



Options For Youth – Acton Charter Renewal Petition

Submitted to: Acton-Agua Dulce Unified School District
Submitted on: February 13, 2025

Term: 5 Years (July 1, 2025 – June 30, 2030)

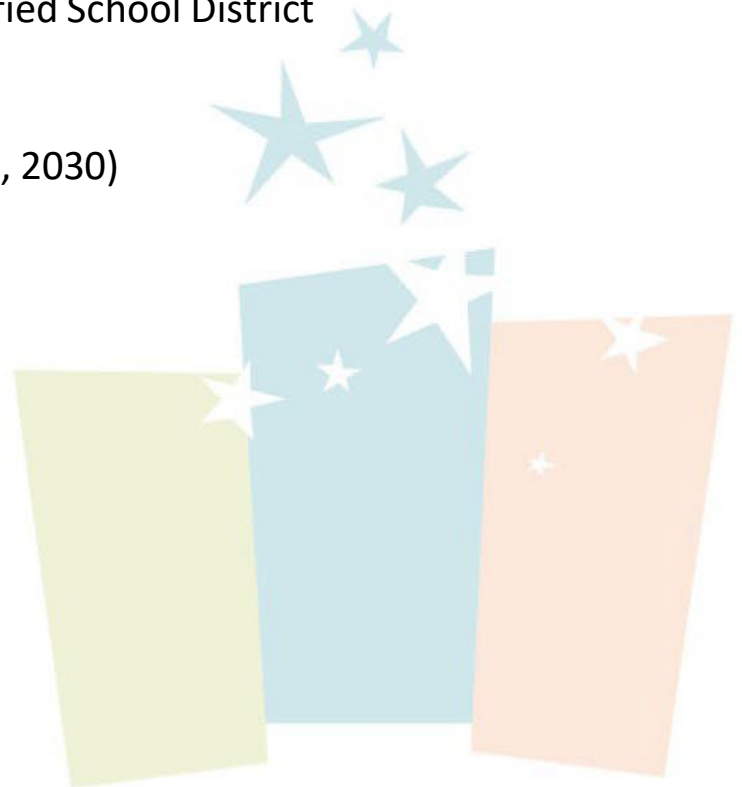


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Affirmations and Assurances

Affirmations and Assurances

Options For Youth-Acton, Inc. (“OFY-Acton” or the “Charter School”) hereby certifies that the information in this charter renewal petition submitted to the Acton-Agua Dulce Unified School District (“District”) is true to the best of the Charter School’s knowledge and belief. OFY-Acton follows any and all federal, state, and local laws and regulations that apply to the operation of a charter school including but not limited to the following:

1. OFY-Acton shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
2. OFY-Acton shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. [Ref. Education Code Section 47605(c)(6)]
3. OFY-Acton shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
4. OFY-Acton will not charge tuition. [Ref. Education Code Section 47605(e)(1)]
5. OFY-Acton shall admit all students who wish to attend the Charter School. Except as required by Education Code Section 47605(e)(2), admission to OFY-Acton shall not be determined according to the place of residence of the student, or of that student’s parent or legal guardian, within the State. If the number of pupils who wish to attend the Charter School exceeds the Charter School’s capacity, attendance, except for existing pupils of the Charter School, shall be determined by a random public drawing. Preference shall be extended as required by Education Code 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Sections 47605(e)(1) and 47605(e)(2)]
6. OFY-Acton shall not discriminate against a pupil 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades. [Ref. Education Code Section 47605(e)(3)]
8. OFY-Acton shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the

student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]

9. OFY-Acton shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]
10. OFY-Acton shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which students can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. [Ref. Education Code Section 47605(e)(4)(C)]
11. OFY-Acton shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.
12. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
13. OFY-Acton will adhere to all applicable 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.
14. OFY-Acton shall 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)]
15. OFY-Acton will ensure that its teachers hold a Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law, as amended from time to time. These documents shall be maintained on file by the Charter School and will be subject to periodic inspection by the District. [Ref. Education Code Section 47605(l)]
16. OFY-Acton shall at all times maintain all necessary and appropriate insurance coverage.
17. OFY-Acton shall, 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).
18. OFY-Acton shall 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)]

19. OFY-Acton shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding OFY-Acton’s educational programs. [Ref. Education Code Section 47605(d)(2)]
20. OFY-Acton will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
21. OFY-Acton shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
22. OFY-Acton shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as re-authorized and amended by the Every Student Succeeds Act (“ESSA”).
23. OFY-Acton shall comply with Education Code Section 47604.1, as added by Senate Bill 126 (2019), and be subject to the Ralph M. Brown Act, the California Public Records Act, the Political Reform Act, and Government Code Section 1090 *et seq.*, as they may be amended from time to time.
24. OFY-Acton shall comply with the Family Educational Rights and Privacy Act.
25. OFY-Acton shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
26. OFY-Acton shall 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.

Program Overview

A. Options For Youth Network

Options For Youth Public Charter Schools (“OFY”) is a network of public charter schools that specifically address the needs of students who struggle in the traditional high school setting by offering an innovative, fully accredited blended learning program. OFY recognizes that a high school diploma increases the quality of life not only for individuals, but also for the greater community, resulting in upward social and socioeconomic mobility. Since 1993, OFY has helped thousands of young people find the courage and discipline to re-engage in their education, earn a high school diploma, and follow their own dreams after graduation, including the pursuit of post-secondary educational opportunities.

OFY operates 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. Our schools are also distinguished by the fact that we put the students themselves at the center of their own education, by integrating social-emotional learning (SEL) into all of our academic and extracurricular programs. Through SEL, our students develop the skills needed to set and complete goals, understand their emotions and how they relate with others, and make responsible choices.

OFY strongly supports the movement to increase equity in public education, and our academic programs are designed to promote fairness and inclusion for disenfranchised students. Through the flexible format of our programs that extend far beyond classroom walls, we can reach disenfranchised students who would otherwise be left behind by the traditional public school system.

At OFY, we recognize that our society will only thrive if every member of every generation is afforded the opportunity to earn a quality education prepared for the college or career of their choice. We believe an educated person in the 21st century is a self-motivated, competent, and lifelong learner who possesses the academic and life skills necessary to contribute meaningfully to society. We believe our innovative approach to providing systems and multiple levels of support propel our students towards greatness.

B. Options For Youth – Acton, Inc.

OFY-Acton has been authorized to operate a charter school by the Acton-Agua Dulce Unified School District (hereinafter the “District”) since 2017. OFY-Acton operates a nonclassroom-based blended learning charter school program that provides 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 offers students who are behind academically the opportunity to recover and receive a high school diploma while providing instruction exclusively in partnership with the federal Workforce Innovation and Opportunity Act (29 U.S.C. §3101, et seq.) (“WIOA”). WIOA is designed to strengthen and improve the nation’s public workforce system, including by enacting a comprehensive youth employment program to serve eligible youth who face barriers to education, training, and employment. OFY-Acton provides an education that increases students’ options upon graduating for either post-secondary learning or entering the workforce. OFY-Acton looks forward to a continued partnership with the District in re-engaging the population of students who are either out of school or at-risk of dropping out.

1. Leadership Team

OFY-Acton has an experienced and respected senior leadership team, which will continue to serve the Charter School. A short biography for each of our current leadership team members is included in **Exhibit A: Leadership Team Biographies**.

2. Board of Directors

The Charter School has also benefited from the wisdom and multi-faceted experience of a Board of Directors consisting of respected professionals from various fields. A list of the Charter School's current Board of Directors is included in **Exhibit I: Board of Directors' Biographies**.

3. Educational and Operational Services and Support

The Charter School contracts for educational and operational services and support, as needed. The Board of Directors shall have ultimate responsibility for the operation and activities of the Charter School. The Charter School will comply with all laws applicable to the provision of services to charter schools, including Education Code section 47604 (AB 406). Examples of the types of educational and operational services and support the Charter School has contracted for at the time of submission of this charter renewal petition (or may contract for) include, but are not limited to, the following:

- Charter Management Organization ("CMO") services at the direction of and on behalf of the Charter School's Board of Directors. The Charter School has contracted with Propel, A Charter Management Group, Inc. for CMO services.
- Backoffice services such as human resources, payroll, board relations, accounting, and other related administrative services. The Charter School has contracted with 9 Dot Education Solutions, LLC for back office services.
- Strategic planning, curriculum, professional development, and compliance support services. The Charter School has contracted with Skyrocket, Inc. for these services.
- Information technology services, including software, hardware, and network platforms. The Charter School has contracted with AllTech Enterprises, LLC for these services.
- Web-based student information system and related support services. The Charter School has contracted with Education Dynamics, Inc. for student information system services.
- Special education and related services, such as from a Nonpublic, Nonsectarian Agency ("NPA"). The Charter School has contracted with Prep for Success, LLC for NPA services.

The Charter School may add or change service providers as necessary or appropriate during the charter renewal term.

4. OFY-Acton's Accomplishments During Initial Charter Term

During the current charter term, the Charter School has experienced many successes including, but not limited to, the following:

At the Charter Level:

- Received WASC Accreditation through June 30, 2028 – a six-year term.
- Successfully transitioned to a new student information system – Student Trac.

Program Overview

- Served over 22,000 students in the current charter term between 2017-2024.
- Received Accreditation from Cognia, a worldwide accreditation institute.
- Awarded Certificate of Special Congressional Recognition for 2023 Martin Luther King, Jr. Day of Service
- Nominated for the Upland Chamber of Commerce Non-Profit of the Year award.
- Participated in the Dashboard Alternative School Status Growth Data Pilot Project, a Professional Learning Network project sponsored by CA Collaborative for Educational Excellence (CCEE) and led by Charter Schools Development Center (CSDC).
- As of 2020, offer NCAA approved courses.

Academic, Enrichment, and College and Career Program Additions

- English Learner (“EL”) Specialists, Coaches, and Teachers to our Instructional Team for additional EL support.
- Implemented Renaissance ELA and Math Assessments to track student learning progression.
- Hired additional Intervention Specialists to reduce achievement gap in English and mathematics.
- Implemented Tableau – a dashboard system to track and evaluate student outcomes and performance data.
- Added international experiential learning trips – Cuba, Italy, World War II Tour, Ireland.
- Added Career Pathway Coordinators to each school site to help students determine career pathways, provide career resources and internship opportunities.
- Offered diversity and inclusion learning activities.
- Offered a science fair and expanded A-G science curriculum throughout the year to encourage student engagement in this field.
- Offered a variety of CTE Programs including, but not limited to, construction, cosmetology, and nursing.
- Offered an annual college and career fair to expose students to a variety of post-secondary opportunities including colleges and universities and career options based on student interests and WIOA career paths.

Curriculum, State Standards, and Assessment Additions

- Aligned all Core classes with California College and Career Readiness Standards.
- Transitioned independent study curriculum from CA State Standards to CA Common Core Standards.
- Moved to 100% digital assessments for all curriculum.
- Implemented CAST assessment structure in digital curriculum for science.
- Aligned courses to SDAIE requirements for EL students.
- Added Expository Reading and Writing Curriculum (ERWC), a tier 2 intervention, for grade 12 English language arts.
- Added remediation courses in ELA and Math for student intervention plans.
- Continuously track testing data to identify learning gaps in student learning.
- Implemented iLit and Achieve 3000, a differentiated learning literacy platform.
- Implemented Achieve 3000, differentiated learning literacy platforms.
- Implemented Exact Path (My Reading Path and My Exact Math Path courses) module-based intervention programs .
- Added Edmentum as an online based curriculum.

- Offered participation in CREW, a college readiness program, to encourage students' post-secondary goals and planning.
- Provided students with AP and dual enrollment opportunities, in addition to school counselor support to drive and facilitate this process.
- Added a Certificate of Completion graduation pathway.

Professional Development

- Conducted training for all new incoming staff that exposes teachers to learning targets, mastery-level learning, best practices, and strategies in the classroom.
- Offered and administered variety of professional development opportunities for all staff throughout the school year.
- Added specialized training for social emotional awareness.
- Participated in a yearly coaching academy hosted by Learning Forward to provide professional growth and focus for coaches.
- Created a system to implement Professional Learning Communities ("PLCs") for all instructional staff.
- Received training for the CSU system to become certified in teaching ERWC college-ready courses.
- Participated in an array of national conferences for leadership, instructional, and curriculum development.

Student/Parent/Community Engagement

- Offered various opportunities for students to visit college campuses throughout the school year.
- Held a Senior Awards Breakfast for all graduating seniors who were recognized for their accomplishments throughout the school year.
- Partnered with Pathways in Education to offer a variety of experiential learning trips to all students.
- Invited families to yearly special recognition award dinner for bilingual students.
- Establish our bilingual Scholars Program, which supports and gives a positive identity to our English Learners and their families through engagement opportunities such as diversity potlucks and "story Time" discussions.
- Offered Career Chats to bring awareness to a diverse range of career fields for students and families.
- Conducted Cash for College, a financial aid workshop opportunity, for parents and students in multiple languages.
- Facilitated student-led parent conferences to update families on academic progress.
- Conducted LCAP Survey Nights for families to gather parent feedback, set overall vision for student growth, and to establish school goals.
- Offered Open House events twice a year for the community and students' families to visit the Charter School.
- Hosted yearly Senior Signing event for families of students accepted into post-secondary education.
- Hosted a Senior Social event for students and families to celebrate student graduates with lunch, fun activities, and booths to prepare for the graduation ceremony, post-graduation endeavors, and senior photos.

Charter Renewal Criteria: Evidence and Analysis

Governing Law: Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. Education Code Section 47607(b).

Governing Law: Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternative methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils. Education Code Section 47607(c)(7).

A. Best Interest of Pupils

Students come to OFY-Acton for many reasons. Some of the most common reasons that students attend our school are credit deficiency, high levels of transiency, and being retained more than once in kindergarten through 8th grade. OFY-Acton has shown that we are successful in meeting the needs of these students. This is supported by the following results:

- Improvements on the 2023 state dashboard in English and Math SBAC performance as well as ELPI from the prior year.
- Consistently high performance on ELPI and low suspension rates.
- Average student growth of 1.02 Grade Level Equivalency in 1 year for English performance and 1.09F Grade Level Equivalency in 1 year for math performance as measured by Renaissance STAR benchmark assessment. This demonstrates our success in helping students gain proficiency, not just improving credit completion. For students enrolled the full year, growth measure was even higher.
- Having built out the dual enrollment program in partnership with local colleges, (Chaffey College and Pathways College), we are working to ensure students graduate college and career ready.
- Increasing participation in Workforce preparedness through CTE programs, including construction, cosmetology, and nursing.
- Students have access to multiple learning modalities to better meet their needs. Students can work in online instruction, independently, or in small classroom settings.
- English language learners receive additional support in their academics and their language acquisition. This has resulted in reclassification rates that are consistently higher than the state average. In 2020-21 the reclassification rate was 22.5%
- The one-year graduation rate of our students has consistently increased over the last 7 years, reaching 82.2% in 2022-23. This shows our effectiveness in working with a diverse student population that often comes to our program behind in their education.

B. Dashboard Alternative School Status (DASS)

The California School Dashboard (“Dashboard”), contains state indicators and standards to help identify a school’s strengths, weaknesses, and areas in need of improvement. However, because these state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (“SBE”) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high risk students. As a result, the SBE directed the California Department of Education (“CDE”) to explore the development of modified methods for indicators on the Dashboard to fairly evaluate and support alternative schools and their progress. In May 2017, the SBE approved the recommended participation process for the DASS program.

The Dashboard Alternative School Status (“DASS”) program replaces the previously administered Alternative Schools Accountability Model (“ASAM”) and holds alternative schools and schools of choice accountable for modified methods of measurement for accountability indicators.

Alternative schools participating in the DASS program are identified through one of two methods:

1. Defined Alternative Schools – The school type identified in Education Code Section 52052(d), which automatically qualifies them with an alternative status.
2. Other Alternative Schools – The schools that serve high-risk students but are not explicitly required to do so per the Education Code. These schools must have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:
 - A) Expelled (Education Code Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (Education Code Section 48917)
 - B) Suspended (*Education Code Section 48925[d]*) more than 10 days in a school year
 - C) Wards of the Court (Welfare and Institution Code [“WIC”] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
 - D) Pregnant and/or Parenting
 - E) Recovered Dropouts – SBE defines recovered dropouts based on Education Code Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (“CALPADS”), or (2) left school and were not enrolled in a school for a period of 180 days
 - F) Habitually Truant (Education Code Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (Education Code Section 48263)
 - G) Retained more than once in kindergarten through grade eight
 - H) Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school’s credit requirements)
 - I) Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
 - J) Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
 - K) Foster Youth (Education Code Section 42238.01[b])
 - L) Homeless Youth

OFY-Acton established its eligibility to participate in the DASS program in the fall of 2018 and has maintained DASS eligibility since.

Percentage of Students Served for DASS Eligibility

a) Percentage (%) of students Expelled (EC Section 48925[b] including situations in which enforcement of the expulsion order was suspended [EC 48917]).	0.4%
b) Percentage (%) of students Suspended more than 10 days in a school year (EC Section 48925[d]).	3.5%
c) Percentage (%) of students who are Wards of the Court ([WIC Section 601 or 602] or dependents of the court [WIC Section 300 or 654]).	0.0%
d) Percentage (%) of students who are Pregnant and/or Parenting.	0.0%
e) Percentage (%) of Recovered Dropout Students – SBE define recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.	0.4%
f) Percentage (%) of students who are Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263).	1.7%
g) Percentage (%) of students Retained more than once in kindergarten through grade eight.	1.4%
h) Percentage (%) of students who are credit deficient (defined as, students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements).	72.8%
i) Percentage (%) of students with a gap in enrollment (defined as, students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed).	0.0%
j) Percentage (%) of students with a high level of transiency (defined as, students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school).	2.4%
k) Percentage (%) of students who are Foster Youth (EC Section 42238.01[b]).	0.1%
l) Percentage (%) of students who are Homeless Youth.	0.6%
Total percentage (%) of students meeting DASS eligibility criteria.	83.3%

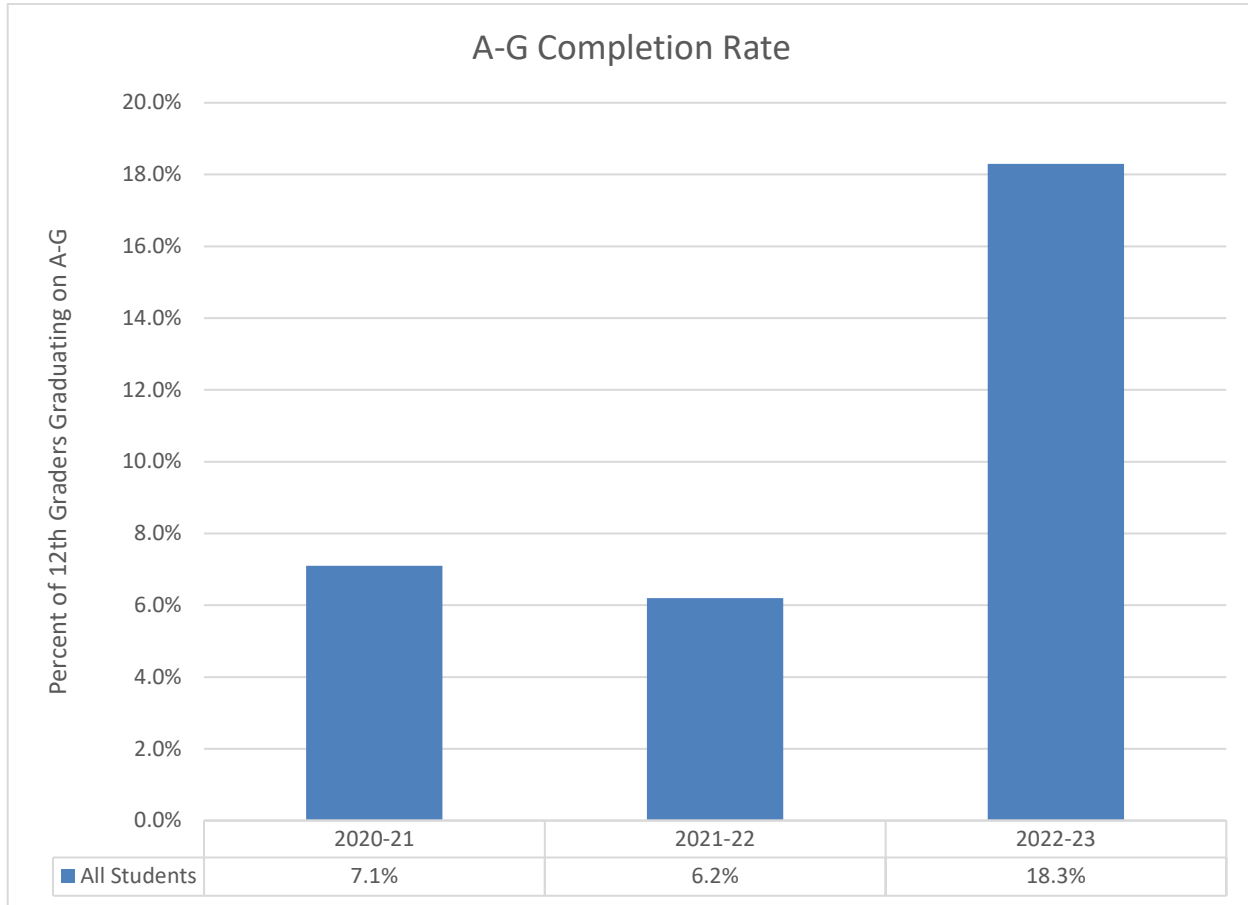
OFY-Acton is eligible for alternative methods for calculating the state and local indicators pursuant to Education Code Section 52064.5(d) and OFY-Acton's performance on the alternative metrics applicable to the Charter School based on the population served must be considered by the District in determining whether the charter will be renewed.

C. DASS Alternative Metrics for Renewal

OFY-Acton and the District mutually agreed upon a set of alternative metrics to evaluate school performance.

