. At the lottery, a neutral designee will draw names of interested students for each grade in which there are spaces available. Records will be kept on file at the charter school documenting the fair execution of the lottery.

The lottery process will be transparent at all times. OFY–Acton’s policies and procedures regarding enrollment will be clearly publicized in the application instructions and on the school’s website. Information about the time and location of the lottery will be posted on the School’s website, will be posted at the school sites, and public flyers will be posted in the local communities.

Should the Charter School receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long.
- The lottery will take place on the school’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
- The following preferences will be extended to potential students:
 - Founders children will, except in the case of very small proposed schools, constitute no more than 10% of the student body. Founders are defined to be the small group of people responsible for drafting of documents and for efforts, which resulted in the petition being approved.
 - Students residing in the former attendance area of a conversion school shall be granted admission.
 - For those charter schools having identified, in accordance with all applicable state and federal laws, a target student population within the charter petition, students within the targeted population will have three ballots with their names on them entered into the drawing pool, while prospective students outside the targeted population will have two ballots in the pool.
 - Siblings of students who have their names drawn during the lottery shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing, in which case the sibling would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade.
 - Children of employees shall receive the same statistical advantage, as would a potential student who is within the target population identified in the charter.

- The lottery shall draw names from a single pool of ballots or identified pools of ballots designed to establish a diverse student population.
- A representative of the outside agency or organization confirming the results of the lottery shall draw the ballots.
- The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
- Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and have 10 business days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 10-day period will forfeit their right to enroll their student in the school for that school year.
- The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.”

OFY-Acton agrees that the district shall defend, indemnify and hold harmless any charter school utilizing the district’s preferred procedure for charter school lotteries from challenges alleging that this procedure does not comply with applicable laws.

X. Element 9 (I): Financial and Program Audit

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I)*

A. Audits

OFY-Acton will prepare and submit the following reports to the Acton-Agua Dulce Unified School District:

- on or before July 1, a preliminary budget
- on or before December 15, an interim financial report to reflect changes through October 31
- on or before March 15, a second interim financial report to reflect changes through January 31
- on or before September 15, a final unaudited report for the full prior year

Furthermore, a financial audit for each fiscal year will be performed and submitted to the Acton-Agua Dulce Unified School District Superintendent of Schools, the State Controller, and to the CDE by December 15 of the next fiscal year. Each audit will be performed by an independent certified public accountant (CPA) licensed by the California Board of Accountancy. The School will select the independent auditor from a directory of CPAs and public accountants deemed qualified to conduct audits of LEAs. The directory will be provided by the State Controller's Office.

The audit will be conducted in accordance with the Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting. The Standards set forth the scope and responsibilities for an independent financial audit of an LEA. The audited financial statements are prepared in accordance to generally accepted accounting procedures (GAAP). The independent auditor will provide a listing of any audit exceptions and deficiencies to OFY-Acton. These noted deficiencies will be resolved to the District's satisfaction in a timely manner. To achieve this, OFY-Acton will provide the deficiency listing along with a resolution plan to the District. OFY-Acton will follow up with the Acton-Agua Dulce Unified School District to provide assurance that the resolution plan is being properly implemented.

The audited financial statements will include a complete set of financial statements showing revenues, expenses, assets, liabilities, equity, and cash flow. Additionally, the financial statements will contain notes and disclosures considered integral to the accompanying financial statements. Finally, there may be supplementary schedules or data included with the statements.

In addition, an independent audit will perform agreed upon procedures to review student records and verify that the stated ADA is calculated and reported accordingly as set forth in the California Education Code and California Code of Regulations.

XI. Element 10 (J): Pupil Suspension and Expulsion Policies

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

A. Suspension/Expulsion Procedures

OFY-Acton will adhere to the suspension and expulsion policy established by the Acton-Agua Dulce Board of Education. Student behavioral expectations are described in OFY-Acton's Student Handbook, provided in **Exhibit M: Student Handbook Draft**. This handbook will be distributed to parents and students upon enrollment. A digital copy of the Student Handbook will be available on the OFY-Acton website. Students will be expected to conform to OFY-Acton's rules and expectations. Teachers and staff will monitor student behavior during OFY-Acton's hours of operation and during experiential learning trips. If a problem should arise, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

OFY-Acton's policies and procedures regarding student discipline can be found in **Exhibit N: Pupil Suspension and Expulsion Policy**. Among other things, the policy sets forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with Federal law. Parents, students, and staff may provide input on the design and implementation of OFY-Acton's discipline policy to the Board of Directors. The Board of Directors may periodically amend the policy, develop additional criteria, and add alternative methods of discipline; provided, however, that all such amendments and additions ensure that students are afforded due process to the extent required by applicable law.