1. A-G Planning Guide Completion

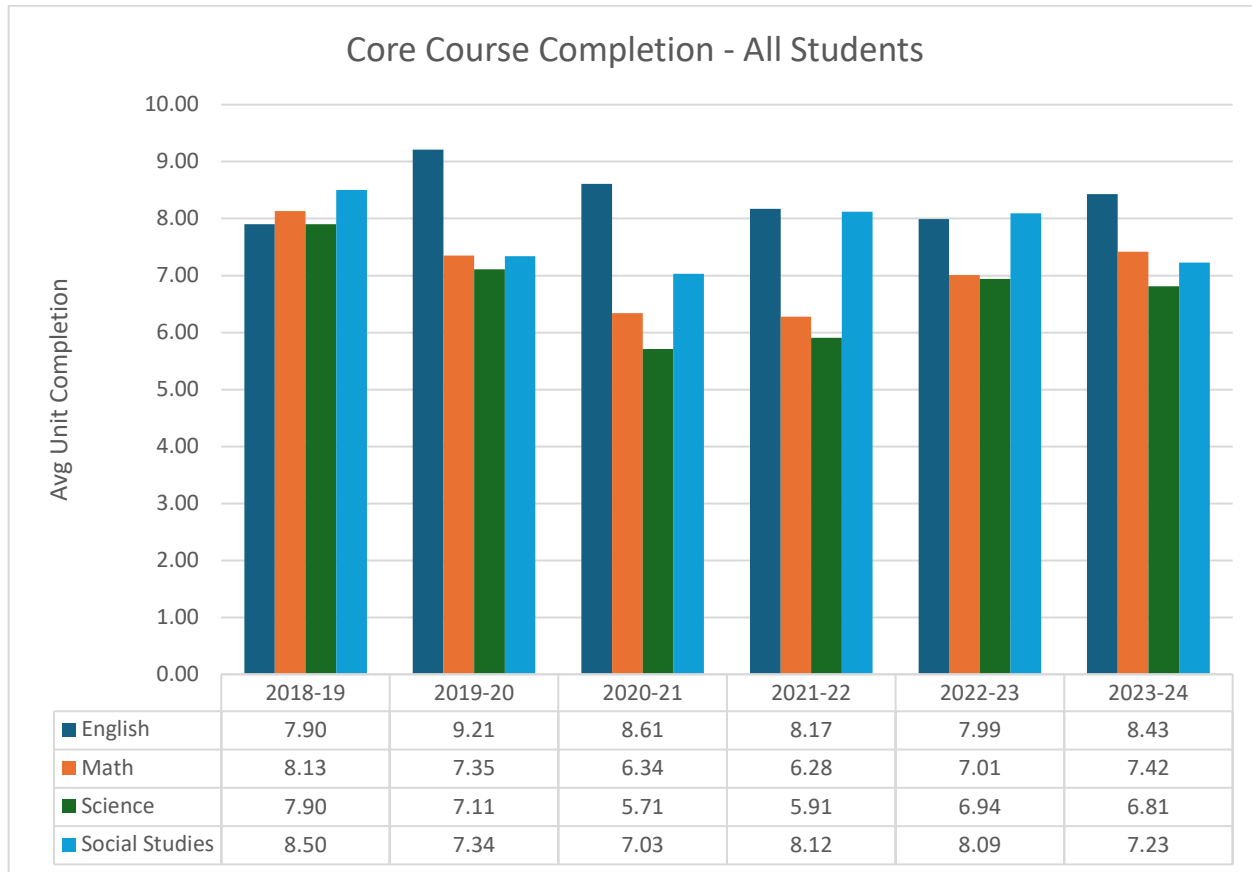
A-G completion measures the percentage of 12th graders who graduate completing an A-G Planning Guide – meaning their completed coursework meets UC/CSU admission requirements.



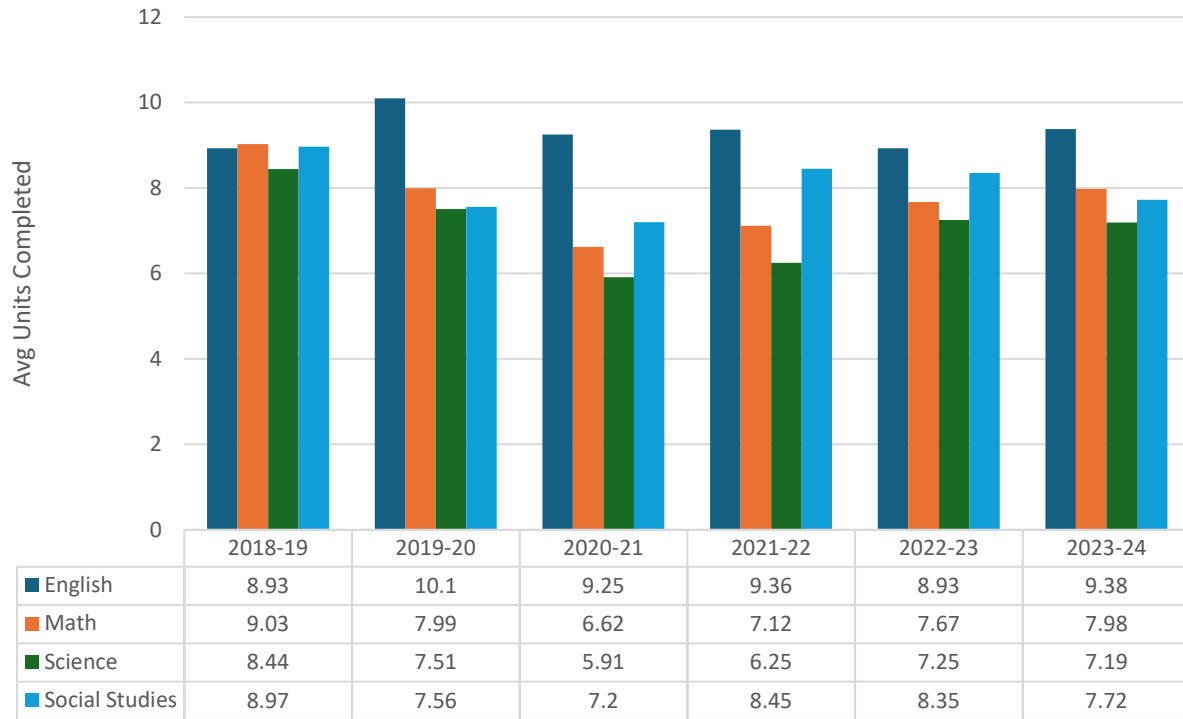
OFY-Acton is very proud of its increases in A-G planning guide completion. The Charter School demonstrated growth of 11.2% from 2020-21 to 2022-23. This measure shows growth in both graduating students and graduating students ready for college. The charter is increasing dual enrollment opportunities to encourage more students to graduate college-ready, which is also helping to drive progress in A-G completion. Prior to 2020-21, this metric was tracked and calculated differently, so additional years of historical data would not be accurate for comparison or analysis of performance trends.

2. Annual Core Course Completion

Core Course completion measures the average number of core course units completed by length of enrollment.



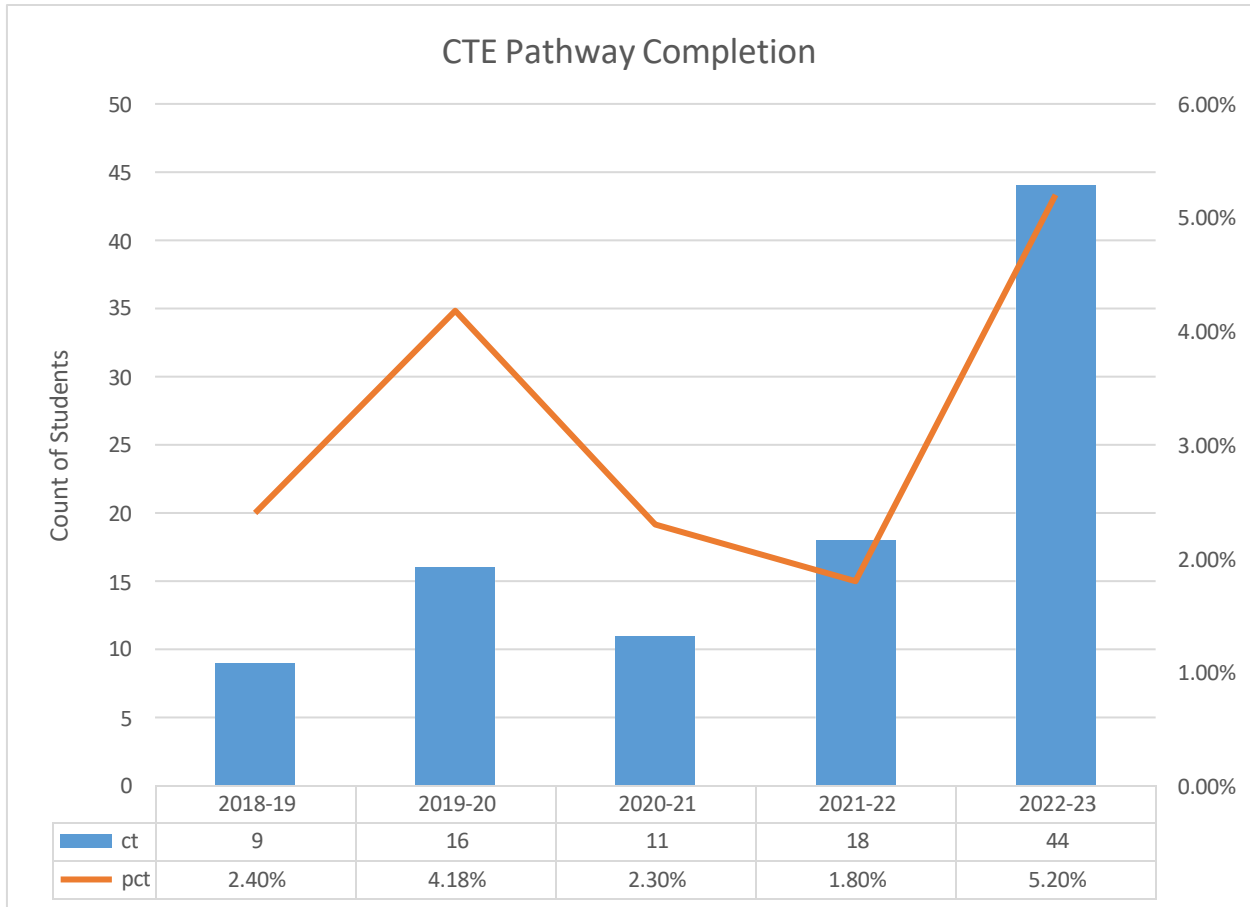
Core Course Completion - Students Enrolled 10-12 Months During Year By Subject



Coming out of the pandemic, the charter school has increased direct instruction course offerings to provide better support for students. The school is proud of the transition to online learning in March 2020, which kept students completing work. There was a slowdown in work completion, but it is trending back up and, on a trajectory, to exceed pre-pandemic levels soon. Student work completion in core courses assists in progress toward graduation as well as improving academic performance on state testing and benchmark assessments.

3. Career/Workforce Preparedness

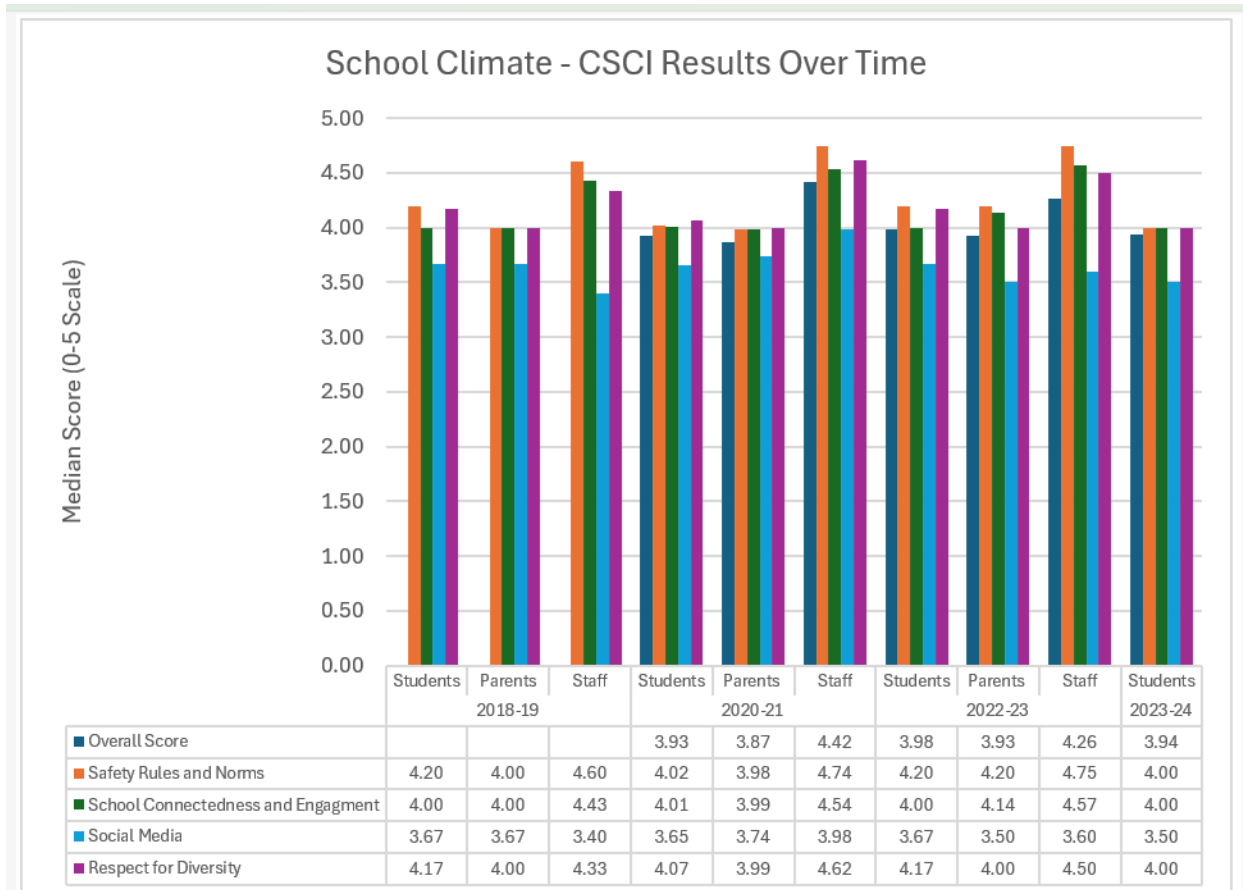
Career/Workforce Preparedness measures how well the school is preparing students for success after high school graduation. It specifically tracks the percentage of students who meet at least one workforce or college readiness measure by graduation for the one-year graduation cohort of students.



CTE Pathway Completion dipped due to the pandemic but showed overall growth from 2018-19 to 2022-23. We expect this growth will continue. OFY-Acton has vastly expanded its CTE offerings and built out multiple possible career pathways for exploration after becoming a WIOA provider. Students are engaging in these opportunities in increasing numbers annually and we expect to see additional growth in the coming years.

4. Comprehensive School Climate Inventory

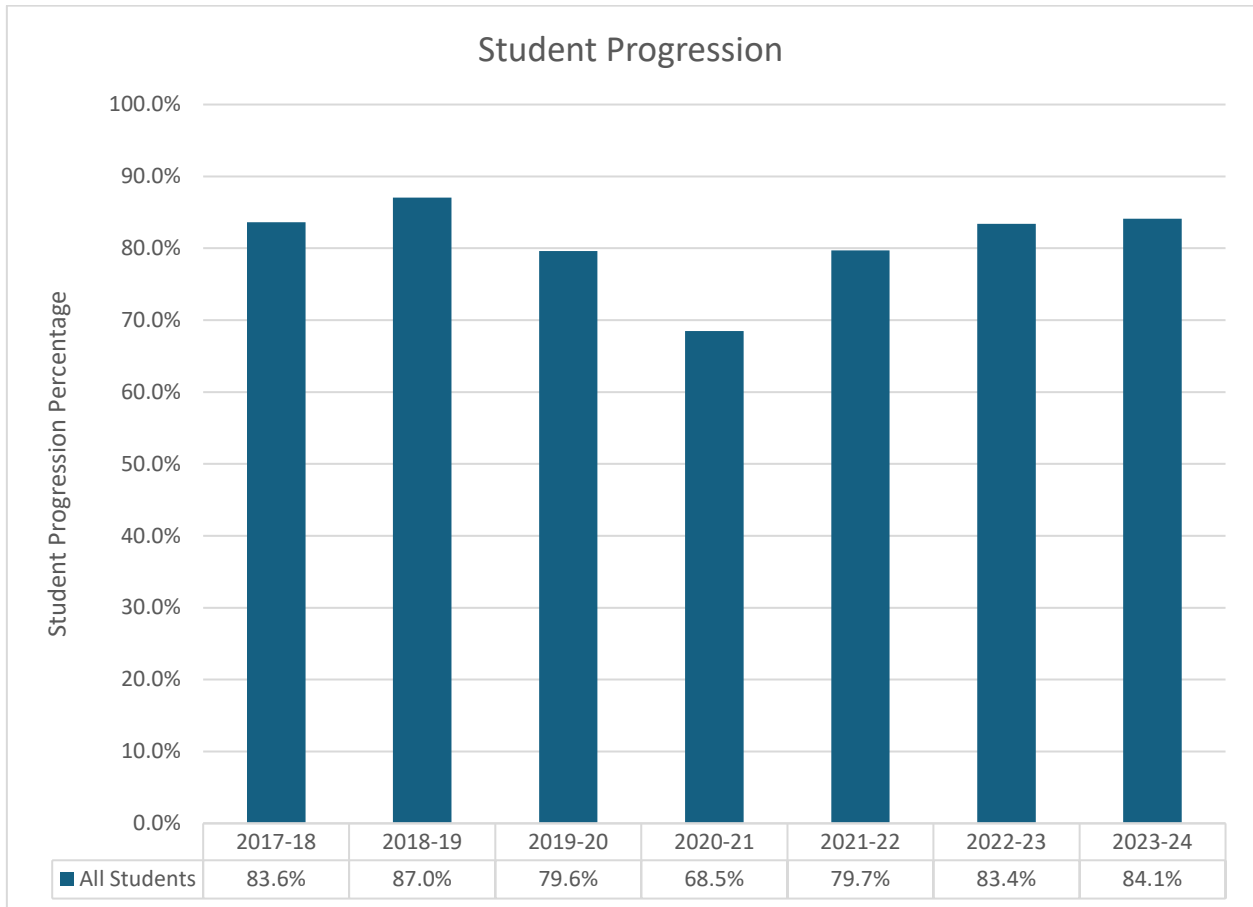
The Comprehensive School Climate Inventory (CSCI) is a nationally recognized school climate survey that provides an in-depth profile of our school community's particular strengths and areas of improvement. The CSCI is conducted and distributed to parents, students, and school personnel annually. The CSCI captures student, parent/guardian, and school personnel perceptions in order to get the data needed to make informed decisions for lasting improvement. The data below demonstrates how each group rates the dimensions of school climate, as well as the variability of opinion within each group.



Students, parents, and staff consistently feel optimistic about the school climate at OFY-Acton. Of note, the 2023-24 survey polled a larger student population encompassing all grade levels and only surveyed students. Despite these population changes, student evaluation of the school climate remained consistently positive.

5. Student Progression

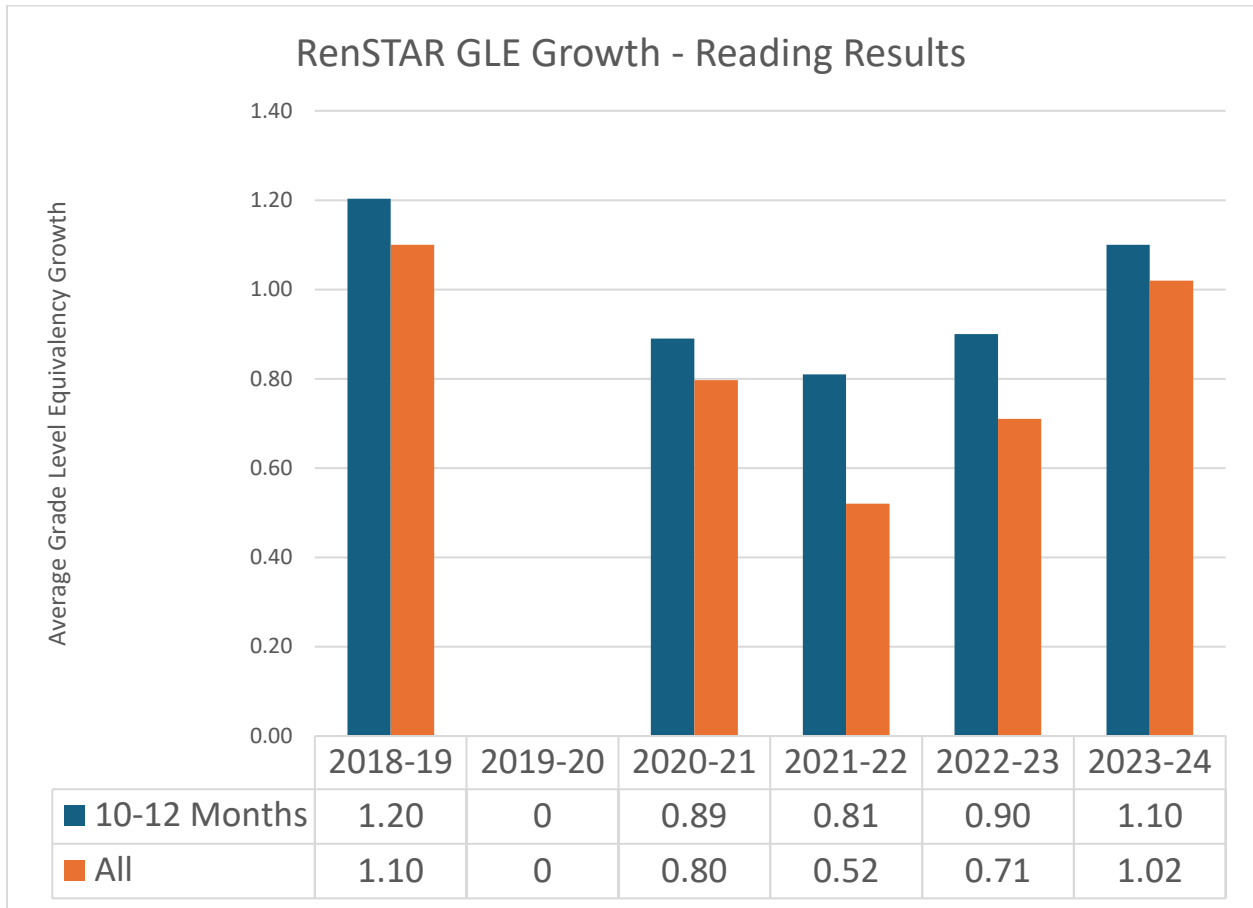
Student Progression measures the percentage of attendance and course work that students turn in on a monthly basis. This metric helps the Charter School determine whether students are completing enough course work to move at the same or advanced pace – and in order to reach age-related grade levels – as a traditional program. It is also an indicator of student progress toward graduation.

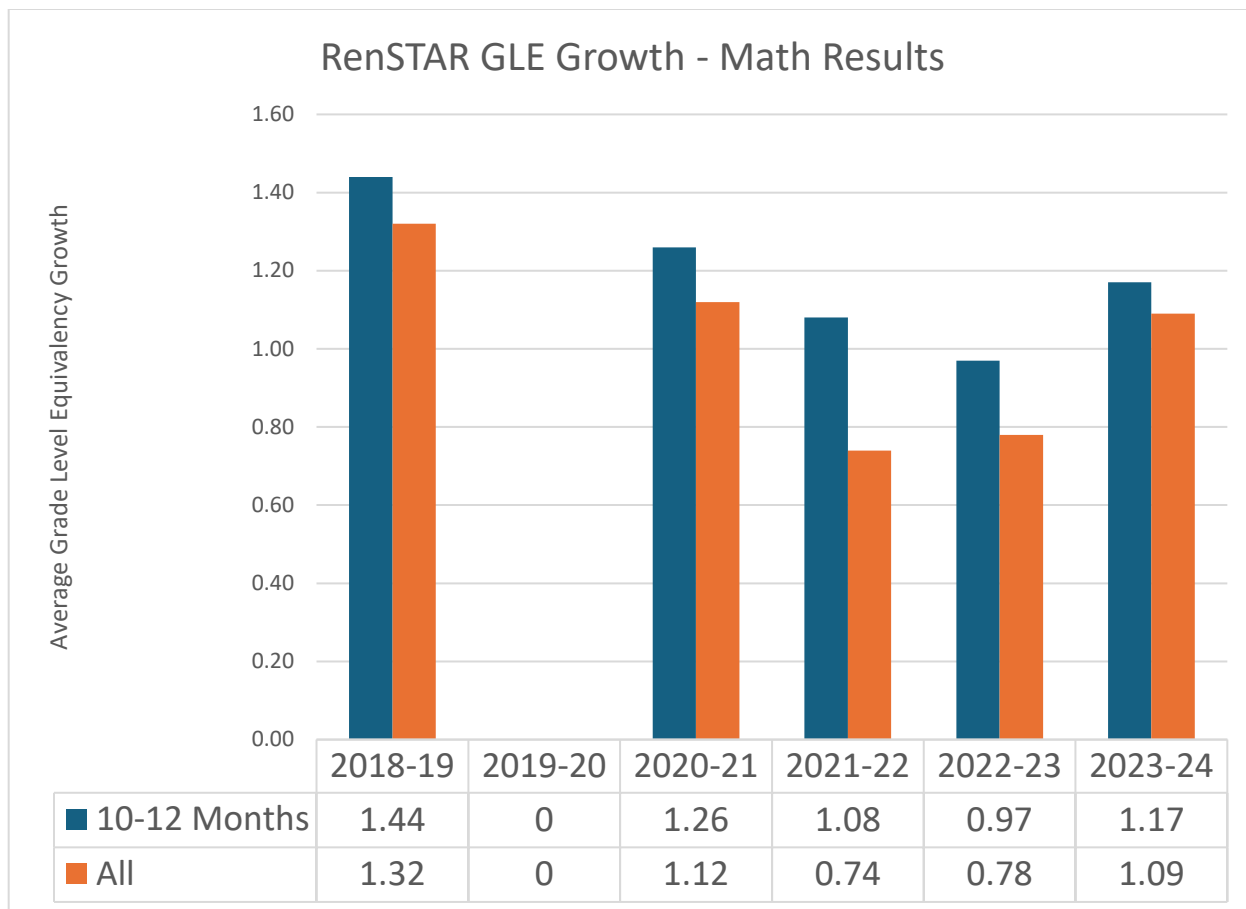


Student progression has grown over time, showing a dip in 2019-20 and 2020-21 due to the pandemic; the school has recovered steadily over the last three years. In order to improve and maintain a high level of student progression, teachers assign direct instruction (SGI) courses to students who are struggling to complete coursework. English Learners and Special Education students are assigned specialists to provide additional structured support. Additionally, supports such as tutors and intervention specialist staff, as well as subscription access to 24/7 online tutoring, have been made available to students to help them progress. We have seen these supports and interventions to be effective in helping our students progress to graduation.

6. Renaissance STAR (RenSTAR) Benchmark Assessment - Reading and Math

The Charter School analyzes many data points provided by Renaissance STAR for benchmark testing of students throughout the year. The Grade Level Equivalence (GLE), Lexile, Quantile, and Student Growth Percentile (SGP) are all based on the Scaled Score and Scaled Score growth seen test by test throughout the school year. OFY-Acton has placed a focus on GLE growth, with an aim for students to average gains of at least a year's worth of growth each school year.





As you can see above, OFY-Acton saw trends reflected nationwide, with dips in academic progress due to the pandemic. Particularly for students enrolled for most of the school year, students are returning to the pre-pandemic goal of at least one year's worth of academic growth in both math and reading.

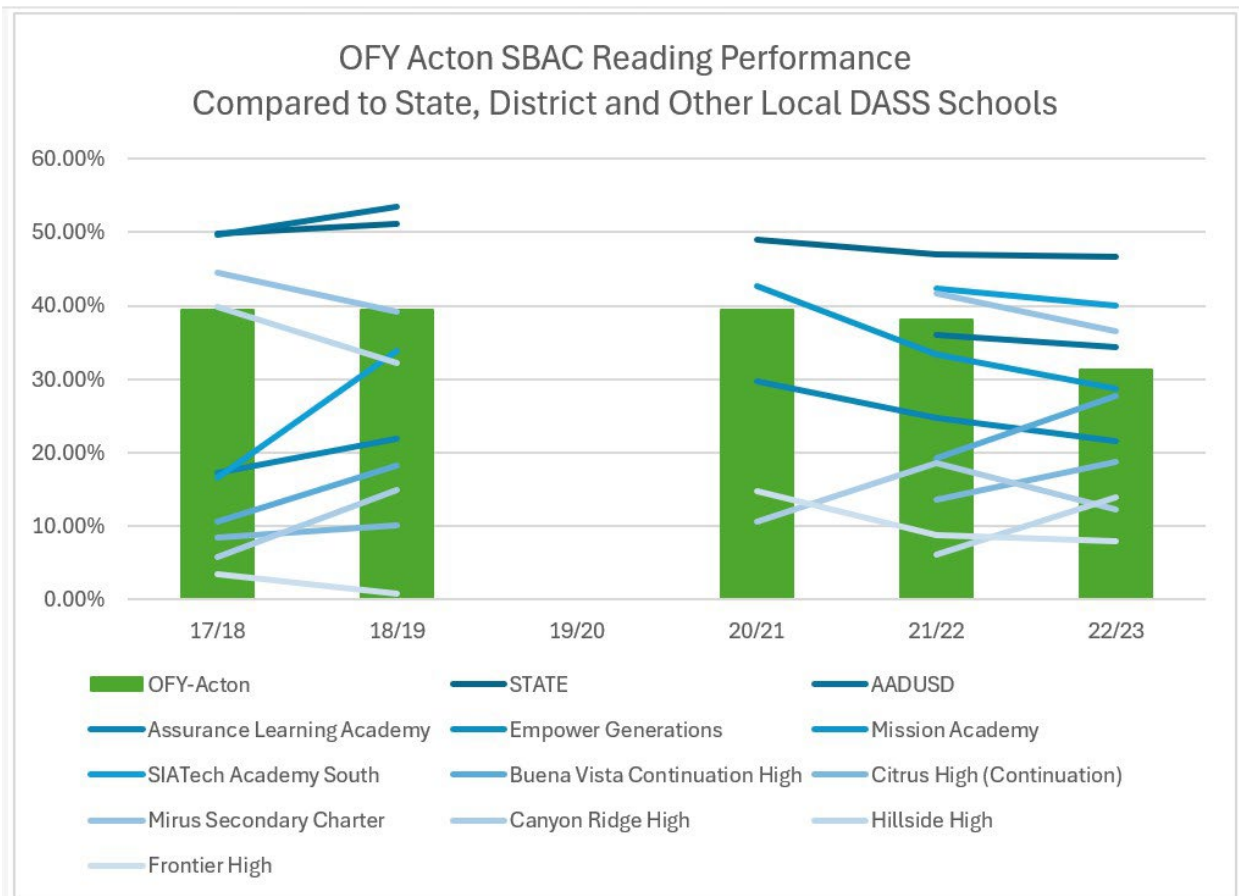
To support student academic attainment, the school has implemented a number of supports and intervention strategies including, but not limited to: Café Nights for SBAC test prep and SBAC prep classes, online testing platform preparation, and blocking off time to dedicate to testing and reminders to students about the importance.

Additionally, the school uses the RenSTAR results to drive instruction, offering remediation and Response to Intervention (RtI) supports when students score low on benchmark testing. When reviewing this data, it is also important to remember that OFY-Acton students are often highly mobile, so differing student populations impact year-over-year comparisons.

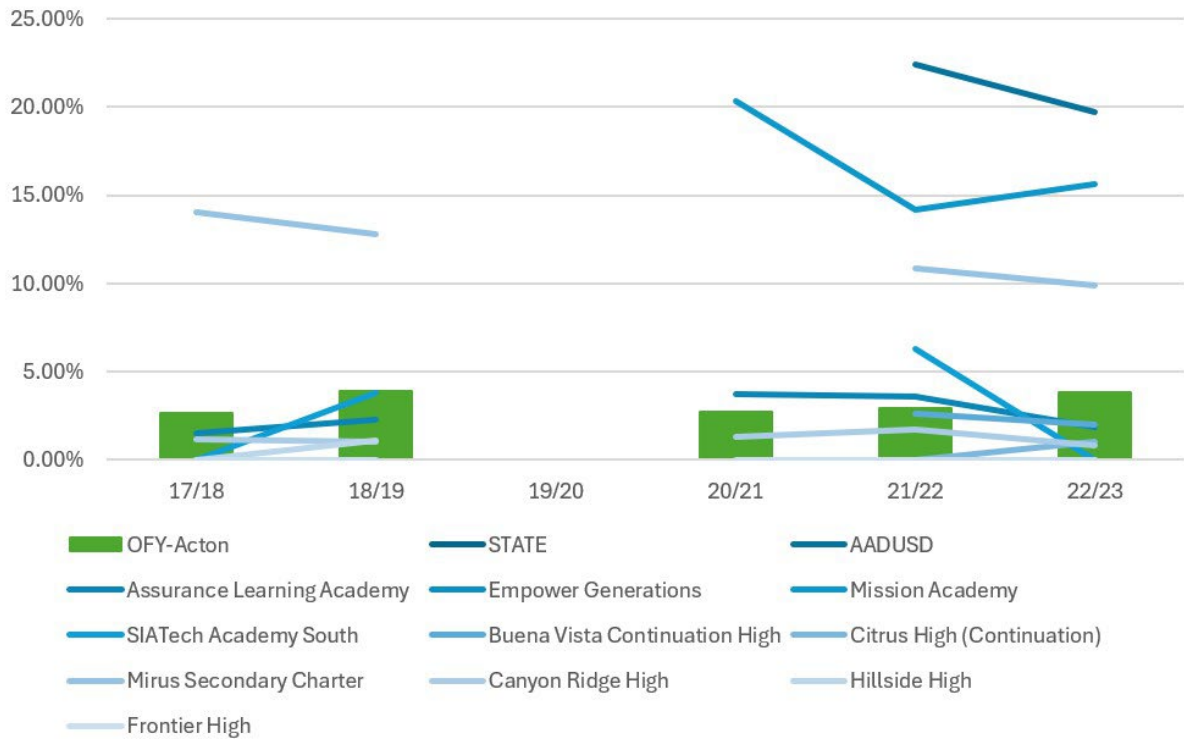
See **Exhibit W: Alternative Metric Data by Subgroup Breakdown** for additional alternative metric subgroup data.

D. Analysis of State Testing Data

OFY-Acton continues to strive for gains in academic performance. The Charter School sets yearly goals to increase the number of students who meet or exceed standards in state testing. In the charts and tables below you will find CAASPP SBAC results for the current term of the charter. OFY-Acton is compared to similar DASS schools that reside within the District boundaries where OFY-Acton resource centers are located, as well as the state and district results in ELA and math. As can be seen in the graphs and tables below, OFY-Acton performs better than most other local DASS schools in both ELA and math. Additionally, OFY-Acton has shown similar performance trends in ELA to that of the Acton-Agua Dulce Unified School District (“AADUSD”) and the state, and is showing improvements in math, where most schools and statewide decreases in performance were observed.



OFY Acton SBAC Math Performance Compared to State, District and Other Local DASS Schools



All Students – Percent Met or Exceeded						
ELA	17/18	18/19	19/20	20/21	21/22	22/23
STATE	49.88%	51.10%		49.01%	47.06%	46.66%
AADUSD	49.58%	53.53%			36.05%	34.31%
OFY-Acton	39.46%	39.51%		39.35%	38.13%	31.31%
Assurance Learning Academy	17.23%	21.85%		29.74%	24.69%	21.58%
Empower Generations		7.69%			16.66%	
Mission Academy	No results available	48.65%		42.60%	33.33%	28.72%
SIATech Academy South	16.66%	33.93%			42.42%	40.00%

Buena Vista Continuation High	10.58%	18.18%			19.30%	27.72%
Citrus High (Continuation)	8.45%	10.06%			13.51%	18.75%
Mirus Secondary Charter	44.44%	39.24%			41.67%	36.56%
Canyon Ridge High	5.75%	14.85%		10.53%	18.58%	12.30%
Hillside High	39.81%	32.22%			6.06%	13.89%
Frontier High	3.38%	0.86%		14.81%	8.73%	7.91%

Math	17/18	18/19	19/20	20/21	21/22	22/23
STATE	38.65%	39.73%		33.76%	33.38%	34.62%
AADUSD	37.22%	36.42%		N/A	22.42%	19.69%
OFY-Acton	2.68%	3.93%		2.71%	2.95%	3.83%
Assurance Learning Academy	1.49%	2.26%		3.73%	3.61%	1.89%
Empower Generations		0.00%			0.00%	9.09%
Mission Academy	No results available	16.21%		20.37%	14.17%	15.62%
SIATech Academy South	0.00%	3.78%			6.26%	0.00%
Buena Vista Continuation High	0.00%	0.00%			2.63%	2.02%
Citrus High (Continuation)	0.00%	0.00%			0.00%	1.05%
Mirus Secondary Charter	14.06%	12.82%			10.87%	9.89%
Canyon Ridge High	1.14%	1.01%		1.33%	1.75%	0.83%
Hillside High	0.00%	1.10%			0.00%	0.00%
Frontier High	0.00%	0.00%		0.00%	0.00%	0.00%

OFY-Acton's CAASPP scores for *All Students* in Math grew from the 2017-18 school year, to 2022-23. In ELA, there was a modest decline, which mirrors a decline seen in many similar DASS schools and statewide. Of note, many students who attend OFY-Acton are considered to have been highly transient. This means

the student population can vary widely year over year. What we see from this analysis of state data, in conjunction with analysis of Renaissance STAR benchmark growth data, is that students in recent years came in behind, and while they did not test as highly on SBAC, they did show growth towards meeting grade level standards during their time at OFY-Acton. Math in particular has shown growth towards proficiency where many similar DASS schools have struggled. ELA scores were at or above comparable schools in neighboring school districts and school districts of similar demographics. While math scores did increase during this period, math remains an area of growth for all student subgroups. OFY-Acton has worked to address the need for math intervention. The Instructional team for OFY-Acton has worked diligently with all staff to implement intervention plans.

OFY-Acton has added math credentialed support staff to help supplement instruction and improve student learning. Math Intervention Specialists have been hired throughout the school to assist students who are not meeting academic standards in math. The role of the Math Intervention Specialist is to ensure that students are able to master grade-level standards and curriculum by meeting with students on a one-on-one basis. In addition to meeting and working on math skills with students, the Math Intervention Specialist continuously monitors the progress of the students by tracking class attendance, growth, and barriers to student academic performance. The Math Intervention Specialists work collaboratively with all instructional stakeholders to set math goals with students and review these goals at weekly student meetings to ensure growth. Additionally, OFY-Acton utilizes courses and intervention programs aimed at improving math performance, reflective of annual comprehensive needs assessments results and based on efficacy data. The math SBAC results above suggest that this strategy is showing early signs of effectiveness in moving students towards achieving proficiency.

ELA intervention support is also offered through several avenues for students. Teachers aim to enroll students in Small Group Instruction (“SGI”) courses rather than Independent Study courses for those students who have been identified as not meeting standards. SGI courses allow students a more focused instruction as compared to learning concepts independently. Several Core SGI offerings are available to students throughout the school year.

Similar to the Math Tutor role, a tutor is available for all students struggling in ELA concepts. Tutors support the development of various language arts skills. Reading, writing, and comprehension support is given to students so that they continue to make progress. Weekly goals are set for students in order to ensure growth.

OFY-Acton has also added courses to the curriculum that help remediate the English Standards. The courses are assigned to students who have been identified as having deficiencies in a particular skill set. Students work on standards with either a tutor or English-credentialed staff member to reinforce certain concepts.

EdvantageIQ has provided a similar schools analysis, putting OFY-Acton’s SBAC performance in context with other DASS schools statewide. Because the California School Dashboard compares all schools, DASS and traditional, together, we find this analysis particularly useful to put OFY-Acton’s performance in context of the unique student population served. Below is the comparison for SBAC ELA and math performance, where it can be seen that OFY-Acton performed better than most similar local DASS schools. Additionally, OFY-Acton performed in the top 15% of DASS schools in math and the top 5% of DASS schools in ELA in 2023. In the attached full report (**Exhibit X: California School Dashboard Analysis: Comparison to Similar Schools**), you can see OFY-Acton’s performance on the state dashboard compared to all DASS

and all DASS charter schools. OFY-Acton performs better than other DASS schools on average for every metric and across nearly all student subgroups.

II. Element 1 (A): Description of Vision, Mission, and Educational Program

Governing Law: *The educational program of the charter school, designed, among other things, to identify those whom the charter 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(c)(5)(A)(i).*

Governing Law: *The annual goals for the charter school 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(c)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, 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(c)(5)(A)(iii).*

A. Mission, Vision, and Philosophy

Options For Youth-Acton (“OFY-Acton”) is a catalyst for quality educational options that demystify the path to success. Our educational philosophy 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. We use social-emotional learning to give our students the resources to empower themselves, to achieve their dreams, and reach their full potential. Our programs are founded upon research that shows how to promote equity, and we believe every student deserves a teacher who believes in them and an education that supports their individual academic and non-academic goals.

Our mission continues to be 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 assists students as they develop supportive relationships that enable them to manage work life, and familial responsibilities.

Vision: Our vision is to transform the lives of young people by re-engaging those who are out of school or at risk of dropping out empower them to become lifelong learners who contribute to their community and are productive members of society. Through personalized learning and a supportive community, we empower our students to become lifelong learners and active contributors to their communities, equipped with the skills and knowledge to thrive in a changing world.

Educational Philosophy: OFY-Acton provides educational opportunities for those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. The Charter School learning centers offer students an opportunity to recover academically and get back on track to receive a high school diploma. Additionally, our learning centers provide an

Charter Renewal Criteria: Evidence and Analysis

education that increases students' options upon graduation for either post-secondary learning or entering the professional market.

Educational Program Overview: The paramount goals for OFY-Acton are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students; (ii) to identify students who are not being served in the traditional public school system and provide them educational services; and (iii) to help students become self-motivated, competent, lifelong learners. The program also strives to provide pupils and parents expanded education choices within California's public school system. We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own lives. Our program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that build success and lead to great self-confidence. In addition, the academic and behavioral standards to which students are held help develop self-discipline and productive work habits. The Charter School's program utilizes a unique educational model and does not duplicate a program currently offered by the District. The primary student demographic proposed to be served by the Charter Schools are at-risk, underserved youth mainly consisting of students who have dropped out, are at risk of dropping out, or have struggled in traditional and district schools for various reasons. The Charter School is unaware of any district program that serve the target student population in the same manner or via the same program or methodologies within reasonable proximity to the Charter School's resources centers.

B. Community Need

The Charter School meets the needs of the students in the local community by:

- 1) Identifying students who are disconnected or out of school.
- 2) Lowering the achievement gap for at-risk and underserved students.
- 3) Providing opportunities for recovery and re-engagement through the regular school program and credit enrichment opportunities, after school sports activities and experiential learning trips.
- 4) Providing the 14 WIOA elements to all of our students.
- 5) Providing an instructional design unique to each students college and career needs that aligns with the federal and state workforce education requirements and standards.
- 6) Referring any eligible member of the community for WIOA as a means of providing wraparound services.
- 7) Referring to community partners for additional workforce and student support services.
- 8) Providing opportunities for recovery and re-engagement through the regular school program and credit enrichment opportunities, after school sports and experiential learning trips.
- 9) Reinforcing academic and personal growth, ultimately leading to increased District graduation rates.
- 10) Increasing high school graduation rates by re-engaging the target population.

In an exclusive partnership with its WIOA provider, the Charter School allows its students to gain valuable career readiness, internship experience, and a chance to be certified in specific trades. Preparing students to obtain the knowledge, skills, and abilities to become gainfully employed upon graduation greatly benefits the communities by creating a more qualified local workforce that can meet the demands of the local economy. The Charter School tailors its services for both sides of the hiring equation (prospective

Element 1 (A): Description of Educational Program

employers and prospective employees) through workforce co-location opportunities with exclusive WIOA partners.

The Charter School continues to work with the District to offer a practical, proven educational option to at-promise youth who are not successful in the traditional setting. We serve at-promise students through a flexible blended learning model with a strong social emotional curriculum and high levels of one-on-one student-teacher interaction. Our well-qualified teachers provide students with rigorous differentiated

instruction, early academic intervention, and 240 instructional days, thereby maximizing students' potential for academic and career success. The Charter School's educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not been met with solutions in a traditional high school environment.