If a student is expelled or leaves OFY-Acton without graduating or completing the school year for any reason, OFY-Acton will notify the Superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including transcripts or a report card and health information.

XII. Element 11 (K): Employee Retirement System

Governing Law: *The manner by which staff members of the Charter School will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

A. Retirement Benefits

All staff members of OFY-Acton will be covered by Federal Social Security pursuant to applicable law. With respect to additional employee benefits, OFY-Acton will comply with all applicable State and Federal laws governing such benefits.

OFY-Acton will offer a 401K Retirement Account Plan to eligible employees. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. The school will be responsible for enrolling eligible employees and ensuring that appropriate arrangements for that coverage have been made.

XIII. Element 12 (L): Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school. Education Code Section 47605(b)(5)(L).*

The Governing Board of the Acton-Agua Dulce Unified School District shall not require any student enrolled in the District to attend OFY-Acton.

Students residing in the areas served by OFY-Acton will have many schools available to them and are free to return to their home district or district schools at any time pursuant to applicable State laws and District policies.

XIV. Element 13 (M): Employee Rights

Governing Law: *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at a Charter School. Education Code Section 47605(b)(5)(M).*

A. Rights of Employees

No Acton-Agua Dulce Unified School District employees shall be required to work at OFY-Acton. Employees of the Acton-Agua Dulce Unified School District who choose to leave the employment of the District to work at OFY-Acton have no automatic rights of return to the District after employment by OFY-Acton, unless specifically granted by the District through a leave of absence or other agreement or as may be required by law. Any employee of OFY-Acton who chooses to leave shall have a right to return to work for the District.

XV. Element 14 (N): Dispute Resolution Process

Governing Law: *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

A. Resolving Disputes Relating to Provisions of the Charter

In the event of a dispute between OFY-Acton Charter School and AADUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any arbiter shall be non-binding, unless the governing authorities of the school and district jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days. The charter school and the district shall share all mediation and/or arbitration costs and all other costs associated with dispute resolution equally.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the district indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

AADUSD reserves the right to take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the district determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. AADUSD reserves the right to take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the district determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

Los Angeles County shall be the proper venue for any mediation, litigation, or other dispute resolution process.

OFY-Acton's entitlement to receive funds pursuant to this Charter and State law shall be continuous throughout the term hereof. In the event of any disputes between the Parties, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of OFY-Acton from the State of California or the Federal government, which funds, when paid, become the sole and exclusive

property of OFY-Acton. Nothing stated herein requires the District to pay to OFY-Acton those State and Federal funds designated for OFY-Acton that it has not yet received.

XVI. Element 15 (O): Employer Status and Collective Bargaining

Governing Law: *A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

A. Exclusive Public School Employer

OFY-Acton will be the exclusive public school employer of all employees working for the Charter School, for all purposes, including but not limited to, collective bargaining.

Employees of the Charter School will be covered by the provisions of the Educational Employment Relations Act (EERA). OFY-Acton's employees will be classified as "at-will" and are not employees of the Acton-Agua Dulce Unified School District, San Bernardino County, State of California, nor any political subdivision of the State.

Any employee of the District who elects to leave District employment and join OFY-Acton will not be covered by his or her collective bargaining agreement.

XVII. Element 16 (P): Charter Closure Procedures

Governing Law: *A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

A. Closure Protocol

The following procedures shall apply in the event that OFY-Acton closes. The following procedures apply regardless of the reason for the closure. If it is feasible to do so, while still maintaining a viable and appropriate educational program, OFY-Acton will close at the end of an academic year. Mid-year closures will be avoided if possible, and OFY-Acton and the District will work together to ensure that an appropriate, viable, and legally compliant educational program continues until the end of the school year.

Closure of OFY-Acton will be documented by official action of OFY-Acton's Board of Directors. The action will identify the reason for closure.

OFY-Acton will be the responsible entity to conduct closure activities and will fund closure activities. Upon determination of closure, OFY-Acton will promptly notify parents or guardians of students, the authorizing entity, Acton-Agua Dulce Unified School District, the SELPA in which OFY-Acton participates, if any, the retirement systems that employees participate in, and the CDE. These notices will include all information required by Title 5 of the California Code of Regulations section 11962.