C. Target Student Population

The Charter School serves students in grades 8-12, ages 14-24, currently existing outside traditional public schools. Our target population includes students that are seeking a workforce centered program with the means to assist single parents without child-care, students who are struggling with social issues (such as bullying), students who struggle with mental health concerns, individuals in the juvenile justice system, students with chronic absenteeism, foster care students, homeless students, students with behavioral problems, and students that have been expelled. The Charter School's population also includes students that need a flexible school schedule, hope to graduate early and/or thrive in a small learning environment. In essence, the Charter School's primary student demographic is workforce minded students who have dropped out, are at risk of dropping out, or have struggled in traditional and district schools for various reasons. These reasons may include but are not limited to:

- Students that would benefit from one-on-one support from teachers for academic support, credit recovery, and or skill remediation.
- Students that need flexibility in their schedule to deal with a familial crisis or health issues.
- Expectant mothers.
- Individuals in the juvenile justice system.
- Foster care students.
- Homeless students.
- Students whose primary language is other than English.
- Chronically absent students.
- Students with behavioral problems.
- Students with mental health concerns.
- Students that are looking to accelerate their learning at their own pace.
- Students that are bullied.
- Students that have been expelled.
- Students with an Individualized Educational Plan or Section 504 plan may benefit from a nonconventional setting.
- Anyone eligible for WIOA youth service.

OFY-Acton's Student Demographics:

2017-2024 Enrollment						
2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024
394	1,357	1,586	1,776	1,555	1,770	2,182

2023-24 Comparison of Total Students			
	OFY-Acton	Acton-Agua Dulce Unified School District	Los Angeles County (All Districts)
Hispanic/Latino	75.2%	59.6%	65.2%

Element 1 (A): Description of Educational Program

American Indian or Alaska Native	0.6%	0.4%	0.2%
Asian	0.8%	2.6%	8.0%
Pacific Islander	0.1%	0.2%	0.3%
Filipino	0.5%	0.8%	2.1%
African American	5.5%	6.7%	6.8%
White	11.8%	22.4%	13.0%
Two or More Races	2.1%	5.0%	3.2%
Not Reported	3.4%	2.3%	1.3%

2023-24 Comparison of Total Students			
	OFY-Acton	Acton-Agua Dulce Unified School District	Los Angeles County (All Districts)
Students with Disabilities	15.6%	17.5%	14.2%
Socioeconomically Disadvantaged	85.2%	68.4%	70.0%
English Learners	13.1%	8.8%	17.6%

Spring 2024 DASS Eligibility Data	
Eligibility Criteria	Student Enrollment %
Expelled	0.4%
Suspended	3.5%
Wards of the Court	0.0%
Pregnant and/or Parenting	0.0%
Recovered Dropout	0.4%
Habitually Truant	1.7%
Retained	1.4%
Credit Deficient	72.8%
Gap in Enrollment	0.0%
High Level of Transiency	2.4%
Foster Youth	0.1%
Homeless Youth	0.6%
Total % of students meeting DASS eligibility criteria	83.3%

Student Attendance and Average Daily Attendance

The average daily attendance (“ADA”) guidelines to which the Charter School adheres are defined in 5 California Code of Regulations 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 is verified by teachers and is based on work product completion.

Figure 1.2: Enrollment Projections

The table below illustrates the average student enrollment projections for the proposed charter term, 2025-2030.

Element 1 (A): Description of Educational Program

Student Enrollment Projections (2025-2030)					
School Year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Projection	2503	2553	2616	2690	2770

D. Educational Philosophy and Challenges of the Student Groups Served

Our educational philosophy 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 and the job market. We create access to excellence by giving our students resources and empowering them to achieve their dreams and reach their full potential. We believe every student deserves a teacher who believes in them and an educational program that supports their individual academic and non-academic needs. OFY-Acton operates 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. We recognize that our society will only thrive if every member of every generation is afforded the opportunity to earn a quality education which prepares them for the college and career of their choice.

The Charter School is committed to ensuring a highly personalized learning environment where all students can succeed. The Charter School's students are faced with less viable educational alternatives if the Charter School does not serve them. Students in California who need to abandon their normal course of high school studies due to expulsion or personal reasons have the option of attending state-run continuation schools. However, the curriculum at the majority of these continuation schools is only at the remedial level and does not contain the type of college preparatory coursework that students would need to complete to qualify for admission to four-year universities or the rigorous workforce development opportunities offered by the Charter School.

Because the population the Charter School serves is at-risk, we understand that their educational needs and challenges are unique. Challenges such as socioeconomic, transportation, housing, language, and the justice system are just a few of our students' realities. For this reason, we ensure that their individual learning needs are met by implementing evidence-based and individualized instructional strategies that optimize academic and social-emotional success. These are described below, in the next several sections of this Element.

OFY-Acton's educational model addresses the needs of the Charter School's student body 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.

For example, the researchers found that one type of comprehensive school reform in a high school setting involving small learning communities with close, personalized instruction by teachers yielded a 16% increase in high school graduation rates.

E. Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School has set annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

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1. Basic Services: Quality Teachers, Curriculum, and Facilities
2. Implementation of all State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Outcomes

The Charter School has used multiple forms of data collected to assess progress toward the goals outlined in Element 1 of this charter petition. Pursuant to Education Code Section 47606.5, on or before July 1, 2017, and each year thereafter, the Charter School has produced a Local Control Accountability Plan ("LCAP"), which updates the goals and annual actions to achieve the goals identified in Element 1 of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School continues to submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School will continue to comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education.

F. Local Control Accountability Plan

The Charter School assures that it will comply with Local Control Accountability Plan (LCAP) requirements. (See **Exhibit G: Local Control and Accountability Plan**)

G. Annual Goals

LCAP goals are updated annually to reflect the changing needs of the students. These goals address all eight state priorities, offer a detailed plan for how we can reach our goals, and are shared with our district authorizer for review. An example breakdown on how OFY-Acton meets these goals is included in **Exhibit G: Local Control and Accountability Plan** and is provided in the tables below.

Table A.1: OFY-A LCAP Goal 1 – Addresses State Priorities 2, 4, 7 & 8

Goal to Achieve	Goal 1: The charter will provide academic achievement and equity for every student, we will deploy evidence-based interventions and customized instruction, emphasizing teaching methods aligned with standards. This approach will elevate student performance, fostering growth on ELA and Math indicators, with special attention provided to our diverse backgrounds outlined in the Fall 2023 California Dashboard (Black/African American, EL, Hispanic, Homeless, SED, SWDs, and White students).		
Actions to Achieve Goal	#1	Targeted ELD Intervention	Implement targeted English Language Development (ELD) intervention programs to support English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.
	#2	EL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for English Learners. Provide training

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			on language acquisitions theories, culturally responsive teaching practices, and strategies for differentiating instruction for ELL students.
	#3	LTEL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for English Learners. Provide training on language acquisitions theories, culturally responsive teaching practices, and strategies for differentiating instruction for Long-Term EL students.
	#4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment & Retention Initiatives	Allocate resources for recruiting and maintaining skilled individuals to assist with post-secondary planning and English Language Development efforts. Guarantee attractive compensation packages to draw and maintain professionals and explore the possibility of introducing additional roles such as specialized support for English Learners, such as ELD Intervention Specialists or tutors.
	#5	Targeted LTEL Intervention	Implement targeted English Language Development (ELD) intervention programs to support long-term English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.
	#6	ELA & Math Intervention Services	Contracting specialized intervention services or programs including EBIs designed to support students struggling in ELA and Math, providing targeted assistance to improve their academic performance.
	#7	ELA & Math Professional Development	Investing in professional development programs or workshops for teachers to enhance their skills in delivering effective ELA and Math instruction, incorporating research-based strategies to address student needs.
	#8	Broad Course of Study	Ensuring a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs.
	#9	Educational Technology Resources	Procuring educational technology resources such as laptops, tablets, interactive whiteboards, educational software licenses, and online learning platforms to enhance classroom instruction and student engagement.
	#10	Benchmark Assessments	Implementing benchmark assessments, such as Renaissance Star, to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.

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	#11	Academic Intervention Specialist (Title I)	Employ academic Intervention Specialists to provide targeted support and interventions for students below academic standards, tailoring strategies to meet individual needs.
	#12	Tutoring Services (Title I)	Implement tutoring services using both in-person and online platforms to provide additional academic support for students, ensuring they receive personalized assistance.
	#13	Literary Workshops & Resources (Title I)	Organize literary workshops and provide resources to enhance literacy skills, catering to students falling below standards and promoting a love of reading.
	#14	Leadership Development-Admin Credential Tuition Reimbursement (Title 2)	Support leadership development by offering tuition reimbursement for administrators pursuing credentials, fostering effective leadership in addressing academic challenges.
	#15	Targeted Student Support & Learning Recovery (LREBG)	Develop and implement targeted support programs to address the unique academic challenges of students below standards, focusing on learning recovery strategies.
	#16	Professional Development (LCFF S/C)	Provided targeted professional development for teachers across all funding sources, focusing on effective instructional strategies, differentiated instruction, and data-driven decision-making to address the needs of students below standards.
	#17	Targeted Math & ELA Intervention (Title I)	The charter will include the implementation of evidence-based intervention programs aimed at supporting the academic growth of all students.
	#18	SWDs Professional Development	Enhance professional development for staff working with students with disabilities (SWDs). Implement tailored training programs focused on personalized instruction, technology integration, and fostering a student-centered environment. Provide specialized resources to empower staff in addressing the diverse needs of SWDs, ensuring impactful and inclusive education delivery.

Table A.2 OFY-Acton LCAP Goal 2 Addresses State Priorities 2, 4, 5, 7, & 8

Goal to Achieve	Goal 2: The charter aims to improve graduation rates and CCI scores for all students, including diverse backgrounds outlined in the Fall 2023 California Dashboard (Black/African American, EL, Hispanic, Homeless, SED, SWDs, and White students). Our goal is to achieve a one-year DASS graduation $\geq 78\%$, expand access to college credit courses and CTE programs, and increase A-G completion. This aims to provide diverse post-secondary opportunities, foster experiential learning, and elevate overall graduation rates.
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Actions to Achieve Goal	#1	Post-Secondary Planning	Implement post-secondary planning programs and workshops to guide students in exploring their career interests, college options, and vocational pathways. Provide resources and support for students to develop post-secondary plans tailored to their individual goals.
	#2	Post-Secondary Opportunities	Expand opportunities for students to participate in post-secondary programs such as dual enrollment, Advanced Placement (AP) courses, Career Technical Education (CTE) pathways, and internships. Ensure equitable access to these opportunities for all students.
	#3	Post-Secondary Field Trips/Opportunities	Organize and fund post-secondary field trips and opportunities to expose students to various career paths and college experiences.
	#4	Post-Secondary Activities/Events	Organize events and activities that engage students with post-secondary opportunities such as college fairs, workshops, and guest speakers.
	#5	Staff Development	Conduct semester training for all staff to educate them on A-G requirements, building awareness among the team to facilitate A-G conversations with students and parents/guardians.
	#6	Student Supplies	Provide necessary supplies and resources to support students' engagement in college credit course and CTE programs.
	#7	Pathful Connect (Title I)	Utilize Pathful Connect to enhance student engagement, track progress, and tailor learning experiences for students below academic standards.
	#8	PD for Leadership & Instructional Staff (Title 2)	Provide professional development opportunities for leadership and instructional staff to enhance their capacity in addressing the academic needs of students falling below standards.

Table A.3 OFY-Acton LCAP Goal 3 Addresses State Priorities 1, 3, 5 & 6

Goal to Achieve	Goal 3: The charter aims to enhance school climate and foster a safe, inclusive, and connected learning environment for student success through targeted improvements and enhanced community engagement.		
Actions to Achieve Goal	#1	School Climate Survey (Title I)	Administer regular school climate surveys to gather data on safety, inclusivity, academic support, and resources.
	#2	Sports, Student Council, and Student Experiences	Analyze survey results to inform decision-making and identify areas for improvement. The charter strives to increase participation rates for students, parents, and staff by 5%.

	#3	Visitor Management System	Allocate resources to enhance sports programs, student council activities, and experiential learning experiences to promote a positive and engaging school culture.
	#4	Security Patrol System	Invest in a visitor management system to enhance school security and ensure a safe learning environment.
	#5	Parent & Family Engagement (Title I)	Invest in additional security measures, such as a security patrol system, to further ensure the safety and well-being of students and staff.
	#6	Care Closet (Title I)	Conduct regular workshops for parents and guardians to enhance their understanding of the school's safety measures, inclusivity initiatives, and available academic resources.
	#7	Arts Program (Title I)	Establish and maintain a Care Closet to provide essential supplies, uniforms, and resources for students, including both foster youth and homeless students, fostering an environment conducive to learning.
	#8	Wellness Supports & Resources (Title I)	Expand the Arts Program to offer creative outlets for students, promoting engagement and providing an alternative approach to learning for those struggling academically.
	#9	Mental Health & Trauma PD (Title 2)	Invest in wellness support tools and resources to address the non-academic needs of students, promoting overall well-being.
	#10	Targeted Social and Emotional Well-Being (LREBG)	Conduct mental health and trauma-focused professional development for staff to better understand and address the social-emotional needs of students below academic standards.

H. What it Means to be an Educated Person in the 21st Century

The Charter School supports each student's academic needs, as well as their social and emotional needs, enabling students to achieve the goal of becoming "self-motivated, competent, and lifelong learners." We know that an educated student thinks critically, poses questions, applies their knowledge to the world around them and is intrinsically motivated. We recognize that at-risk students tend to experience school problems, unemployment, social difficulties, and mental health issues at higher rates than non-at-risk students and often require specialized attention. The Charter School's individualized approach to educating students is predicated on the recognition that students who are choosing the Charter School may come to school with various academic, social, and emotional issues that impede academic progress and future success in the workforce.

The Charter School provides a workforce centered alternative educational option for students who are disconnected from school or have experienced a great amount of academic failure and often have skill gaps due to academic and non-academic issues. The Charter School supports each student's individual academic needs, as well as their social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility.

The Charter School 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.

An educated person in the 21st century exemplifies the following executive skills and qualities:

- Takes initiative and is self-directed.
- Adapts to and is flexible toward new situations.
- Shows leadership and takes responsibility.
- Is productive and accountable for work products.
- Uses technology effectively.

We believe an educated person in the 21st century is a self-motivated, competent, and lifelong learner who possesses the academic and life skills necessary to contribute meaningfully to society. We believe our innovative approach to providing systems and multiple levels of support propel our students towards greatness.

The Charter School's exclusive partnerships with workforce providers under WIOA further enables the Charter School to provide an educational program that increases students' marketability and soft skills upon graduation to enter the professional job market.

I. How Learning Best Occurs

The Charter School provides a workforce centered, alternative educational option for students who are disconnected from school or have experienced a great amount of academic challenges and often have skill gaps due to academic and non-academic issues. The Charter School supports each student's individual academic needs, as well as their social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility. The Charter School provides an educational program offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster or post-secondary learning. This increases our students' options upon graduating for both post-secondary learning and entering the professional market, thus positively impacting the community.

The Charter School believes that learning best occurs when the educational program is designed to meet the individual needs of the student. The Charter School provides an educational program that reflects this philosophy by providing each student with personalized instruction. Upon enrollment and during

semesterly achievement chats the student, parents/guardians, teacher, and Post-Secondary Counselor collaborate to develop a personalized learning plan to ensure academic success.

The Charter School, along with our WIOA partners, will provide an education that also increases their options upon graduation for either post-secondary learning or entering the professional market.

We believe students learn best when:

- They are highly involved in the development and progress monitoring of their learning plans, take ownership of the academic program, and are empowered to create their future.
- Workforce opportunities are provided through occupational skills training, early certification programs, pre apprenticeships, and career exploration based on the students interests, skills, and high growth industry sectors.
- Authentic relationships with caring and supportive teachers and staff are established to provide inspiration, purpose, and security.
- Community partnerships work at high effectiveness to create networking and mentoring opportunities for students.
- Teachers provide individualized attention and guidance as well as inspire students to achieve their goals.
- They engage in activities that build and nurture community relationships within and beyond their communities.
- The educational program and its resources are premised on the immediate identification of, and response to, individual learning needs.
- They are provided with academic rigor and critical resources necessary to ensure success.
- System of supports (i.e. reading and math interventionists) are in place to help students master the foundational skills and prepare them for grade level courses.
- They are provided with social emotional intervention and programs.

Instruction at the Charter School is delivered via three methods that enable students to take classes in a way that best facilitates their mastery of academic standards. These options are Small Group Instruction ("SGI"), Independent Study ("IS"), and Online Learning ("OL"). Teachers collaborate with each student on course selection, and students enroll in courses that align with their individual learning style.

Our students demonstrate success by completing courses and earning credits toward graduation. They are motivated by watching their credits accumulate and monitoring their learning goals as they are achieved. They develop more confidence in their ability to succeed academically and continue to move forward to reach their goal of high school graduation and acceptance into a college and/or career of their choice. They become re-engaged in their education, and their newfound confidence inspires them, their teachers, and their classmates. Students become more active in the school community, perform better academically and graduate determined to achieve their goals.

The Charter School embraces the foundational research-based elements included in its school model, academic program, and success indicators for our student population. Our 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 at-promise student populations. This model addresses the needs of the Charter School'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. The Charter School implements all seven of the indicators as follows:

1. **Small School Size:** The Charter School's small school size at each resource center allows for greater and more frequent interaction between administrators, teachers, staff, students, and parents or guardians. Also, the Charter School's SGI enrollment is generally between 10-20 students and each Independent Study teacher generally works with five to seven students during each instructional appointment.
2. **High Level of Personalization:** The Charter School has two key methods of providing highly personalized instruction to each student. The first method of personalization is the small school and class sizes. Due to the small student body, administrators and teachers gain a deep understanding of each student's abilities, academic goals, and needs. The Charter School also develops a Personalized Learning Plan for each student upon enrollment and updates this working document regularly throughout a student's time at the Charter School. The learning plan and semesterly achievement chats document each student's academic performance, including grades and standardized test results, as well as a student's academic and personal goals, effective teaching strategies, personal obstacles that may hinder academic performance, and any other information that would enable a teacher to have a deeper understanding of the student's academic and personal limitations, supports, and goals.
3. **Workforce Education:** The Charter School provides a wraparound workforce education centered learning environment based heavily on their WIOA exclusive partnerships. This instructional design lends itself to customization based on the students' interests, needs, skill levels, federally recognized barriers, and local high growth industry sectors. Students and parents play a large role in the planning of each student's pathway. Students are held accountable for their participation and execution of their pathway through individualized case management.
4. **High Academic Expectations:** The administrators, teachers, and staff at the Charter School demonstrate a sincere belief in the ability of each student to succeed in and graduate from high school. The Charter School's curriculum is aligned to State Standards, which includes Common Core State Standards, Next Generation Science Standards, History-Social Science Content Standards, English Language Development ("ELD") Standards (hereinafter, collectively ("State Standards")) and College and Career Standards. Each student's learning plan and achievement chats provides the Charter School with the information necessary to adapt instruction to each student's need while maintaining a high level of rigor and academic accountability. The Charter School continues to provide concurrent enrollment opportunities for all students.
5. **Counseling Services:** Our Post-Secondary Counselors provide guidance and support to each student. The Post-Secondary Counselor is knowledgeable about social and wrap-around services available to each student. These services are available via partnerships with area nonprofits or governmental social service agencies. In addition to that, Post-Secondary Counselors work closely with students to prepare them for post-secondary success. Whether students choose an A-G path, CTE path or the work-readiness path, the Post-Secondary Counselor is there to ensure success. The Charter School continuously enrolls students in new courses as students complete a previous course. For example, a student may finish the coursework for My Math Path A one day and begin the coursework for My Math Path B the next day. Because of this quick transition from course to course, teachers and administrators serve as a student's academic counselor as well. This close relationship ensures that each student is prepared for and can succeed in the next course on their academic plan.

6. **Parental Engagement:** Parents and guardians are encouraged to visit the Charter School at any time during operational hours. The Charter School holds open house events multiple times throughout the school year so that parents can meet with teachers and administrators to discuss student performance and any other pressing concerns. In addition, the Charter School also holds LCAP Engagement Nights, DELAC, PAC, Career Nights, Reclassification Banquets, Senior Signing Events, Financial Aid Workshops, SBAC Kick-offs as well as multiple opportunities throughout the year for parent involvement. Parents and guardians may also contact the Charter School at any time to schedule an appointment with a teacher or administrator.
7. **Extended Hours:** The Charter School operates year-round, and its resource centers are generally open from 8:00 am to 4:00 pm each weekday. These extended hours enable students to schedule their time at the school site around personal responsibilities. Also, students can walk into the Charter School at any time to do coursework or receive assistance for any educational services needed.
8. **Competent Personnel:** The Charter School recruits and hires well-qualified teachers that hold a California credential or permits as required by the California Commission on Teacher Credentialing.
9. **Strong Community Partnerships:** Through local WIOA and business partnerships, all student's individualized assigned pathways include networking, vocational training, and certification programs to prepare them for their post-secondary goals.

The Charter School's program design supports the mission of the school and is designed to increase graduation from high school and student achievement. The Charter School specifically selected this research-based and data-driven model, coupled with a curriculum that is rigorous, robust, and well-aligned to State Standards. The varied learning formats and assessments help students demonstrate mastery of content knowledge and skills.

Research shows many at-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.¹ Therefore, the Charter School students, on average, work on just two or three courses at a time allowing them to focus on and progress through courses at their own pace and without competition. 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. Students 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 are held reinforce self-discipline and productive work habits.²

J. Educational Design Overview and Learning Environment

The Charter School is defined as a non-classroom-based program and complies with the independent study laws as provided by 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. The Charter School's Board of Directors has adopted and implemented written specified policies relating to independent study in accordance with Education Code Section 51747. The Charter School also aligns its instructional model to the 14 WIOA program elements. The Charter School offers students multiple options outside of a conventional seat-time educational delivery system. Students are 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)
- Online-based instruction

In accordance with the intent of the state legislature, the Charter School strives to collectively seek the best and most recent educational research and data that then leads to the development of effective and inspiring curriculum.