OFY-Acton will ensure that the notification to parents and guardians provides information to assist parents and students in locating suitable alternative programs.

OFY-Acton will also develop a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, OFY-Acton will provide parents, students, and the Acton-Agua Dulce Unified School District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232(g). The entity responsible for closure activities will store the original records of the OFY-Acton's students until such time as all students have transferred to a new school, whereupon OFY-Acton will ensure that the respective new schools receive the students' permanent records.

All previous students' permanent records, state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

OFY-Acton will prepare final financial records as soon as reasonably practical and will have an independent audit completed no more than six months after closure. OFY-Acton will pay for the final

audit. The audit will be prepared by a qualified CPA selected by OFY-Acton and will be provided to the Acton-Agua Dulce Unified School District upon completion.

OFY-Acton will complete and file any annual reports required pursuant to Education Code 47604.33.

All assets of OFY-Acton, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending OFY-Acton will remain the sole property of OFY-Acton. On closure, OFY-Acton shall remain solely responsible for all liabilities arising from the operation of the Charter School.

XVIII. Required Supplemental Information

Governing Law: *The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code 47605(g).*

A. Additional Requirement 1: Operation and Effects of School

1. Administrative Services

a) Independent Contractor Status and Liability

OFY-Acton shall perform its duties as an independent contractor. The school's employees, officers, and Directors in their capacity as OFY-Acton employees shall not be considered officers, employees, or agents of the Acton-Agua Dulce Unified School District. The Charter School and the District agree that the conversion of the Charter School from a for-profit entity to a nonprofit entity during the charter term shall not constitute a material revision of the Charter.

Except as otherwise provided in this Petition, OFY-Acton will act as its own LEA and fiscal agent to the fullest extent of the law. Acton-Agua Dulce Unified School District shall not be liable for the debts or obligations of OFY-Acton. OFY-Acton will implement a system of internal controls to achieve sound fiscal practices and a clear delineation of responsibility for business affairs.

b) Indemnity and Hold Harmless

OFY-Acton does hereby agree, at its own expense, to indemnify, defend, and hold the Acton-Agua Dulce Unified School District, its officers, employees, and agents harmless from and against any and all claims, liabilities, or legal proceedings brought by any person or entity whatsoever, arising from or relating to the charter agreement, excluding, however, any claims, liabilities, or legal proceedings attributable to the negligent acts or omissions of the Acton-Agua Dulce Unified School District. OFY-Acton further agrees to indemnify, defend, and hold the District, its officers, employees, and agents harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities, or proceedings arise from or relate to acts or omission of acts committed by OFY-Acton, its officers, employees, or students.

B. Additional Requirement 2: Provision of Financial Statements

OFY-Acton has provided financial statements that include a proposed first-year operational budget and multi-year projections including a detailed narrative and budget assumptions, an 18-month cash-flow projection, which includes start-up costs and any speculative and/or one-time revenues the charter may need to utilize in order to begin its operations. The OFY-Acton financial statements can be found in **Exhibit O**

C. Budget Projection

For the projected 5-year budget, see **Exhibit O: 5-Year Budget**.

D. Calendar

OFY-Acton may use a year-round, multitrack, staggered start calendar or, as OFY-Acton determines, any other calendar that would improve the delivery of instruction to students, provided that such calendar complies with applicable law (see **Exhibit P: School Calendar and Sample Teacher Schedules**). In addition, nothing contained herein shall prohibit OFY-Acton from having a different apportionment date than the Acton-Agua Dulce Unified School District. OFY-Acton shall use the apportionment dates determined within the calendar used by OFY-Acton to submit apportionment information to the Acton-Agua Dulce Unified School District.

To the extent that OFY-Acton needs to obtain a waiver from the State Board of Education pursuant to Education Code 58509, in order to receive full funding based upon OFY-Acton's calendar, OFY-Acton's Board of Managers and its representatives are empowered to directly petition the State Board for such a waiver. In addition, in the event that OFY-Acton must submit waiver requests through the Acton-Agua Dulce Unified School District, the District hereby agrees to evaluate the waiver requests in a timely manner and, if determined to be a reasonable request, to fully cooperate in the waiver process and to support and process such waiver requests submitted by OFY-Acton in a timely manner.

OFY-Acton will be closed for a variety of school, District, State, or Federally-designated holidays. These holidays include:

Independence Day	Labor Day	Veteran's Day	Thanksgiving	Winter Recess
ML King Day	President's Day	Spring Recess	Memorial Day	Summer Recess

OFY-Acton has determined the specific days the holidays will be observed and has included these days in the Student Handbook. Student holidays can be found in **Exhibit M: Student Handbook Draft**. A copy of the School Calendar is available in **Exhibit P: School Calendar and Sample Teacher Schedules**.

E. Nonsectarian, Non-Tuition, Non-Discrimination

OFY-Acton is nonsectarian in its programs, admission policies, employment practices, and all other operations. OFY-Acton does not charge students tuition and does not discriminate against any pupil on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the

Penal Code or association with an individual who has any of the aforementioned characteristics). Except as required by Education Code 47605(d)(2), admission to OFY-Acton is not determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. OFY-Acton will comply with all applicable State and Federal non-discrimination laws.

F. Terms of Charter

The term of this Charter shall be for five years, from July 1, 2017, through and including June 30, 2022.

OFY-Acton will submit a renewal of the Charter Petition pursuant to California Education Code Sections 47605 and 47607 (Renewal Charter Petition) to Acton-Agua Dulce Unified School District on or around fifteen (15) months prior to the expiration of the charter term. The Renewal Charter Petition shall be deemed received by the Acton-Agua Dulce Unified School District for purposes of California Code of Regulations, Title 5 (5 CCR) Section 11966.4 pursuant to the notice requirements in Section L (Notices) of this renewal petition (Receipt Date). In reviewing the Renewal Charter Petition, the Acton-Agua Dulce Unified School District shall comply with the provisions of law as they apply to charter schools, including, but not limited to, California Education Code Sections 47607, 47605, and 5 CCR Section 11966.4. The Acton-Agua Dulce Unified School District shall either grant or deny the Renewal Charter Petition within sixty (60) days from the Receipt Date of the Renewal Charter Petition. The Renewal Charter Petition shall be deemed automatically renewed if the Acton-Agua Dulce Unified School District fails to grant or deny the Renewal Charter Petition within sixty (60) days after the Receipt Date as required by law.

G. Amendments

This Petition may only be amended by written agreement of OFY-Acton and the Acton-Agua Dulce Unified School District.

H. Attorney's Fees

In the event any action is instituted by a party to enforce or interpret any of the terms and provisions contained herein, the prevailing party in such actions shall be entitled to such reasonable attorneys' fees, costs, and expenses as may be fixed by the applicable arbitrator or court, whether or not such action is prosecuted to final judgment.

I. Interpretation

Headings at the beginning of each paragraph and subparagraph are solely for the convenience of the Parties and are not a part of this Petition. Whenever required by the context of this Petition, the singular shall include the plural. This Petition shall be construed to give the fullest autonomy to OFY-Acton to fulfill its primary goal of teaching high-risk students and academically low-achieving students.

Throughout this Charter and any attachments, exhibits, and appendices hereto, any and all references to OFY-Acton, Inc., OFY-Acton, or the Charter School shall apply with full force and effect to each of the others. For all purposes set forth in this Charter and any attachments, exhibits, and appendices hereto, each of the above-listed entities are deemed one and the same and, to the extent that they are separate legal entities, they shall have joint and several liability for all obligations of OFY-Acton and each of the other entities listed above as set forth in this Charter, and any attachments, exhibits, and or appendices

hereto, and each of the entities shall be fully obligated to comply with the provisions of this Charter, and any attachments, exhibits, and or appendices hereto, without regard to the name or designation used in referring to OFY-Acton, Inc., OFY-Acton, or the Charter School in any or all of the documents.

J. Partial Invalidity

The provisions of this Petition are severable, and in the event that any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

K. Resource Centers

School sites are typically configured into three classrooms, one administrative office, an open student work space, a conference space, a student meeting space, a kitchen area, a science wet lab, and appropriate restroom facilities for staff and students. The space required to implement the educational model ranges from 7,000 to 9,000 square feet.

OFY-Acton will comply with applicable provisions of Education Code Sections 47605 and 47605.1 regarding the location of the school sites. The school sites will be properly zoned and cleared for student occupancy by appropriate local authorities. OFY-Acton will provide Acton-Agua Dulce Unified School District with a written agreement regarding OFY-Acton's right to use the selected location for at least the first year of OFY-Acton's operation. OFY-Acton will locate a resource center within the boundaries of the Acton-Agua Dulce Unified School District if required by state statute.