The Charter School's curriculum is aligned with and designed to teach the State Standards and College and Career Readiness Standards. Through the implementation of curriculum which lends itself to high- yield instructional strategies focusing on core knowledge, students are ensured a strong foundation of essential skills such that they can reach proficiency in all core content areas, as evidenced by the California Assessment of Student Performance and Progress (CAASPP) assessment system. In addition, all curriculum includes aspects of the fourteen WIOA elements. Students participate in an instructional system that will incorporate personalized support from fully credentialed teachers in all core subjects (English language arts, math, science, and social studies/history). Courses approved by the UCOP as creditable under the "A-G" admission criteria are considered to meet the college entrance requirements. Further, courses offered by the Charter School are accredited by WASC and are considered transferable. Courses eligible are also NCAA approved.

English language arts, mathematics, science, social studies, physical education, health, art, music, career technical education, advanced placement courses and personal development coursework are available to all students and offered through independent study coursework, classroom-based instruction in small group settings, and online-based learning options when appropriate. The Charter School uses research-based curriculum aligned with State Standards and English Language Development Standards. The curriculum is appropriate to the student demographic we serve and includes the following: course offerings, textbooks, curriculum maps, unit plans, interim assessments, intervention lessons and instructional strategies, and end of course exams. The Charter School's curriculum has been designed around the following evidence-based practices:

- Backwards design for assessment and learning
- Differentiated instruction
- Integrated Instruction
- Specially designed academic instruction in English ("SDAIE") strategies for all learners
- Project-based assignments
- Workforce and college and career ready alignment

1. Curriculum

The Charter School offers its students a variety of curriculum to fulfill their course requirements. Online curriculum is offered by Edmentum and as such provides students with 7-12 core courses as well as electives. Core courses are both traditional (like Algebra and Biology) and specialized (like Financial Mathematics and Business English). Edmentum also provides students with career connected learning

creating new pathways to success that prioritize real-world learning application and career interests for middle and high school students. CTE offerings range from exploration to certification preparation. Electives give students the opportunity to pursue topics that excite them, allowing them to develop a deeper understanding of the world around them. Courses like music, art, game design, and creative writing spark students' interests. (See **Exhibit U: Curriculum Scope and Sequence**)

For students that prefer a more traditional “paper and pencil” approach to their coursework, the Charter School utilizes the curriculum services of Skyrocket Education for student self-guided units - student activity workbooks (SAWs) which can also be accessed digitally. Teachers and counselors assist students in making the best curricular decisions for their educational needs and learning preferences.

2. Exclusive Workforce Innovation Opportunity Act (WIOA) Alignment

A critical component of the Charter School's program is preparing students to obtain the knowledge, skills, and abilities to become gainfully employed upon graduation. In furtherance of California's Strategic Workforce Development Plan, the Charter School has entered into and implemented exclusive partnership agreements with one or more qualified Title I WIOA youth program workforce partners funded under WIOA to reengage disconnected, at-risk, and underserved youth in education and work, to help them understand career pathways options, and to encourage attainment of post-secondary degrees and other credentials valued in the local community's labor market, allowing them to overcome barriers to high-quality jobs and careers.

By providing instruction exclusively in partnership with WIOA, students receive instruction designed to assist them in gaining employment and keeping it, and specifically in workforce readiness components under WIOA. These partnerships provide a comprehensive array of employment and training services for youth, primarily targeting out-of-school, out of job, drop-out youth and in school youth, working to ensure that young people who have barriers to employment or education can obtain necessary skills and education based on the labor market economy, including in high demand sectors and emerging industries. These partnerships also provide the Charter School's students with the opportunity to gain valuable career readiness, internship experience and an opportunity to be certified in specific trades. Additionally, vocational training and certification services are provided to the Charter School as stated in the Exclusive Partnership Agreements between the Charter School and its WIOA partners. The Charter School's exclusive partnerships with workforce providers further enables the Charter School to provide an educational program that increases students' marketability and soft skills upon graduation to enter the professional job market. The instructional design of this program guides the collaboration between the Charter School and its WIOA partners to ensure that all students have access to any necessary services outlined in the fourteen WIOA elements. The Charter School offers students multiple opportunities for learning outside of a conventional seat-time educational delivery system. Students are provided the opportunity to complete academic work and credits through a wide range of personalized learning methodologies. **See Exhibit K: WIOA Exclusive Instructional Design.**

All of the WIOA responsibilities and elements have been woven into daily practices of teaching modalities and programs at the Charter School.

As a WIOA provider, the Charter School is able to offer additional resources including employment preparation, financial literacy, entrepreneur training, résumé writing, vocation skill development, interview/job performance coaching, job searching/placement, as well as specific interview and job performance coaching to mitigate the barriers to students. The Charter School also offers a variety of

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vocational training opportunities, including apprenticeships, pre-apprenticeships, paid/unpaid work experiences, internships, job shadowing, and on-the-job training. These opportunities are designed to assist students who face challenges in obtaining employment. Internships are made available to all interested students through WIOA partners. Students gain valuable time management, soft skills, and professional skills through these opportunities. The Charter School tailors services for both sides of the hiring equation (prospective employers and prospective employees). Students learn about current industries with low job demand and high job demand in the local county in which the resource center they attend is located. They also learn about the challenges and advantages between pursuing employment in low-demand and high-demand sectors. This information is utilized to help students set achievable goals and to plan their certifications, internships and job placements effectively while enrolled in the Charter School.

The Charter School addresses a skills gap in the industry through offering education and workforce development wraparound services to its students. Those workforce services are integrated, comprehensive, student-focused and outcome driven. The instructional design of the program sees the exclusive collaboration between the Charter School and its workforce partners to ensure that all students have access to any necessary services outlined in the fourteen elements under WIOA. The Charter School's curriculum, instructional methodology, and graduation requirements align with the requirements articulated in the exclusive partnership agreements.

Some highlights from our WIOA instructional design during the current charter term include:

- Established/added multiple WIOA and AJCC partnerships allowing our students to tap into the resources and benefits available from the workforce partnerships.
- Added a Career Pathways Coordinator position that mimics the career Coach position held in the WIOA county youth programs.
- Staff participating in biweekly WIOA professional developments and monthly WIOA exclusive partner progress meetings.

For additional information about how WIOA is embedded into the Charter School's instructional program, see **Exhibit K: WIOA Exclusive Instructional Design**.

The Charter School also aligns its instructional model to the 14 WIOA elements.

- **Element 1:** Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
- **Element 2:** Alternative secondary school services, or dropout recovery services, as appropriate.
- **Element 3:** Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types or work experience: Summer employment and other employment opportunities available throughout the year, and pre-apprenticeship programs.
- **Element 4:** Occupational Skills Training which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the local WDB determines the program meet the quality criteria described in WIOA sec. 123.

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- **Element 5:** Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- **Element 6:** Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social civic behaviors.
- **Element 7:** Support Services including the services listed in 20 CFR 681.570.
- **Element 8:** Adult mentoring for a duration of at least twelve (12) months that may occur both during and after program participation.
- **Element 9:** Follow-up services for not less than 12 months after the completion of participation, as provided in 20 CFR 681.580.
- **Element 10:** Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.
- **Element 11:** Financial Literacy Education
- **Element 12:** Entrepreneurial Skills Training
- **Element 13:** Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
- **Element 14:** Activities that help youth prepare for and transition to postsecondary education and training.

1. Scope and Sequence/Curriculum Map Development

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 begins with creating a scope and sequence for the course. (See **Exhibit U: Curriculum Scope and Sequence**) To achieve this, the Curriculum Developers select power standards based on endurance, leverage, and readiness. From the scope and sequence, Curriculum Developers build curriculum maps for the courses which include transfer goals and learning targets. From there, the Curriculum Developers consider how to accurately assess these goals looking to state provided resources for authority and build appropriate assessments. Once standards-based assessments are created, lessons are backwards planned. As students take these courses and tests, the Curriculum Developers use a drive-by-data approach to make revisions to the instruction. Data used includes, but is not limited to, standards-based test item analysis, SBAC data, and pacing data.

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.
- 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.

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- Incorporates in-depth vocabulary study, and instruction in narrative, analytical and expository writing techniques.
- Informs frequent teacher Achievement Chats and other interactions to promote frequent, focused, and effective teacher feedback.

In addition to meeting the District's graduation requirements, the Charter School's courses are designed to increase achievement and life choices for our highly mobile 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 allow students to demonstrate content knowledge and skills. The Charter School's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation. List is provided in A list of all curriculum for the Charter School including UC/CSU Approved Course in provided in **Exhibit B: Student Handbook**.

2. Instructional Focus and Approach

The Charter School's WIOA Exclusive Partnership instructional design and content delivery systems 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 continually improve their academic performance and practice responsibility by regularly attending their scheduled classes and appointments. They develop positive attitudes about learning and school through engaging in State Standards-aligned coursework coupled with personalized instructional support. Students participate in an instructional delivery method that incorporates personalized support from highly qualified, appropriately 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:

- Student Personalized Learning Plans
- Guided Personalized Learning
- Focused learning and Subject Matter Concentration
- Targeted Intervention
- Small Group Instruction
- Online/Virtual Learning
- Experiential Learning
- Extended Learning Time
- Dual Enrollment/Early College Program
- Career Technical Education
- Workforce Partnerships/Internships

a) Student Personalized Learning Plans

Planning guides are an essential element to the Charter School's educational program because they help facilitate personalization and 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. Planning guides are updated on a semesterly basis to ensure student progress is aligned with student's postsecondary/career goals. 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 correlation between social-emotional skills and academic achievement.

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Moreover, the authors underscore the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects. 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 and to encourage high-risk students to achieve their graduation goals and beyond.

An important component of the learning plan is the provision of support services. Post-Secondary Counselors and Career Pathway Coordinators are the primary resources for students regarding post-secondary goals, resume writing, job applications, scholarship applications, college financial aid applications and other career pathways. Students are provided supplementary and support services to include, but not limited to, access to childcare programs, foster youth information, food banks, transitional living arrangements, and career events designed to address barriers and impediments to advancement.

The Charter School is able to provide additional resources, including employment preparation, financial literacy, entrepreneur training, resume writing, vocational skill development, interview/job performance coaching, and job searching/placement. We also offer a variety of vocational training opportunities, including apprenticeships, pre-apprenticeships, paid/unpaid work experiences, internships, job shadowing, and on-the-job training. These opportunities are designed to assist students who face challenges in obtaining employment. We tailor our services for both sides of the hiring equation (prospective employers and prospective employees). We address the skills gap in the industry by offering education and workforce development wraparound services to our students. Our workforce services are integrated, comprehensive, student-focused, and outcome-driven.

b) Guided Personalized Learning

The guided personalized learning format aligns with the Charter School's 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 per four-week learning period to stay on pace for graduation. Students in need of credit recovery or seeking to graduate early may complete more units per academic school month. Each student's self-guided units are completed in student activity workbooks ("SAWs") and/or the digital curriculum platform, Edmentum and through completion of performance tasks embedded into the coursework. SAWs and Edmentum contain rigorous curriculum and include Internet activities, essay writing, and other various methods of assessing student learning per subject matter. Along with the Career Pathways Coordinators, students will create a high school career pathways plan that aligns with the pathway cluster they choose. These plans include, CTE, internships, career focused electives, job placement, volunteer opportunities and soft skills workshops.

The Charter School's Student Master Agreement (see **Exhibit C: Student Master Agreement**) is signed by students and parents/guardian (under age 18) in accordance with Education Code Section 51737(c) and requires that students attend appointments with their academic recovery teacher at least twice per week; however, students are 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 in

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intervention. Teachers and other support staff (tutors, Math Intervention Specialists, center coordinators, ELD specialists, special education providers, paraprofessionals, and Post-Secondary Counselors, and Career Pathways Coordinators) collectively support and coach students towards their individual goals while encouraging them to focus on areas of growth. This format will help provide students with the skills needed to succeed academically at the charter school as well as professionally through our WIOA opportunities.

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, and also acquire timely feedback from teachers so that areas of weakness can be identified, and without the stress of a competitive learning environment. This approach allows for timely feedback from teachers, so that areas of focus can be identified and targeted interventions can be provided.

It is expected that students complete an average of 30 semester-credits during a six-month period. However, due to the flexibility of the program, students can earn 60 credits during that same period depending on their optimum pace. Conversely, students with competing life factors may not be able to complete the expected 30-credit average.

d) Targeted Intervention

The Charter School's students are matched with well-qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers are trained on specific academic interventions, based on data analysis such as scaffolding, curriculum chunking, mentoring, accommodations, modifications, and study skills. Additional interventions include:

- Positive reinforcement of incremental student behavior improvements
- Support with transportation
- Reading and math support with interventionists
- Meetings with school psychologists and mental health clinicians
- Collaborative meetings between teachers, support staff, parents, and students

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

(1) Math Interventions

The Charter School uses a variety of resources to meet student needs based on performance data and annual needs assessments. Current academic interventions include, but are not limited to, the following:

My Exact Math Path, an online educational tool designed to support individualized student instruction through the Edmentum platform, has recently been implemented as a new **Tiers 2 and 3** digital

intervention to offer students more accessibility and support. Students who test in the “Needs Urgent Intervention” level of each RenSTAR Math administration will be placed in a teacher led My Exact Math Path cohort. The cohort will meet once a week for progress check-ins and teacher support where needed. Special Education teachers work with students with disabilities to ensure IEP goals align with common core standards. During student appointments, teachers are expected to specifically address progress towards IEP goals. All students with disabilities must be enrolled in a math class throughout the school year. Math Intervention Specialists have been strategically assigned during student appointments. Teachers will refer students who are struggling with math content, not completing math assignments, and/or not showing subject matter competency as measured by assessments administered by the Intervention Specialist. Additionally, students can choose to work with the Math Intervention Specialist at any time during the school day if they want/need extra support with the math curriculum. During this one-on-one time the Math Intervention Specialists will provide additional instruction and strategies to help the student better understand the math concepts being taught. Teachers regularly participate in math curriculum dives and assessment analysis. Chunking and scaffolding, Professional Learning Communities will continue to be offered for our staff. Students will have additional math lab opportunities during Homework Cafe. The Charter School will address educational gaps in skills and standards upon enrollment for students who are multiple grade levels behind with targeted skills and standards interventions in small group instruction classes. The use of Renaissance data will guide instructional practices. Support staff will focus on Response to Intervention and tier 1 and 2 intervention strategies for students with disabilities.

My Exact Math Path is also used as a **Tier 1** intervention. It includes a diagnostic assessment, individualized instruction and skill practice, progress checks, and additional support resources for students. My Exact Math Path provides students with immediate feedback and adjusts in real time to student progress. My Exact Math Path incorporates a formative assessment approach to monitor student progress and adjust instruction. Research on the effectiveness of My Exact Math Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using My Exact Math Path, compared to students who did not. Studies also suggest that My Exact Math Path targets the skills that students need to develop in order to improve their mathematics achievement, making it a successful tool for personalizing instruction and intervention for students.

(2) English Language Arts Interventions

Expository Reading and Writing Curriculum (ERWC), a **Tier 2** intervention, is a grade 12 English curriculum that emphasizes rhetorical analysis of compelling issues and interesting texts, and it has been shown to positively impact students’ English language arts academic achievement. The ERWC was originally developed in 2004 by California State University and had been adopted by over 950 schools in California by 2017. It was chosen as an evidence-based intervention for our school because it improves reading and writing skills for twelfth-grade students. Not only does this translate to greater success on benchmark assessments, but also increased reclassification rates for English Learners. ERWC as an intervention also significantly increases reading and writing skills, which are crucial to the success of students in an independent studies program, as reading and writing are a large portion of what is required to complete coursework and earn credit toward graduation.

iLit ELL, a Response to Intervention (RtI) 2 and 3 instructional support, is a dedicated English language development program designed to comprehensively support comprehension and literacy gains for all levels of English Learners, as a digital-first platform. English language development is accelerated through a systematic mix of strategic scaffolding, interactive content, visual aids, academic vocabulary support,

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survival vocabulary for newcomers, and home language support. Using high-interest texts, fiction, and non-fiction texts to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase of 20 percentiles more than the average comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient.

Achieve 3000, a **Tiers 1-3** intervention, is a supplemental online literacy program that uses nonfiction texts to provide instruction for grades pre-k through 12. This program focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It provides differentiated instruction based on each learner's current abilities and grade-level reading goals. In this way, teachers may use it with an entire class or cohort and still be able to tailor assignments to each individual student's learning needs. Achieve 3000 was created for diverse student groups, including general education students, readers who are in need of intense intervention, and English Learners. Research shows that Achieve 3000 has potentially positive effects on reading comprehension and general literacy for adolescent students. We chose to use this program because it addresses the needs of students who are reading below grade level in a way that is uniquely tailored to meet their instructional needs and goals. It provides a space for students to improve not only comprehension but also literacy, both of which in turn lead to reading success across all core content areas. Nonfiction texts also provide students with specific vocabulary that translates to increased access to core subject matter across the curriculum and helps students improve literacy skills having to do with real-world topics, which boosts their ability to find success in different areas of study.

(3) Course Completion Interventions

The Charter School is proud of our success with increasing the percentage of students completing 5 or more units per month. Every population has shown an increase in the percentage of students accomplishing this with the most significant gains from our Students with Disabilities, Homeless, and Foster Youth populations at 19.11%, 13.64%, and 13.45% increases respectively. The Charter School uses and follows the Child Find process to locate, identify, and evaluate struggling students who are currently enrolled by using universal screening tools such as RenSTAR scores, Student Success Teams, Academic Interventions, and referrals to Special Education evaluations. Foster Youth and Low Income students are offered additional instructional support and access to evening courses through Homework Cafes. This allows these students the ability to work while completing course work. This added flexibility allows students to provide financial stability for themselves or their households while consistently receiving academic support and resources.

e) Small Group Instruction

Small group instruction courses are 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 four times a week each semester. Each student earns up to 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, math

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intervention specialist, English Language specialists, and tutoring are 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 learning plan.

f) Online/Virtual Learning

The online/virtual learning modality targets students who can benefit most from individualized instruction that is delivered at home via technology. Students have the opportunity to take their courses through the Charter School's blended learning model using the Edmentum Learning platform along with the Skyrocket Student Activity Workbooks (SAWs) and teacher instruction available at the Charter School's resource centers. The online-based/virtual component of the blended learning program offers students interactive, mastery-based lessons in English, math, science, social science, foreign language, visual and performing arts, as well as elective courses. Courses are monitored and facilitated by teachers who are skilled in providing instructional strategies specific to online/virtual learning. The program accommodates 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 students in their primary language. A calendar is provided to assist students with time management by providing assignment due dates as well as pacing guides. Student progress and results are monitored by Charter School instructional staff to ensure the successful completion of each course.

The Charter School maintains a 1:1 student-to-technology device ratio. All students have access to Chromebooks. Hotspots devices are available to students on an as needed basis.

g) Experiential Learning

A goal of the Charter School 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. Social-emotional learning through experiential activities and community services are embedded within the program. The Charter School partners with nonprofit organizations to provide students an exceptional selection of job training and career preparedness courses, college tours, domestic travel, international travel, and community service activities. All experiential learning and community service programs will be provided at no cost to all OFY-Acton students. These experiential learning trips are contracted with a third party after a competitive cost analysis or Request for Proposal process.

Many students attending the Charter School experience limited exposure outside of their immediate surrounding communities. The Charter School believes that students are more likely to envision themselves in, and work diligently toward, 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 the USA, and experience the fulfillment one has by putting in a hard day's work to serve those in need and to positively impact communities. These experiential learning opportunities have proven to be truly transformative in opening our students' eyes to vast opportunities outside of what they have experienced in their lives. We have seen students re-engage in our program significantly after returning from these trips - thus impacting their work product and academic performance in highly positive ways. Students also return from experiential learning trips with a new appreciation of what the world has to offer. All trips

offer students the opportunity to earn high school credits. Examples of past experiential learning opportunities that have been offered to OFY-Acton's students are briefly detailed below.

Black Bird Farm, Camp Blackbird

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 staff and the Charter School teachers 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

Rocky Mountain Pathways Ranch ("RMPR") is a nonprofit organization located in Allenspark, Colorado, on 56 acres on 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 student 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 and 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 eleven-day day trip through Venice, Florence, and Rome immerses students in the 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! China

Students may embark on a once-in-a-lifetime experience in beautiful China. Students spend twelve days discovering local treasures, divulging in local cuisines, and journeying through urban cities. From the Great Wall to the Forbidden City, students gain insight on Chinese culture and its historical importance. Emphasis on full cultural immersion enables 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.

Pathways Ireland

Pathways Ireland is a twelve-day adventure to the Emerald Isle. From rugged coastlines to rolling countrysides, charming villages to valleys dotted with sheep, experience Ireland's natural beauty and local culture. Students will travel beyond the major cities to explore the towering Cliffs of Moher by boat, wander past ancient rock formations at Giant's Causeway, and stop at small towns along the Atlantic coast. On Pathways Ireland students will discover why Ireland's culture, geography, and history has been

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capturing imaginations and inspiring writers for centuries. Not only will students see and experience incredible sights, but they will also learn about the amazing history of the island's economic and political powers. Through meeting local community members and Irish teenagers students will learn about Ireland's history of internal and external conflict and the power of conflict resolution and communication. Students will come home with an appreciation of culture, history, and human connection and understanding.

Mexico

The Mexico program is immersive and designed to teach students the value of cultural sustainability as a means to promote connection and understanding. Students gain a deeper understanding of how cultural values play out in a global economy and learn to build bridges instead of walls within their local and international communities. Participants explore Mexico on this 7-day, 6-night trip and visit the cities of Guanajuato and Mexico City. In Guanajuato, students tour the grounds of the Centro Fox organization where they learn about their leadership development programs and may even have a possible meet and greet with the Centro Fox founder and previous 55th President of Mexico, Vicente Fox. As they travel south to Mexico City, students can gain an appreciation for the Mexican culture. Here, the group visits historical sites like the Teotihuacan Pyramids, are exposed to Mexican arts and music as they tour the Xochimilco Canals and enjoy different variations of local cuisine.

Washington, D.C.