No later than August 1, 2017, OFY-Acton will provide documentation of adequate insurance coverage, including liability insurance, to the Acton-Agua Dulce Unified School District. The insurance will cover all acquired or leased property intended for use as a school site by OFY-Acton and will be based on the type and amount of insurance coverage maintained in similar settings. The school sites as of June, 2017, are as follows:

- 7011 Schaefer Suites C-F
Chino, CA 91710
- 16981 Foothill Blvd, #A6
Fontana, CA 92335
- 17216 Slover Ave. L-102 and 12A
Fontana, CA 92337
- 15461 Main Street Suite 101-104
Hesperia, CA 92345
- 9849 Foothill Blvd Unit G
Rancho Cucamonga, CA 91730
- 1430-1438 W. 7th Street
Upland, CA 91786

- 11975 Hesperia Rd.
Hesperia, CA 92345
- 1731 E. Ventura Blvd
Oxnard, CA 93036

The Acton-Agua Dulce Unified School District agrees that OFY-Acton may operate resource centers that are outside the boundaries of the Acton-Agua Dulce Unified School District but inside San Bernardino County provided that each such resource center satisfies one or more statutory exemptions, exceptions or waivers including, but not limited to, those provided in Education Code Section 47605.1.

Because of the compelling public interest and aid to the economy when students achieve a high school diploma, the District hereby agrees that OFY-Acton may open additional resource centers if and when OFY-Acton determines the need is substantiated through enrollment and related funding to support additional resource centers is available. OFY-Acton will inform the Acton-Agua Dulce Unified School District in writing of its intention to establish new centers. The Charter School shall comply with applicable provisions of Education Code Sections 47605 and 47605.1 as to the location of its resource centers.

L. Transportation

OFY-Acton believes that its program should be available to all students, regardless of their current living arrangements. OFY-Acton will provide bus passes to students who need transportation assistance. In addition, pursuant to IDEA, OFY-Acton will find appropriate transportation accommodations for students with disabilities as detailed in the students' IEPs.

M. Notices

1. Communication Between Parties

Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if served either personally or, if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice, demand, or other communication be served personally, service shall be conclusively deemed given or made at the time of such personal service. If such notice, demand, or other communication be given by mail, such shall be conclusively deemed given forty-eight hours after the deposit thereof in the United States mail, addressed to the party to whom such notice, demand, or other communication is to be given as hereinafter set:

To the Charter School:

OFY-Acton, LLC
320 N. Halstead Street Suite 280
Pasadena, CA 91107
Facsimile: (626) 921-8250
Attention: John Hall, President

With a copy to:

OFY-Acton, LLC
Attention: Legal Department
320 N. Halstead Street Suite 280
Pasadena, CA 91107
Facsimile: (626) 628-3078

To the District:

Acton-Agua Dulce Unified School District
Attention: Dr. Mark Skvarna
32248 Crown Valley Road
Acton, CA 93510

Any party hereto may change its address for the purpose of receiving notices, demands, and other communications as herein provided by a written notice given in the manner aforesaid to the other Party or Parties hereto.

N. Governing Law and Construction

This Petition shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

O. Entire Agreement

This Petition constitutes the entire understanding and agreement of the Parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings, or agreements among the Parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the Parties with respect to such rights and obligations, including, but not limited to, any and all prior charter school petitions entered into between the Parties hereto.

P. Waiver

The failure of either party to insist on strict compliance by the other party with any of the terms, conditions, or covenants of this Petition shall not be deemed a waiver of that term, covenant, or condition; nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for any other time.

Q. Counterparts

This Petition may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

R. Termination

The Acton-Agua Dulce Unified School District shall not terminate this Petition upon any material default described in Education Code 47607(c) or any provision hereof by OFY-Acton and its representatives,

unless (i) Acton-Agua Dulce Unified School District gives the OFY-Acton notice of the material default (in the manner set forth under the Notice provision of this Petition) and (ii) OFY-Acton fails to cure the material default within 60 days after receipt of the notice, or in the event the material default cannot be cured within the 60 day period, then only if the OFY-Acton fails to submit a plan to the District to substantiate that a cure will be done within a reasonable time acceptable to Acton-Agua Dulce Unified School District. Pursuant to Education Code Section 47607(c), the foregoing notice and cure requirements do not apply when the District determines, in accordance with Title 5 of the California Code of Regulations Section 11968.5.3, that the violation constitutes a severe and imminent threat to the health or safety of pupils. In the event that Acton-Agua Dulce Unified School District shall undertake proceedings for revocation of the Charter, OFY-Acton shall be entitled to all rights and remedies provided for under Education Code 47607 and Title 5, California Code of Regulations Sections 11965 and 11968.5.2-11968.5.5.