Students may participate in a six day, five-night civic immersion trip to Washington, D.C. where they study historical figures and analyze the impacts of their actions. Students are 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 to 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. Pathways in Education's Washington, D.C., program is a 6 day, 5-night trip in which students explore our nation's capital. During the trip, students tour the city while learning about the history and people that have shaped our government. Some activities include visiting museums, monuments, memorials, and tours of historical buildings such as the Supreme Court and the Capitol Building. Our D.C. programming also encourages our students in developing and identifying their leadership skills and how they can apply these skills in their own community.

World War II

The WWII program is designed for students to follow the footsteps of heroes, spies, and dictators to discover the events and places that were key to victory in Europe. The objective is to educate students on the impact of World War II and gain a deeper understanding of how WWII played out in history. On this 14-day, 13-night trip, students tour the cities of Britain, Paris, Krakow, and Berlin, exploring museums, memorial visits, and walking through historical landmarks from the Tower of London to seeing the remains of Auschwitz. The programming and tours offer a balanced mixture of social-emotional learning and hands-on activities in each country visited. These activities include individual and group team building, leadership development activities, cultural immersion activities, self-reflection, various history lessons, and history reenactments.

Service Learning

Community service activities 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 participate in a two-day overnight experience and volunteer their time with nonprofits 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 walk them through the process of filling out applications, obtaining references, and applying for financial aid. On College Tours students are not only able to visualize themselves attending a university but also develop leadership skills, goal-setting techniques, resiliency, and peer relationship development.

Black History and Culture Tour

Pathways Black History and Culture tour is a nine-day trip that will have students travel from Louisiana to Alabama, stopping at historical and current civil right sites in Mississippi, Tennessee, and Arkansas. This trip will allow students to learn about the history of civil rights from enslaved peoples to current issues facing the African American community and other groups that have been denied civil rights throughout American history. We are very excited to partner with the expert teachers of the Center for Racial Reconciliation to help create and lead this once in a lifetime learning experience.

Crime Scene Investigation

In this program, students travel to Las Vegas, Nevada where they participate in an introductory crime scene investigation program. The program introduces students to the world of forensics and crime scene investigation. Students learn how to observe, collect, analyze, and evaluate evidence typically involved in a criminal case and how to identify blood samples and data collections. Activities include, for example, latent fingerprinting, forensic photography, and lab processing. An interactive approach to learning is utilized that encourages students to participate in a real-life simulation of a crime scene investigation. The program emphasizes group work and ensures that students understand the lab and evidence process. While participating in the program, students meet and learn from professionals and experts in the fields of, for example, forensic science, law enforcement, and criminal justice.

College Readiness Experience the World ("CREW")

The CREW Program is a cohort of like-minded students who are striving to attain a post-secondary education with the skills and funds necessary to succeed in this endeavor. CREW is a 15-month program where selected 11th grade students learn about the college application process, attend workshops, submit essays, apply for, and potentially be awarded scholarships and EOP spots to partner California State Universities or community colleges. All students who participate in the CREW Program benefit from the tutoring and navigation of the college application process and receive help completing financial aid forms. Students gain one-on-one guidance from their CREW facilitator and are walked through the scholarship application process step-by-step. Those students who receive scholarships and EOP spots also receive ongoing support throughout their college career to keep them on track to graduate.

Our expectations for these experiential learning and community service activities include:

- Challenging themselves to move beyond their current level of comfort.
- Engaging in introspection to become aware of their goals.
- Developing an appreciation for teamwork.
- Developing their leadership skills.
- Developing social awareness of others, including the ability to care for one another.

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- Demonstrating that the experiences have resulted in a transfer of knowledge as measured by teacher-created authentic assessments.
- Further access to workforce centered learning and ideals.

h) Extended Learning Time

OFY-Acton understands the importance of an extended school year and offers a minimum of 240 days of instruction annually. Students are generally able to access teachers and instructional support Monday through Friday from 8:00 am to 4:00 pm. Students attend appointments with their academic recovery teacher at a minimum of twice per week to review course materials; receive academic support and interventions; complete written and verbal assessments; and collaborate in working towards academic goals. The Charter School provides students with additional time at the school sites to gain academic support on content-specific instruction through tutoring, intervention specialists, and small group instruction. The school also provides extended learning opportunities to students as deemed necessary, which could include evenings and/or Saturdays hours. Students are expected to complete four to six hours of academic work per day and submit assignments to their academic recovery teachers at each appointment. In addition, teachers hold students accountable for both attendance and assignment completion through student appointments, phone calls, written communication with parents, and where necessary, home visits.

i) Character Education

The Charter School provides multiple opportunities for character development. Students 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 the Charter School's students learn 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 at the OFY-Acton.

j) Parental Involvement in Instructional Decisions

The Charter School's plan for parental involvement aligns with the eight state priorities. The Charter School actively seeks parent input in making decisions for the Charter School, including decisions that affect all student special populations, specifically students with exceptional needs, foster youth, and English Learners. The Charter School schedules a variety of family events throughout the year, including Back to School and Open House events, Parent Teacher achievement chats, DELAC and PAC meetings, academic and athletic banquets, EL reclassification celebrations, Senior Signing Day events, focus group meetings, and LCAP informational meetings. Ultimately, these schoolwide parent-outreach opportunities create positive and meaningful experiences for our students.

The Charter School believes open communication is the key to establishing and maintaining strong partnerships with parents and guardians. Communication with families occurs regularly through emails, phone calls, quarterly newsletters, School Messenger, Remind, Google Voice, and achievement chats, and written reports that include suggestions and strategies to help parents support the learning process upon request. The school staff notifies parents immediately when problems, including attendance, academic progress, behavior concerns, or personal issues arise.

The Post-Secondary Counselors and Career Pathways Coordinators facilitate meetings with parents and guardians to help guide them through post-secondary, career options and financial aid support.

The Post-Secondary Counselors and Career Pathways Coordinators also:

- Host Back to School Nights, Career Chats with industry leaders, Career & College Fairs, various field trips, Financial Aid Nights, and Family Fun Nights.
- Meet with every new enrollee (no matter the age or grade level) to talk about their high school and post-secondary goals.
- Run Student Council events and all community events in the region.
- Meet with parents to communicate student successes.

An additional way the Charter School supports students is through wraparound services. This starts by including parents/guardians in any discussions around student support services. In addition, it allows space for parents to share potential needs of the whole family. Through WIOA partnerships the Charter School is able to refer parents and older siblings to additional support services thus strengthening the family as a whole.

The Charter School acknowledges that it may encourage parental involvement, but that it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n).]

k) Dual Enrollment/Early College Program

As part of the comprehensive curricular offerings at the Charter School, students have access to an early college program that allows them to take classes at partner community colleges and earn college credits while working towards their high school diploma. This program supports the Charter School's efforts to help students re-engage 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. Starting during their sophomore year, students have the chance to complete up to 20 credits of college work. This program gives motivated students the opportunity to earn a college degree on a timeline ahead of their peers in a traditional high school setting.

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 at-risk students, low-income youth, first-generation college goers, English language learners, students of color, and other disadvantaged students or young people underrepresented in higher education can simultaneously earn a high school diploma and associate's degree or up to two years of credit toward a bachelor's degree – tuition free. Many students who enroll at the Charter School have faced challenges at traditional high schools and may feel that graduating from high school, let alone college, is impossible.

Through concurrent enrollment however, these same students gain confidence by seeing firsthand that they can complete college level coursework. This allows students to recognize that furthering their education after high school is a viable option.

l) Career Technical Education

Students will also have access to Career and Technical Education (“CTE”) coursework – programs that specialize in 15 different industry sectors including skilled trades, applied arts and sciences, modern technologies, and career preparation. The Charter School has the option to offer CTE coursework in the following areas:

- Construction – Building/Fixing Path
- Cosmetology – Helping Path
- Nursing – Health Path
- Veterinary – Nature Path
- Fundamentals of Computer Science 1
- Fundamentals of Computer Science 2
- Advanced Computer Science
- Introduction to Coding
- Introduction to Game Design
- Introduction to Business
- Animation Dream Lab
- Comics Studio
- Screenlife Filmmaking

A key element in the CTE program is the integration of coursework and academic knowledge with technical and career readiness skills. The combination of academic knowledge and technical skills is possible through rigorous coursework made relevant to students through work-based learning experiences, providing them with practical and relevant skills they need to pursue post-secondary education and enter their careers.

The Charter School’s CTE coursework is integrated with the WIOA partnership agreement coursework and vocational training create a robust workforce and career development opportunity for all students.

3. Pupil Grade Level Promotion and Retention Policy

The Charter School will place every newly enrolled student in the appropriate grade level. This grade level will be determined by reviewing the student’s most current grades, state standardized test scores, and placement test results. Students without test scores or an achievement record will be placed at the appropriate grade level as indicated by the student’s previous report cards, transcript records, or diagnostic tests administered by the Charter School. The grade level placement of any incoming student shall be at the sole discretion of the Charter School’s leadership staff.

The Charter School will never take non-academic factors (i.e., sports opportunities) into consideration when determining a student’s grade level promotion or retention. In addition, the ability to repeat a grade level in order to achieve better grades is not a valid consideration for grade level retention. The retention of a student to a particular grade level will be based solely on whether or not the student has successfully mastered the courses and concepts that the Charter School has prescribed for that grade level. The grade level promotion or retention of any student enrolled with the Charter School shall be at the sole discretion of the Charter School’s leadership staff.

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a) Middle School Students

Middle school students 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 is 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 or completing additional work in high school, depending on individual circumstances. A middle school certificate of promotion is granted to each student who completes the basic program defined for grade 8, except in unusual circumstances warranting an adjustment of the individual's program.

Middle School One-Year Content Requirements:

Subject	Semesters
English/Language Arts	2 semesters
History/Social Science	2 semesters
Mathematics	2 semesters
Science	2 semesters
Physical Education	2 semesters

b) High School Students

Student transcripts are thoroughly reviewed to determine high school grade classification. All students are expected to attend high school for eight semesters. However, students who work at an accelerated pace and complete the necessary course credit requirements 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 is reviewed annually.

High School Grade Level Classification:

Classification*	Credits Earned
Grade 9 (Freshman)	0-59
Grade 10 (Sophomore)	60-119
Grade 11 (Junior)	120-179
Grade 12 (Senior)	180-230

4. Learning Setting

Provided below are three 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.).

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 a parent.

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/career pathway coordinator 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	2-4 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 in 11th grade who scored at grade level on the initial math and English benchmark assessments. Student Two is an English language learner who 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 courses, 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 courses 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	2:00-4:00: English Foundations SGI class

Element 1 (A): Description of Educational Program

	strategies, and supplemental writing support) Additional time with EL specialist will be scheduled as needed.	
Friday	2:00-4:00 English tutoring Independent academic work (as needed to complete assignments)	

Student Three is a 14-year-old, 8th grader who scored at grade level on the initial math and English Renaissance STAR benchmark assessments. Although this student is not assigned to English and math Small Group Instruction classes, collaboration between the teacher, the student's family, and the student themselves leads the team to identify regular tutoring as an academic need for this student. Students in middle school often require additional guidance and synchronous learning through independent study because they typically lack the responsibility of high school students to self-regulate their time management.

	Synchronous Learning	Synchronous Learning	Asynchronous Learning
Monday	9:00-10:30: one on one appointment with IS teacher	10:30-12:00: English tutoring	2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Tuesday	9:00-10:30: Math tutoring		2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Wednesday	9:00-10:30: one on one appointment with IS teacher	10:30-12:00: English tutoring	2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Thursday	9:00-10:30: Math tutoring		2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Friday	Tutoring (if necessary)		2-4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)

Provided below are two sample schedules that illustrate how instructional staff interact with students to individualize and accommodate each student's needs. The schedules represent a Small Group Teacher and an Academic Recovery Teacher.

Sample Academic Recovery Teacher Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 AM Instructional Prep Time 9:00-12:00 PM: Student appointments	8:00-9:00 AM Instructional Prep Time 9:00-12:00 PM: Student appointments	8:00-9:00 AM Instructional Prep Time 9:00-12:00 PM: Student appointments	8:00-9:00 AM Instructional Prep Time 9:00-12:00 PM: Student appointments	8:00-9:00 AM Instructional Prep Time 9:00-10:00 PM: Targeted Student Interventions Student Engagement Activities PLC meeting
12:00 – 1:00 PM: Lunch	12:00 – 1:00 PM: Lunch	12:00 – 1:00 PM : Lunch	12:00 – 1:00 PM: Lunch	12:00 – 1:00 PM: Lunch
1:00-4:00 PM: Student appointments (90 minutes each)	1:00-4:00 PM: Student appointments 90 minutes each)	1:00-4:00 PM: Student appointments (90 minutes each)	1:00-4:00 PM: Student appointments (90 minutes each)	1:00-4:00 PM: Parent calls, parent conferences, grading

Sample Small Group Instruction Teacher Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 AM Lesson preparation and planning 9:00-10:30 AM SGI Classes	8:00-9:00 AM Lesson preparation and planning 9:00-10:30: AM Office hours for student tutoring and additional support/prep time	8:00-9:00 AM Lesson preparation and planning 9:00 – 10:30 AM SGI Classes	8:00-9:00 AM Lesson preparation and planning 9:00 – 10:30 AM Office hours for student tutoring and additional support/prep	8:00-12:00 PM Office hours for student tutoring and additional support/PLC/PD Events

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			time	
10:30-12:00 PM Office hours for student tutoring and additional support/prep time	10:30-12:00 PM SGI Class	10:30-12:00 PM Office hours for student tutoring and additional support/prep time	10:30-12:00 PM SGI Class	
12:00-1:00 PM Lunch	12:00-1:00 PM Lunch	12:00-1:00 PM Lunch	12:00-1:00 PM Lunch	12:00-1:00 PM Lunch
1:00-2:30 PMSGI class	1:00-2:30 PM SGI Class	1:00-2:30 PM SGI class	1:00-2:30 PM SGI Class	1:00-4:00 PM Lesson preparation and planning/grading
2:30-4:00 PM SGI Class	2:30-4:00 PM Office hours for student tutoring and additional support/prep time	2:30-4:00 PM SGI Class	2:30-4:00 PM Office hours for student tutoring and additional support/prep time	

5. Graduation Requirements and Transferability of High School Credit

The Charter School's students and parents are 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 enrollment meetings, in newsletters, and in the student handbook. For parents with limited English, translators are available. Informational materials are distributed in English and Spanish, and if needed, in other languages.

Many students will participate in the academic recovery program, take advantage of the workforce centered curriculum and instructional model, catch-up on credits, and then return to their resident or neighborhood school. Based upon their academic and personal goals, students may transition into and out of the Charter School over the course of their academic careers. The Charter School is accredited by the Western Association of Schools and Colleges ("WASC") and ensures that the units earned at the Charter School transfer to other middle schools and high schools and are accepted at community colleges, colleges, and universities. Accreditation allows credits awarded by OFY-Acton to be transferable to other high schools and all accredited colleges. The Charter School is WASC accredited through June 30, 2028. In addition to WASC, the Charter School is also accredited through Cognia, a worldwide accreditation institution. The Charter School has NCAA approval for its eligible courses.

a) Graduation Requirements

Students who choose to graduate from the Charter School are required to meet the graduation requirements listed in the table below:

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[A1]	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
Practical Arts	5 Credits
General Electives	70 Credits (Financial Literacy (2 Credits) and Technology Literacy (5 Credits))
Total Credits	230 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).
Ethnic Studies	5 Credits (One Semester, commencing with students graduating in the 2029-2030 school year)
WIOA Curriculum	Completed in grade 9-12 while enrolled at OFY-Acton.

The Charter School's graduating students will also be required to complete two WIOA job readiness workshops and a one-unit WIOA module. Upon completion, students may be referred to a WIOA provider to take advantage of the multitude of services on as needed basis.

The Charter School understands that graduation requirements may change over time. Students will complete all graduation requirements of the current school year per District or State requirements.

b) College Preparatory Plan

The Charter School's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation. The Charter School offers its students a college preparatory plan that leads to enrollment in a four-year college or university or enrollment into a community college with the ability to transfer to a four-year institution. In addition to the minimum graduation requirements, 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

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- A total of 30 to 40 credits of college preparatory lab science
- A total of 20 to 40 credits of college preparatory foreign language

A-G Subject Requirements

(a) History/Social Science <i>2 years required</i>	Includes one year of world history and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
(b) English <i>4 years required</i>	Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
(c) Mathematics <i>3 years required</i>	Includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
(d) Laboratory Science <i>2 years required</i>	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics.
(e) Foreign Language <i>2 years required</i>	Two years of the same language other than English.
(f) Visual/Performing Arts <i>1 year required</i>	A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
(g) College Prep Electives <i>1 year required</i>	One year (two semesters), in addition to those required in 'a-f' above, chosen from all subject areas.

c) Ensuring College Readiness

The Charter School offers a diverse array of courses that meet UC/CSU A-G admission requirements. In addition, students at the Charter School are able to enroll in Advance Placement (“AP”) courses. A list of A-G and AP courses that OFY-Acton offers is provided in **Exhibit B: Student Handbook**. Finally, the Charter School pursues partnerships with local community colleges. The partnerships enable the Charter School to offer concurrent/dual enrollment courses to its students.

To improve graduation rates the Charter School monitors student academic progress and provides intensive individualized support for seniors. This includes Parent/Student Conferences focused on Achievement Chats and strategic planning, Assistant Principal and Post-Secondary Counselor tracking of 12th graders' progress every month, senior meetings with Post-Secondary Counselor and Teacher, Senior Cohorts (Teams) where the students meet with the Post-Secondary Counselor and Intervention Specialist 2 times per month to motivate each other to work as well as support/tutoring and mentorships, which pairs one senior with one instructional staff.

The Charter School will ensure that each of its pupils receives information on how to properly complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act applications, as appropriate, at least once before the pupil enters 12th grade in accordance with Education Code Section 51225.8. To accomplish this, the Post-Secondary Counselors meet with students to discuss this information. Additionally, the Charter School holds a Financial Aid Night at least once per school year to provide information and support to students in connection with the FAFSA application process. The Charter School will ensure that a paper copy of the FAFSA or the California Dream Act application is provided to each student upon request.

6. Addressing the Needs of All Students

a) Identifying and Meeting the Needs of Pupil Subgroup Populations

The Charter School will comply with federal, state, and district mandates regarding English Language Learner (ELL) education and re-designation of ELL students and meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. Additionally, the Charter

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School recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

b) English Learners

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

(1) Student Identification

The process for identifying English Learners begins upon enrollment and continues throughout the time a student is enrolled in the Charter School. OFY-Acton administers 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 staff meets with the student and parents/guardians to review state testing requirements (ELPAC) and language services available at OFY-Acton to develop an academic learning plan.

(a) English Learner Assessment

Any student whose primary language is other than English as determined by the Home Language Survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within thirty (30) calendar days after the date of first enrollment in a California public school, or within sixty (60) calendar days before the date of first enrollment, but not before July 1st of that school year. All students who indicate that their home language is other than English and have been identified as EL or potential EL take the ELPAC.

The ELPAC consists of two separate assessments: Initial Assessment and Summative Assessment.

(b) Initial Assessment

The ELPAC Initial Assessment ("IA") is used to identify students as either an English Learner, or as fluent in English. The IA testing window is year-round (July 1-June 30) and is administered only once during a student's time in the California public school system based upon the results of the Home Language Survey. Once the test is completed, the answer document is scored with the Local Scoring Tool ("LST") through

the Test Operations Management System (“TOMS”), and the language assessment results are entered into the student information system. The results are used to determine initial English language proficiency and program placement. For the ELPAC IA, students are designated as EL or I-FEP (defined below) based on their overall ELPAC results in both oral and written language.

English Language Acquisition Designation:

- a. If a student’s overall ELPAC results are scored as minimally to moderately developed (score of 150-449), the student is identified as an EL.
- b. If a student’s overall ELPAC results are scored as well-developed (score of 450-600), the student is identified as Initial Fluent English proficient (I-FEP).

Parents or guardian(s) are notified of the results and a program placement meeting is held to discuss program placement, support options, and the process for exiting the program through reclassification if the student is EL. Parents or guardian(s) may request a classification review. The review and any corrections are completed before the administration of the Summative Assessment.





(c) Summative Assessment

ELs are assessed annually using the Summative Assessment (“SA”) until they are reclassified as fluent English proficient. The SA testing window is a four-month window (February 1-May 31) and is only administered to students who have previously been identified as an EL to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if a student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to ensure a student continues to receive appropriate support for English language development.

Student progress toward English proficiency is based on the overall ELPAC results in one of four performance levels:

- Level 1: Minimally Developed
- Level 2: Somewhat Developed
- Level 3: Moderately Developed
- Level 4: Well Developed

The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English.

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		<p>Students at this level have well developed English skills.</p> <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

These performance indicators measure student progress toward meeting the California English Language Development Standards, which were developed to provide guidelines to necessary linguistic instructional support, for students to engage with and master the new Common Core standards.

The table below shows how the four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging —Requires substantial linguistic support	Expanding —Requires moderate linguistic support	Bridging —Requires light linguistic support	

(2) Curriculum and Instruction

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, English Language Support Professionals (“ELSPs”), Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. This model embeds the use of inclusive strategies focused on developing skills in speaking, listening, reading, and writing. The ELSPs include EL Coaches and EL Specialists who specialize in the

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integration of linguistic scaffolds into the independent study and small group instruction curriculum to support English Learners at OFY-Acton. The instructional staff also regularly participate in Sheltered Instruction Observations Protocol (SIOP) training professional development to increase instructional effectiveness for English language development, content access, and alignment with ELD standards.

For designated instruction, OFY-Acton uses the iLit ELL curriculum, developed by Savaas, formerly Pearson. The curriculum incorporates the five basic language learning principles, thus providing a framework for a cohesive and effective system of English language instruction:

- 1) Communicatively Purposeful: building toward proficiency
- 2) Culturally Focused: developing interculturality
- 3) Intrinsically Interesting: relevant to learners
- 4) Cognitively Engaging: requiring critical thinking skills
- 5) Standards-Based: reflecting goals for learning the language

Focusing on developing English for academic purposes, the curriculum emphasizes the development of listening, speaking, writing, and reading skills using relevant and leveled literature. All of the courses are aligned with the California ELD standards and embed the Sheltered Instruction Observation Protocol (“SIOP”) method to ensure sustained and systematic linguistic development. In addition, the digital suite includes accessibility features to address the needs of all levels of English learners including but not limited to: text translation, a visual dictionary, audio read aloud, and writing improvement feedback. The designated curriculum for newcomer students includes the same access features, but with a focus on developing basic communication and foundational literacy skills.

ELs at OFY-Acton receive wrap-around 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). The coordinating efforts of the team ensure all appropriate wrap-around services are provided for each EL student. The overall level of support a student needs is evaluated through results from Renaissance STAR assessments in ELA and math, the ELPAC, course performance, teacher input, and parent feedback. The performance scores, observations, and feedback are used to inform course placement, appropriate use of content-area linguistic scaffolds, intervention levels, college program recommendations, career program recommendations, and support language acquisition since EL students are a diverse group of learners who need differentiated support based on their individual linguistic needs.

For Long-term English Learner (“LTEL”) students, language instruction focuses on learning how to use more complex and nuanced English language components, like syntax and implied meanings in content or genre-specific academic texts. LTEL instruction emphasizes literacy combined with writing development to move students beyond the bridging English language use range. This systematic focus supports language development toward proficiency and the levels needed to meet the requirements for reclassification. ELSPs regularly review student performance using an academic learning plan to determine which instructional strategies and/or interventions are proving most effective. This continuous monitoring ensures ELD instruction is constantly evolving to meet the needs of the student.

For English Learners who also receive special education services, the special education staff and the ELSPs closely monitor students’ progress and evaluate students’ responses to the program within the first thirty (30) days of enrollment. This is done through curriculum-based assessments, Renaissance STAR scores, academic work performance evaluation, and student and parent/guardian feedback. On or before the

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first thirty (30) days of enrollment, an IEP meeting is held to discuss the students' progress and response to the program. The previous IEP is approved, including ELD goals, and the ELSP/IEP team decides to either adopt the previous IEP or develop a new IEP with more appropriate support with updated ELD goals. Students receive individualized, intensive instruction and interventions from their special education teacher in addition to supports and instruction provided by their English language specialist. The special education teacher works collaboratively with the English language specialist to ensure instructional and assessment methods are aligned. If, at any time, the student begins to struggle with their academic performance, social-emotional health, or behaviors, an IEP Progress Review is held to further examine the difficulties and develop a revised plan of support and/or services to improve student outcomes.

All ELs are involved in the planning, implementation, and progression of their educational program through the development and implementation of an academic learning plan. ELs who enroll in independent study courses work between four to six hours per day at home and attend appointments with the teacher at an OFY-Acton school site. Self-guided assignments are completed in student activity workbooks ("SAWs"). Reading and writing are the primary focus of at-home independent study. ELs use teacher and ELST-informed ELD skill-building strategies to complete self-guided assignments per the student's academic learning plan. Direct instruction focuses on speaking and listening skills and prioritizes teacher-student interactions.

During instructional time, ELs work closely with the teacher and the ELSP to complete performance tasks and receive feedback. Students who require substantial linguistic support receive more intensive one-on-one language support from ELSPs to accelerate the acquisition of conversational and social English in addition to academics. The time spent with instructors allows students to gain knowledge of content, improve communication skills, and build on prior knowledge to improve understanding.

In addition to independent study courses, ELs are encouraged to enroll in any courses offered by OFY-Acton. Online-based courses are adaptive and adjust to meet the needs of the individual EL, and hybrid courses combine the adaptability of online-based courses with the level of student-teacher interaction and support found in independent study courses. Finally, ELs are 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.
- Reading and writing strategies that build toward independent mastery.

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 are not permitted at OFY-Acton. Supports or modifications provided to students will not be lower than the levels of achievement required to pass a course and will not reduce the course's rigor.

(3) Goals and Monitoring

OFY-Acton monitors student progress towards reclassification using a combination of results from the ELPAC, or any assessment of English proficiency, as certified by the State Board, benchmark scores from Renaissance STAR, and academic performance in core courses. These measures of proficiency increase in rigor with each grade level to ensure students are able to meet the increasing linguistic demands within each grade band.

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Teachers and school leaders monitor individual students' progress toward reclassification. Teachers use performance results from the Renaissance STAR program as a baseline before beginning instruction and as a progress-monitoring tool to track standards mastery throughout the year. Other forms of progress monitoring include the use of results from standardized assessments such as the CAASPP, Lexile scores, as well as common assessments for coursework. A review of overall performance results in these areas are used by all stakeholders to assess the effectiveness of the ELD program for program improvement to ensure OFY-Acton is providing the highest level of support to its EL population.

(4) Reclassification

OFY-Acton reclassifies ELs as fluent English proficient ("RFEP") based on the criteria identified in Education Code Section 60810 and recommended by the State Board of Education. The minimum criteria to be considered for reclassification are:

- English proficiency on the ELPAC: ELPAC Overall Performance Level (PL) 4
- A 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 eligibility for reclassification, the ELSTs review the following:

- ELPAC 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
- Current course grades and academic disposition

If the ELST determines an EL has successfully met all the criteria and demonstrated the ability to perform successfully in core academic areas without support from the ELSP, the student is reclassified as Redesignated Fluent English Proficient ("RFEP"). If the ELST determines an EL is not ready for reclassification, the student's academic learning plan is revised and updated with the targeted English language development interventions that address the specific language domain(s) of concern.

(a) Ensuring Continued Success of RFEP Students

OFY-Acton monitors all RFEP students for four years, as required by state and federal guidelines, and provides additional assistance when student progress is inhibited by language barriers. As part of the monitoring process, RFEP students are offered a minimum of one ELD block time a week as needed for language support. Instructional support time can be increased by teacher recommendation, parent

request, and if an RFEP student is scoring below the minimal reading threshold on the Renaissance STAR assessment. The EL support team develops an academic learning plan to determine which interventions and academic supports are needed to ensure that the student moves back toward and maintains grade-level proficiency. The RFEP students' progress and performance is reviewed at the end of each reporting period to determine if language assistance is to continue.

(4) Staffing

OFY-Acton actively strives to meet the needs of ELs by recruiting, hiring, and training well qualified staff that have the specialized knowledge required 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 (CTC). OFY requires teachers to possess the appropriate authorization to instruct ELs in order to be eligible to receive an offer of employment or to continue in an existing ELD assignment. An EL authorization allows the teachers to provide either designated or integrated ELD instruction to ELs.

(a) ELD Professional Development Opportunities

Teachers of English learners provide an invaluable service to students. To possess and enhance skills and knowledge there are a variety of ways professional development specific to meeting the needs of English learners can be obtained. The range of opportunities allows for a systematic approach to embedding the use of the English Language Development Standards, applying effective instruction using SIOP, collaborating with and across multiple departments, and communicating effectively with staff, students, and parents with an awareness of and respect for diversity within all groups. Participation in this overlapping path of learning opportunities, shown in the chart below, allows for all staff to continuously gain knowledge and skills to provide wrap-around ELD support to all English learners.

(b) ELD Professional Development Overlap Map

Teachers	ELD Staff	Support Staff	Administrators
<ul style="list-style-type: none"> • ELD-Math workshops • ELD-Science workshops • Literacy PD series • ELD-ELA workshops • Integrated and Designated ELD workshops • ELD instructional coaching 	<ul style="list-style-type: none"> • SIOP training • TESOL conferences • CATESOL conferences • ELA-ELD Framework workshops • EL Roadmap development series • Integrated and Designated ELD workshops • ELD instructional coaching • Literacy PD series 	<ul style="list-style-type: none"> • Integrated and Designated ELD workshops • ELD instructional coaching • Literacy PD series • Student Enrollment and Identification Training 	<ul style="list-style-type: none"> • EL Roadmap development series • ELD instructional coaching • Literacy PD series

Element 1 (A): Description of Educational Program

(5) Parent Involvement

Parents/guardians of EL students are involved in each of their child's educational pathways. Family engagement starts at enrollment as they become part of the ELST to develop the academic learning plan tailored to meet the needs of their child and continue to be a part of the process throughout their child's time at OFY-Acton. Parent/guardians of EL students are invited to become committee members and/or attend OFY-Acton District English Language Advisory Committee ("DELAC") meetings, Local Control Accountability Plan ("LCAP") parent engagement events, back to school night, financial aid workshops, workforce partner career trainings, and the annual Bilingual Scholars Awards event. For maximum engagement, translators and translated materials are provided.

School staff conducts outreach via phone calls, emails, messenger apps, social media, and formal invitations by mail to communicate and inform parents of all events. The events highlight the support offered to students, current student projects, and how the English Language Development program functions at OFY-Acton. The annual Bilingual Scholars Awards event is held to recognize students who have been reclassified as well as those who have made substantial progress in their English language acquisition. The attendees include staff members, community members, parents/guardians, student speakers, siblings, and peers. Students are recognized by their teachers and receive certificates or plaques to commemorate their achievement in demonstrating English language proficiency, and the parents/guardians are recognized for their continued support in their child's educational journey.

c) 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 allows 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 allows 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 also offers Advanced Placement courses to all students. Students participating in Advanced Placement courses are provided instructional support on site and additional support is offered as needed to ensure that students are able to successfully complete the course and pass the required AP exam.

d) Students Performing Below Grade Level

OFY-Acton's program was specifically designed to address the needs of underperforming students. OFY-Acton utilizes a number of strategies to assist underperforming students, including the use of personalized learning plans, available wraparound services, transferability of courses, year-round enrollment, and experiential learning opportunities. Absenteeism or the failure to complete coursework is quickly addressed during student-teacher appointments or small group instruction. OFY-Acton's policy requires teachers to contact parents of minor students if they fail to complete coursework or fail to keep

Element 1 (A): Description of Educational Program

appointments. Teachers contact adult students directly. Teachers, staff, and administrators make every reasonable effort to identify the reasons for student absenteeism and to encourage students to continue with the program. OFY-Acton works to provide necessary support to help students stay enrolled in school and make satisfactory progress.

Students are regularly assessed for mastery of skills to determine whether academic difficulty is creating a barrier for student success. In such cases, 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 are 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.

e) Socioeconomically Disadvantaged Students

The Charter School acknowledges that socioeconomically disadvantaged students may be more likely to be exposed to a range of risk factors associated with low academic achievement. To ensure that all students are prepared for success in school as well as post-secondary life, the Charter School will continue to provide a variety of resources designed to ensure every student meets their full academic and social potential. The Charter School works collaboratively with students to develop personalized learning plans. Within that plan, services are offered to students designed to meet individual needs. Socioeconomically disadvantaged students are encouraged to enroll in certain support services such as: counseling appointments; one on one appointments with teachers for intervention; one on one tutoring appointments; extended learning time; college preparation cohorts; experiential learning trips (trips expose students to culture and communities outside their immediate surroundings); growth mindset and character education; inclusion of parents; and on-site meal program. The Charter School supports socioeconomically disadvantaged students by creating a safe, supportive school culture. The Charter School's small school setting emphasizes a school culture that enables close relationships between teachers, students, and staff.

f) Special Education Students

(1) 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 complies 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 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.

Pursuant to Education Code Section 47641, OFY-Acton has established itself as its own Local Educational Agency ("LEA") for purposes of special education and participates as a member of the Los Angeles County Charter Special Education Local Plan Area ("SELPA"). The Charter School will ensure that all students with disabilities enrolled in the Charter School receive special education and designated instruction and services ("DIS" or "Related Services") in conformity with their Individualized Education Program ("IEP") and in compliance with IDEA, all applicable state and federal laws, and any requirements of the SELPA. The District shall have no responsibility for the coordination or provision of special education services for the Charter School's students, and the Charter School shall be exclusively responsible for the coordination and provision of special education services to its students, including its fair share of any encroachment on general education funds, and for any and all other obligations of a school or school district relative to services for students with special needs.

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.

(2) SELPA Representation

The Charter School Superintendent or designee will represent OFY-Acton at all SELPA meetings. 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.

(3) Funding

In accordance with California Education Code 47645, the Charter School participates in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other LEA members of the SELPA.

(4) Section 51745(c) and Independent Study

Although the California Education Code requires that the IEP of a student with exceptional needs provide for participation in independent study, no student is denied enrollment in OFY-Acton due to their disability. If the student's current IEP does not specifically provide for independent study, OFY-Acton's IEP team will convene to determine whether placement in an independent study program is appropriate for the student. If independent study is determined to be an appropriate placement for the student, then the IEP will be amended accordingly. If the IEP team determines that independent study is not an appropriate placement for that student, then the IEP will be amended accordingly, and the Charter School shall make an offer of a Free Appropriate Public Education ("FAPE").

All students will be enrolled, regardless of their disability, and comparable services will be offered during the first 30 days of enrollment. An IEP meeting will be held in the first 30 days of enrollment to either adopt the existing IEP or develop a new IEP.

(5) Services for Students under the IDEA

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The following description regarding how special education and related services is proposed by OFY-Acton is for the purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition.

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 in alignment with Federal and State laws.

OFY-Acton provides special education instruction and related services in accordance with the IDEA, California Education Code requirements, and applicable policies and practices of the SELPA. OFY-Acton adheres to SELPA policies and procedures and utilizes 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 has the capacity to serve all students with disabilities. The Charter School contracts with non-public agencies (“NPA”) in an effort to ensure student needs are met and in alignment with the IEP. Services from the NPA include, but not limited to, school psychologist services, speech and language, occupational therapy, mental health clinician services, adaptive physical education instruction and deaf and hard of hearing services. If the Charter School is not able to meet the needs of the student within the independent study program, they are prepared to contract with a local non-public school to better meet the needs of the student.

The level of support provided will depend on the accommodations in the IEP, student goals, as well as the needs of the student. At the 30-day IEP the IEP team will review the progress of the student. The IEP team will then work together to determine what parts of the IEP, if any, need to be updated to best support the student in the least restrictive environment.

Special education students are 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 a FAPE, OFY-Acton will provide such transportation.

(6) Staffing

All special education services at OFY-Acton are 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 are encouraged to participate in professional development training within the SELPA. OFY-Acton’s special education staff participates in monthly area meetings with the special education team and in yearly special education meetings with all areas combined. Meetings include legal updates, compliance information, and professional development training to improve services and student performance.

OFY-Acton is responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education specialists (“SES”) s and paraprofessionals. OFY-Acton shall ensure that all special education staff hired or contracted by OFY-Acton are qualified pursuant to SELPA policies, as well as meet all legal requirements. OFY-Acton is responsible for the hiring, training, and employment of itinerant staff and/or contracting with an NPA

Element 1 (A): Description of Educational Program

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 is provided by OFY-Acton and will include training on: Response to Intervention ("RtI"), Student Study Team ("SST"), Individualized Transition Planning, and Behavioral Intervention Planning.

- RtI—Professional development in RtI will assist personnel in evaluating the progress of all students through research-based educational methodologies that address foundational, symbolic, and conceptual learning.
- Student Study Team ("SST")—OFY-Acton continues to implement an SST process. All school-based personnel receive professional development on the SST process and how to strategically implement interventions within the general education setting and curriculum. Although the SST is a general education function, the school psychologist is involved from the initial SST to assist with developing a plan of student support.
- Individualized Transition Planning — Personnel receives professional development in college and career transition.
- Behavior Intervention Planning – Staff receives professional development in the appropriate implementation of Behavior Intervention Plans and how student behavior is manifested in the school setting.

(7) Notification and Coordination

OFY-Acton follows SELPA policies as they apply to SELPA members for responding to the implementation of special education services. OFY-Acton has adopted and implemented SELPA policies relating to all special education issues and referrals.

OFY-Acton tracks students who enroll, become eligible, ineligible, and/or leave OFY-Acton to return to the District. Additionally, OFY-Acton shall notify the superintendent of the District, or designee, of the student's last known address within thirty (30) days if a student is expelled or leaves the Charter School without graduating or completing the school year for any reason.

(8) 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 obtains parent or guardian consent to assess students.

(9) Identification and Referral

OFY-Acton implements Child Find and refers and works cooperatively to locate students who have or may have exceptional needs that identify students as eligible for special education services. OFY-Acton implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student is referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The OFY-Acton Board of Directors has approved a Child Find policy provided in **Exhibit E: Child Find Policy**. The policy adheres to Federal and State laws and SELPA local plan to identify all students who may require an assessment to consider special education eligibility. Child Find activities are conducted so that students who have or are suspected of having a disability and needing special education related services are

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appropriately identified and if necessary, referred for evaluation in accordance with state and federal law.

Child Find is also conducted through SST meetings, the RtI process, case management meetings, screening programs, referrals from outside agencies, and/or teacher or parent referrals. Child find activities include literature provided to parents at enrollment to explain the RtI process and special education services available to students at OFY-Acton. In addition, posters are placed in the school sites to remind staff of the formal process to identify students with potential special needs. OFY-Acton has an SST in place as part of the RtI process and students may self-refer or be referred by a parent, teacher or other staff member. OFY-Acton has several guiding sources for referrals. Every student who enrolls in OFY-Acton takes a diagnostic assessment to assist with developing the student's learning plan. Should a student score low in the diagnostic assessment, interventions and additional supports will be provided. The student is monitored for additional action if necessary.

As part of the Child Find process, the multidisciplinary SST is composed of a school psychologist as a case manager, special education specialist, general education teacher, parent, student, if appropriate, and as necessary, other professionals, who 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 the student is eligible. To be eligible, the student must have one of thirteen qualifying disabilities, and the disabilities must adversely impact 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 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 with 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.

(10) 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 specialist, 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. The Charter School 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.

(11) 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 SELPA policies.

(12) 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. Progress reports are provided to parents once per semester. OFY-Acton shall also provide all home-school coordination, information exchange, as well as all curriculum, classroom materials, classroom modifications, and assistive technology. Services and devices such as assistive technology ("AT") (including but not limited to adaptive technology) and related services (including, but not limited to, adaptive physical education ("APE"), Language and Speech, ERMHS Counseling, DIS Counseling, Occupational Therapy, etc.) are provided depending on students' needs. When a student enrolls with AT and/or APE related services or devices (including low incidence services, equipment, or materials) indicated on their IEP, the school psychologist communicates with the enrollment team including the Special Education Director and school compliance coordinators to ensure services are scheduled and appropriate devices are provided as required. The IEP team will consider a student's need for AT and related services and determine whether AT and related services would allow the student to benefit from educational instruction or meet IEP goals and objectives.

(13) Interim and Initial Placements of New Charter School Students and Transfers Out of the Charter School

OFY-Acton complies with Education Code Section 56325 about students transferring to OFY-Acton within the academic school year. In accordance with Education Code Section 56325(a)(1), students who enroll in the Charter School from another school, 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 state laws.

Any student who transfers out of OFY-Acton and returns to their district of residence or another school will receive their school records, a summary of progress towards IEP goals, and 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.

(14) Non-Discrimination

It is understood and agreed that all students will have access to OFY-Acton and no student shall be denied admission or encouraged to dis-enroll from 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.

(15) Parent or Guardian Concerns and Complaints

OFY-Acton follows Federal, State, and SELPA policies for responding to parental concerns or complaints related to special education services. OFY-Acton's Superintendent (or designee) shall receive any concerns

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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. OFY-Acton's designated representative shall investigate, respond to, and address the parent or guardian concern or complaint consistent with Federal, State, and SLPA policies.

(16) Due Process Hearings

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

(17) Special Education Program

OFY-Acton intends to serve students with disabilities based on the needs and the IEP services of the students. Services may be provided by individual instruction, small group pull-out/push-in model (during general education instruction) and direct instruction collaboration with the provision of reasonable supplementary supports and services and/or modifications and accommodations. The special education team will collaborate with an NPA and/or an outside agency for students that need intensive services.

The special education specialist 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 goals outlined in the personalized learning plans. The general education teacher, special education specialist ("SES"), and other related-services provider will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student meets with the SES and/or related-services provider at OFY-Acton's school site based upon a specified appointment time. Additionally, the school psychologist and SES monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education specialist collects and monitors the student's performance data to assist with analyzing the effectiveness of the interventions and to determine additional action when needed.

For students receiving specialized academic instruction, the SES uses OFY-Acton's curriculum to address the goals and objectives written in the student's IEP.

Individual student progress will be evaluated on a monthly and quarterly basis and measured by compliance with the Student Master Agreement (signed at enrollment, specifying agreement to the policies, education model, and programs of the school), the IEP, attendance, credit completion, and participation in State standardized tests. Each student's IEP's goals are monitored through charting, observation, and assessments. Student progress regarding IEP goals is shared with parents/guardians twice a year 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 is 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 administrator or 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 during the required reporting periods. Progress reports are provided to the parent/guardian and student twice a year 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 specialist 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 provides 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.

[\(18\) Section 504, the Americans with Disabilities Act, and the Americans with Disabilities Amendments Act](#)

The OFY-Acton Board has approved an **Identification and Education Under Section 504 Policy and Guidelines** provided in **Exhibit F**. OFY-Acton recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education (“FAPE”) under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Under Section 504, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, may be eligible to receive a FAPE, which means regular or special education and related services and aids designed to meet the individual educational needs of the student as adequately as the needs of students without disabilities are met, at no cost to the student or their parent/guardian except, when fee is specifically authorized by law for all students.

To evaluate the student’s eligibility under Section 504, the site administrator or designee shall comply with this Policy and convene a 504 Team meeting composed of professionals knowledgeable about the student’s individual needs and school history, the meaning of evaluation data, and accommodation/modification options. The student’s parent/guardian shall be invited to participate at this meeting.

If the student is found to have a disability that requires accommodations and/or services under Section 504, the 504 Team shall develop a 504 Plan for the student. Upon reviewing the nature of the disability and how it affects the student’s education, the 504 Team shall determine what accommodations, modifications and/or special services and aids are needed.

The 504 Team shall provide the parent/guardian with a written copy of the 504 Plan and the Section 504 Notice of Parent Rights and Procedural Safeguards.