S. Time is of the Essence

Time is of the essence of this Agreement and all the terms, provisions, covenants, and conditions hereof.

T. Alternative Education Programs

OFY-Acton may also be available to manage and operate other alternative education programs offered by Acton-Agua Dulce Unified School District, upon such terms and conditions to be mutually agreed upon by the Acton-Agua Dulce Unified School District and OFY-Acton.

U. Conflict of Interest

OFY-Acton shall at all times comply with the applicable law concerning conflicts of interests. A copy of the Conflict of Interest policy can be found in **Exhibit H: Articles of Organization, Operating Agreement, and Conflict of Interest Policy**.

V. Exhibit Alterations

Exhibits attached hereto contain information current as of the time of submission of this Petition and are subject to change as necessary or appropriate after submission of this Petition.

W. Additional Requirement 3: Responding to Inquiries

OFY-Acton will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

X. Additional Requirement 4: District Impact Statement

OFY-Acton will, upon approval of the charter, develop a Memorandum of Understanding in order to address the items listed as requirements of the District Impact Statement.

Y. Additional Requirement 5: Special Education/SELPA/AAUSD Special Education

The OFY-Acton intends to be an LEA within the Antelope Valley (AV) SELPA and as such will do the following:

- a. Notify the SELPA Director prior to February 1st of preceding school year
- b. Locate within the AV SELPA geographical boundaries
- c. Provides current operating budget in accordance with Educational Code §42130 and 4213
- d. Provides assurances that all will be instructed in safe environment
- e. Provides copy of original charter petition and any amendments
- f. Responsible for any legal fees relating to application and assurances process
- g. Meets terms of the “Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA
- h. Meets the terms of all AV SELPA policies and procedures
- i. Charter fiscally responsible for fair share of any encroachment on general funds

The petition includes the following assurances:

- a. The charter will comply with all provisions of IDEA
- b. No student will be denied admission based on disability or lack of available service
- c. Will implement a Student Study Team process
- d. Any student potentially in need of 504 services responsibility of charter school
- e. Petition/MOU describes the process for notifying the district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter school
- f. Overview of how special education funding and services will be provided by:
 - i. Charter School
 - ii. Charter Granting Agency
 - iii. SELPA
- g. Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school

Z. Additional Requirement 6: Reporting Requirements

OFY-Acton will adhere to the district’s reporting requirements as indicated in Element 9. OFY-Acton will provide the following reports as required by law:

- a. CBEDS (California Basic Educational Data System).
- b. ADA (Average Daily Attendance) reports J18/19.
- c. SARC (School Accountability Report Card) – charter schools may use their own formats).
- d. Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district’s “Charter School Audit Guidelines” no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school’s fund.
- e. In accord with Education Code section 47604.33, each charter school shall annually prepare and submit the following reports to the district and the county superintendent of schools
 - i. On or before July 1, a preliminary budget including budget assumptions, narrative and an 18-month cash flow statement. For a charter school in its first year of operation, the

information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement

- ii. On or before December 15, in interim financial report. This report shall include budget assumptions, narrative and cash flow statement and reflect actuals data through October 31st and
- iii. On or before March 15, a second interim financial report. This report includes budget assumptions, narrative and cash flow statement and reflect actuals data through January 31st.
 - 1) On or before September 15, a final unaudited actuals report for the full prior year.

OFY-Acton will also provide the following data and reports as required by the District:

- a. If placed on a "Financial Watch List" by the County Office of Education or the Fiscal Crisis Management and Assistance Team, monthly statements of accounts;
- b. Test results for all state mandated assessments, which are:
 - i. CELDT (California English Language Development Test).
 - ii. SABE/ 2 (Spanish Assessment of Basic Education)
 - iii. SBAC and CST results

Changes in reporting requirements may be incorporated by reference into the school's charter when the school and district update the MOU.

IN WITNESS WHEREOF, this Petition has been executed by the Parties.

**OFY-Acton, LLC, dba
OFY-Acton Charter School**

By: _____
John Hall, President

Date: _____

Acton-Agua Dulce Unified School District

By: _____
Dr. Mark Skvarna, Superintendent

Date: _____