7. Professional Development

The Charter School believes in the importance of providing ongoing professional growth opportunities for its staff and credentialed teachers. Professional development offerings, founded in research-based best practices, are designed to support staff in building their capacity to provide the most effective instructional program to its diverse student population. The Charter School is committed to:

- Using data-driven methods to analyze student achievement data in order to make impactful PD offering decisions.
- Creating a culture of growth and reflection for all staff in order to benefit student achievement and efficacy in a nonclassroom-based environment.
- Training all new teachers to ensure consistency in teacher practice including information about school model, student population, curricular and instructional practices, accountability measures, best practices of effective teaching in a nonclassroom-based environment, intervention support, and other aspects of the charter.
- Providing instructional professional development to support the effective implementation of Common Core and Next Generation Standards and student growth on corresponding state assessments for CAASPP.
- Offering professional development events throughout the school year in a variety of group sizes and settings, including in-person and virtual, based on the needs of the Charter School.
- Supporting teachers in providing tier-based interventions for all students including LCAP special populations to be successful in instructional programs.
- Training teachers on the Charter School's curriculum for all program models including, but not limited to, independent studies, small group instruction, and online learning platforms.
- Providing regular trainings on economic shifts and labor market information.
- Provide training on workforce instructional updates.
- Providing training and coaching in effective instruction in the independent study model including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students.
- Providing training and coaching in effective instruction in the small group instruction environment including, but not limited to, lesson planning, learning targets, student engagement, classroom culture, feedback, checks for understanding, student grouping, and effective teaching strategies.
- Providing training and coaching in effective instruction in an online learning platform including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students.
- Providing instructional coaching to support teaching and learning in the classroom and at the independent study desk to increase teachers' capacity in their positions.
- Observing teachers to provide feedback for growth.
- Training teachers in new policies, legislation, and initiatives to maintain compliance by coordinating with all necessary departments, including but not limited to, Chemical Hygiene Plan, Mandatory Reporting, Health and Safety, Threat Assessment, and Child Find.
- Developing the leadership team, including the Superintendent, Principals and Assistant Principals, to create more effective instructional, school climate, and operational leaders at their school sites.
- Offering additional professional development opportunities, including conferences and workshops.
- Holding regular in-service staff meetings to receive interdepartmental support and provide consistent opportunities for leadership to work with all staff.

- Creating professional learning communities for staff of similar subject matter to meet regularly to focus on student growth and achievement.
- Modifying and shifting professional development opportunities based on the needs of students and staff and any new programs, initiatives, re-engagement strategies, intervention strategies, or extraordinary situations.
- Ensuring all staff attend sexual harassment and discrimination training.
- Training staff on suicide prevention policies and mandated reporting.
- Training staff on school safety measures.
- Holding regular school level meetings to provide information and instruction on new policies that affect student learning.
- Providing training and coaching in social emotional strategies including but not limited to critical thinking, social engagement, skill building, mental wellness, and self-care.

The Charter School is committed to the ongoing development of its staff at all levels and in all positions. Professional development is considered a continuous cycle with the goal of positively affecting student achievement and increasing teacher and student efficacy. From large scale PD events to one-on-one coaching and small group PLCs, professional development is woven into the school culture. Credentialed staff are supported by PD events and opportunities to support their instructional expertise. They also have access to instructional coaching at the school level. In addition to credentialed staff, classified staff are provided opportunities to grow in their positions and skill sets.

All staff participate in an on-boarding process to ensure they are prepared and acclimated to the school culture. After completing new-hire paperwork with a member of the Human Resources Department and/or a member of the Charter School's leadership team, new staff meets with the instructional coach to receive further training on expectations. This includes, but is not limited to, rules, dress codes, contact information for site specific leadership staff, communication procedures, and information on their further training. They then receive extensive training and experience in different formats that may include a group setting, observations, and shadowing programs, giving them months of support to ensure they will be effective members of the Charter School's team.

The Charter School's staff is provided various access to professional development opportunities based on their needs and goals. The Charter School fully believes in providing staff a voice and choice in their professional growth. Staff can request personalized PD to fit their needs. Staff also has access to a digital Learning Management System with training courses such as Online Curriculum Certification, Google Mastery Courses, and Intervention Course Support. The Charter School provides professional development focused on delivering the most effective instructional program for its students as well as enhancing teachers' skills in a variety of instructional formats, including increasing technology integration skills. Professional development opportunities are designed to meet school goals including, but not limited to, LCAP, WASC, and to support the increase in enrollment and retention in direct instruction classes, increased student and staff engagement, Social and Emotional practices and programs, and growing teacher efficacy. The Charter School has brought in educational experts, such as Dr. Marcia Tate and Tina Bryson, to improve the instructional strategies and reflective mindset of its staff.

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subparagraph (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

A. Performance Outcomes and Assessments

Additional exit outcomes align with the mission of the Charter School. The school’s annual goals that align to the eight state priorities are included in the document provided in **Exhibit G: Local Control Accountability Plan (LCAP)**. The Charter school complies with Education Code Section 47606.5 regarding the process for adopting and amending its LCAP, including requirements to hold at least one public hearing to solicit recommendation and comments from members of the public and to post the LCAP on the homepage of the school’s website.

B. Performance Goals

The Charter School’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 pursuant to Education Code Section 47605(b)(5)(B). The Charter School tracks school performance annually through the LCAP, as well as tracking various internal measures of success that reflect the needs of the unique student population served. As a school participating in the DASS program, these internal measures include alternative metrics which have been mutually agreed upon with the authorizing school district. OFY-Acton will monitor pupil achievement via multiple measurable methods including:

- School, district, state, and federal assessments
- Internal Academic Benchmark Testing (e.g., Renaissance STAR)
- Tracking student coursework completion towards graduation
- Tracking EL Student progress towards reclassification

Students are also administered a diagnostic assessment in reading and math using the Renaissance STAR benchmark assessment system. Student results are analyzed, thus enabling the teachers to identify skill deficiencies and develop targeted lessons to improve student growth and understanding. Teachers monitor student progress continuously, allowing for highly personalized instruction, pacing, and remediation. OFY-Acton’s instructional staff administers the Renaissance STAR three times a year (fall, winter, and spring) to determine growth in mathematics and English language arts.

1. Alternative Metrics under DASS

As a Dashboard Alternative School Status (“DASS”) school, renewal criteria and measurable student outcomes will be established locally in agreement with the authorizing District. Pursuant to Education Code Section 47607(c)(7) as amended by Assembly Bill 1505 (2019) and operative July 1, 2020, in determining whether to grant a charter renewal for the Charter School, the District shall consider, in

Element 2 (B): Measurable Student Outcomes

addition to the Charter School’s performance on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5(c), the Charter School’s performance on alternative metrics based on the pupil population served. The District is required to meet with OFY-Acton during the first year of the Charter School’s renewal term to mutually agree to discuss alternative metrics to be considered pursuant to Section 47607(c)(7) and to notify the Charter School of the alternative metrics to be used within thirty (30) days of this meeting. The District may deny a charter renewal pursuant to Section 47607(c)(7) only upon making written findings, setting forth specific facts to support the findings, the closure of the charter school is in the best interest of pupils.

The California School Dashboard is only one measure of OFY-Acton’s performance and while some of the metrics reflect the work the school is doing with a high-risk population fairly accurately, others fall short. Therefore, alternative metrics serve to evaluate the school in a way that reflects the nuances of the unique student population served.

Table B.1 OFY-Acton’s Alternative Metrics (2017-2025)

Metric	Metric Description
A-G Completion	The percentage of 12th graders who graduate completing an A-G planning guide, meaning their completed coursework meets UC/CSU admission requirements.
Career/ Workforce Preparedness	This measure looks at how well the school is preparing students for success after graduation. It specifically tracks state recognized measures of college and career readiness, tracking the percent of students who meet at least one workforce or college readiness measure by graduation, for the one-year graduation cohort.
Annual Core Course Unit Completion	The average units completed of Core Courses (Math, English, Social Science, and Science) by length of enrollment.
Renaissance STAR (RenSTAR) Benchmark Reading and Math	We analyze the many points that the RenSTAR test provides, Grade Level Equivalence (GLE). We focus on GLE growth in both math and reading.
Student Progression	Student Progression measures the percentage of attendance and work that students turn in on a monthly basis. The data is observed at the charter, school site, teacher, and student levels. This is a key indicator in measuring student progression towards graduation. Student Progression is measured with StudentTrac, our student information system.
Climate Survey (National School Climate Center)	The <i>Comprehensive School Climate Inventory</i> (CSCI) is a nationally recognized school climate survey that provides an in-depth profile of our school community’s particular strengths, as well as areas for improvement. With the CSCI, we can quickly and accurately assess student, parent/ guardian, and school personnel perceptions in order to get the data that you need to make <i>informed decisions</i> for lasting improvement.

2. Alignment of Pupil Outcomes to State Priorities

LCAP goals are updated annually to reflect the changing needs of the students. These goals address all eight state priorities, offer a detailed plan for how we can reach our goals, and are shared with our district authorizer for review. An example breakdown on how OFY-Acton meets these goals is included in **Exhibit G: Local Control and Accountability Plan** and is provided in the tables below.

Table B.2 OFY-Acton LCAP Goal 1 Addresses State Priorities 2, 4, 7 & 8

Goal 1: Goal 1: The charter will provide academic achievement and equity for every student, we will deploy evidence-based interventions and customized instruction, emphasizing teaching methods aligned with standards. This approach will elevate student performance, fostering growth on ELA and Math indicators, with special attention provided to our diverse backgrounds outlined in the Fall 2023 California Dashboard (Black/African American, EL, Hispanic, Homeless, SED, SWDs, and White students).		
	<u>Metric</u>	<u>Desired Outcome for 2026-27</u>
1	Math Performance for ELs & SWDs	Reduce the percentage of ELL and SWD students testing at "Standard Not Met" on Math SBAC by 5%.
2	ELA Performance for ELs & SWDs	Reduce the percentage of ELL and SWD students testing at "Standard Not Met" on Math SBAC by 5%.
3	The LEA aims to ensure that all EL students are participating in a designated ELD Support class.	The charter aims to have ELPI progress maintained at the green or blue levels on the CA Dashboard.
4	The School aims to maintain ELPI progress.	The charter aims to have ELPI progress maintained at the green or blue levels on the CA Dashboard.
5	The Charter aims to demonstrate student Math growth in order to increase/improve our Math SBAC performance indicator.	The charter strives to have all student groups demonstrate average math GLE score growth of 1.0 across the 3-year LCAP cycle.
6	The Charter aims to demonstrate student ELA growth in order to increase/improve our ELA SBAC performance indicator.	The charter strives to have all student groups demonstrate average ELA GLE score growth of 1.0 across the 3-year LCAP cycle.
7	The Charter aims to maintain student progression for all students.	The charter strives for all students to complete at least 8.5 English, 7.5 Math, 6.5 Science, 7 Social Studies units.
8	Core Unit Completion	The charter strives for all students to complete at least 8.5 English, 7.5 Math, 6.5 Science, 7 Social Studies units.

Table B.3 OFY-Acton LCAP Goal 2 Addresses State Priorities 2, 4, 5, 7, & 8

Goal 2: The charter aims to improve graduation rates and CCI scores for all students, including diverse backgrounds outlined in the Fall 2023 California Dashboard (Black/African American, EL, Hispanic, Homeless, SED, SWDs, and White students). Our goal is to achieve a one-year DASS graduation $\geq 78\%$, expand access to college credit courses and CTE programs, and increase A-G completion. This aims to provide diverse post-secondary opportunities, foster experiential learning, and elevate overall graduation rates.		
	<u>Metric</u>	<u>Desired Outcome for 2026-27</u>
1	Increase the percentage of students meeting A-G requirements, allowing for expanded postsecondary opportunities. (graduating A-G)	The charter aims to increase the percentage of students meeting A-G requirements by 3% across the 3-year LCAP cycle.
2	Increase student enrollment in college credit courses to broaden their exposure to higher education experiences.	The charter aims to have 2% of all students complete at least 2 dual enrollment college classes.

Element 2 (B): Measurable Student Outcomes

3	Expand Career Technical Education (CTE) programs to provide students with practical skills and pathways for future careers.	By 2027, The charter aims to have 10 students will complete a CTE pathway as measured by the California Dashboard. By 2027, the charter aims to increase CTE completion by 10%.
4	Maintain a one-year DASS graduation rate at or above 78%, ensuring a strong foundation for students' postsecondary journeys.	The charter aims to maintain a one-year DASS graduation rate at or above 78% across the 3-year LCAP cycle.
5	Seal of Biliteracy completion	By 2027, 10% of graduating students eligible for the Seal of Biliteracy will attain this recognition, thereby enhancing the percentage of students identified as prepared on the College/Career Indicator (CCI).
6	The Charter aims to increase graduation rates for Black/African American, EL, Hispanic, Homeless, SED, SWD, and White students.	Each student group listed below will increase its graduation rate on the Grad Rate Indicator by at least 5% by the release of the Fall 2027 CA Dashboard.
7	The Charter aims to increase subgroup participation in post-secondary preparation activities, including dual enrollment, AP courses, CTE classes, A-G Planning Guide, Workforce certifications, and Internship completion.	Each student group listed below will increase its preparedness on the College/Career Indicator by at least 5% by the release of the Fall 2027 CA Dashboard.

Table B.4 OFY-Acton LCAP Goal 3 Addresses State Priorities 1, 3, 5 & 6

Goal 3: The charter aims to enhance school climate and foster a safe, inclusive, and connected learning environment for student success through targeted improvements and enhanced community engagement.		
	<u>Metric</u>	<u>Desired Outcome for 2026-27</u>
1	Middle School Chronic Absenteeism	Chronic Absenteeism will be reduced by at least 10% based on current enrollment.
2	Dropout rate	The high school dropout rates will be maintained at or below 5%. The middle school dropout rates will be maintained at or below 2%.
3	Suspension Rate	The charter aims to maintain its suspension rates at or below 1.5%.
4	Online Safety and Peer Relationships	By the end of the 3-year cycle: Online Safety rating will be maintained at a 4.0 for parents and the student rating will increase to 3.75. Peer Relationship rating will increase to 4.0 for both groups.
5	Basic Services	Teaching Assignment Monitoring Outcomes: No more than 36.5% ; Out of Field & Ineffective Textbook Insufficiencies: 0; Facilities Inspections: 100%; Number of Uniform Complaints: 0

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(c)(5)(C).*

A. Assessment Summary

The Charter School is accountable for student progress and administers the following assessments: RenSTAR benchmarking assessments in reading and mathematics, the California Assessment of Student Performance and Progress (“CAASPP”) and other California-mandated assessments. The Charter School establishes yearly performance goals and uses the data from assessments to determine the effectiveness of the educational program. The Charter School is also 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 environment.

The Charter School is committed to meeting the State’s grade-relevant standards and will use a variety of assessments to inform student progress, including state-mandated testing.

The Charter School administers the following assessments to measure academic progress:

- **Smarter Balanced Summative Assessments** (CAASPP) are comprehensive, end of year assessments for English language arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy and mathematics and measure progress toward college and career readiness.
- **California Science Test** (CAST) is a state, tenth, or eleventh grade exam administered to our 8th graders. High School students have the option to take it in 10th, 11th, or 12th grade.
- **English Language Proficiency Assessment for California** (ELPAC) is the required state assessment for English Language Proficiency (ELP) that must be given to students whose primary language is a language other than English
- **Renaissance STAR** (RenSTAR) is both a diagnostic and progress monitoring internal tool to assess student baseline achievement and monitor growth in Reading and math
- **Edmentum** curriculum content-related digital assessments
- **Skyrocket** curriculum content-related digital or paper and pencil assessments
- **Achieve 3000 Reading** formative digital assessments
- **Physical Fitness Test** (PFT) assesses students’ aerobic capacity, abdominal strength and endurance, trunk extensor and flexibility.

B. Progress Assessment Method

Students are regularly assessed to determine skill level growth and the appropriateness of the program for meeting their individual needs. All students participate in testing programs as required by law. Furthermore, the Charter School annually reports student achievement data to staff, parents, and the District. Teachers use the data to determine students’ areas of strengths and weaknesses and adjust their instructional methods or curriculum accordingly; administrators use the data to review staff performance and create relevant professional development; the Board of Directors use the data to evaluate the performance of school leaders and the educational model; and the District is able to use the data to

Element 3 (C): Methods to Assess Pupil Progress

evaluate the performance of the Charter School. Teachers address assessment results during individual meetings and develop intervention strategies to meet any academic deficiencies. Parents are informed through parent-teacher conferences, IEP meetings, and Section 504 conferences.

We directly and digitally track student progress, which school staff members use to analyze and improve learning. Staff have access to data to data reports through their student information system, as well as through Tableau data visualizations. All staff are trained to use these digital analytical tools and are offered training annually on how to utilize available data to drive decision-making.

Teachers at the Charter School 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 provide teachers and students real time data to evaluate the effectiveness of content delivery and standard mastery achievement. Teachers and students use the data when working collaboratively on personalized learning plans. Teachers and leadership further utilize this data to inform teaching skills and additional professional development offerings. These are essential components of the Charter School's instructional model. Appropriately selected and administered assessment instruments are aligned to the mission, exit outcomes, and curriculum of the Charter School. These assessments 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, and
- 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 uses multiple measures and indicators to accurately determine student success and inform instruction. These measures include a variety of assessments such as standardized assessments, California-mandated assessments, and benchmark assessments, 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
	Advanced Placement (AP) Exam	Annual (as applicable)
	Oral presentation	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	SBAC (CAASPP) ELA	Annually in 8 th and 11 th grades
Mathematics	Renaissance Star math benchmark assessment	Three times per year
	Advanced Placement (AP) Exam	Annual (as applicable)
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	SBAC (CAASPP) Math	Annually in 8 th and 11 th grades
Science	Lab reports	Ongoing

Element 3 (C): Methods to Assess Pupil Progress

	Rubric-based performance tasks	Ongoing
	Unit Assessments	Upon unit completion
	CAST	Annually in 8 th and once in high school
Social Science	Oral presentation	Ongoing
	Rubric-based performance Tasks	Ongoing
	Advanced Placement (AP) Exam	Annual (as applicable)
	Unit assessments	Upon unit completion
World Languages	Rubric-based performance tasks	Ongoing
	Advanced Placement (AP) Exam	Annual (as applicable)
	Unit assessments	Upon unit completion
	ELPAC	Annually
	iLit GRADE assessment	Up to three times a year
	iLit Newcomer Screener assessment	As needed
Health/PE	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	PFT/FITNESSGRAM	Ongoing
Electives	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion

Teachers use these reports and measures to develop intervention strategies, provide appropriate support for students, assign courses appropriately and plan small group instruction. These measures have also been used to improve and/or modify the curriculum based on student academic needs. Parents are informed of student progress and review data with teachers through parent-teacher conferences, IEP meetings, and Section 504 conferences.

C. Uses of Assessment

1. Baseline and Diagnostic

The Charter School begins the initial registration process by identifying the particular needs of each student at intake. This includes a parent conference and student goal setting. The process provides 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 the student's goals are. This information provides insight the teacher can use to help the student shape educational and personal goals and is vital to the overall success of the personalized learning process.

Once the student is enrolled, the teacher, student, and parents work together to develop a personalized learning plan. The Charter School recognizes that individual students have varied, often changing needs, so teachers may adjust the PLP to meet these needs. Adjustments are based on assessments which inform instruction and maintain strict adherence to a well-defined set of content standards and graduation requirements. Student success is achieved through a balance between structure and flexibility in their learning process.

2. Student, Teacher, and School Use of Data

Through data-based inquiry and guided reflection, assessment practices, and outcomes at the charter school will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, the charter school will collect, analyze, and disseminate data to students, teachers, and families and our community so that we may work together to achieve our mission. Data is used to:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals
- Identify areas of overall strength for the school and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the school and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see Element A).
- Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the Student Led Conferences.

Data is accessible to teachers and administrators through the student information system (SIS), StudentTrac, and through data analytics dashboards on Tableau. StudentTrac is an SIS designed specifically to support the data tracking needs of the Charter School's highly individualized independent study model. Tableau reports are built specifically for the Charter School to support accurate evaluation of the school and student performance for their unique student population. Reports in Tableau and the SIS provide data related to many metrics, including multiple measures of academic performance and growth, demographics, school climate, engagement, college and career preparedness, and cohort outcomes. Data is reviewed in professional development workshops and during comprehensive needs assessments conducted throughout the year, as well as to inform the LCAP and strategic goal setting.

The Charter School utilizes Tableau for enrollment, student contact information, grading, report card, and attendance to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency several systems are used, for example, StudentTrac, Tableau, Test Operations Management Systems, and Renaissance digital reporting tools.

3. School and Family Use of Data – Reporting to Families

The Charter School strives to continuously inform parents about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families will include Report Cards, Assessment Results, Student-Parent Conference, and Achievement Chats as detailed in Figure C.3. reports will be user-friendly and provided in the families' native language. Parents will have access to performance tasks, content assessments, and portfolios upon request.

Table C. 2: Formal Reporting to Families

Type	Purpose	Frequency
Mailings & Information Sessions	<ul style="list-style-type: none">• Share key assessment results with families as collected to ensure families have access to, and an understanding of their children’s progress to data .• Provide information sessions to support families in understanding assessment results, through Achievement Chats and formal and informal meetings.	Ongoing
Online Grade Book and Report Card (StudentTrac)	<ul style="list-style-type: none">• Share attendance and assessment data, as well as mastery levels in Subject Areas• Provide transparency on student work and progress toward graduation, career, and college goals• Develop ownership of academic strategic planning for both the student and family	Ongoing

4. School, County and State Use of Data

Local Control Accountability Plan (“LCAP”)

The Charter School will continue to use the multiple forms of data collected to assess progress toward the goals outlined in Element 1 of the charter petition. Pursuant to Education Code 47606.5, on or before July 1, 2025, and each year thereafter, the Charter School will produce a Local Control Accountability Plan (LCAP), which shall update the foals and annual actions to achieve the goals identified in Element 1 of this charter petition regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to its authorizer annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (“SARC”)

The Charter School will continue to compile data for the charter school each academic year to produce a School Accountability Report (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, Board of Directors, and community at large.

D. Student Skill Growth – Formative Assessments and Progress Monitoring

Comprehensive skill growth is 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. Renaissance STAR assessments allow the Charter School 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 take the Renaissance STAR Reading and Math Assessments after enrollment and during two additional benchmark assessment windows. These benchmark assessments provide teachers with a snapshot of each student’s reading and math levels.

Element 3 (C): Methods to Assess Pupil Progress

Follow-up assessments identify student deficiencies so that the teacher can provide individualized, targeted interventions. The Charter School is able to track the skill growth of the student population as a whole, by subgroups, by teacher/class, and by student. These assessments are used to inform instruction and further individualize students' programs of study.

E. Student Standards Mastery

Each student is 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 is determined by one or more of the following: teacher observational data, work samples, unit tests, and formative and summative assessments. Assessments are tailored to meet the specific learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Students are 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. Attendance is calculated, and an audit trail of all coursework is maintained for each student based on Education Code Section 46301.

V. Element 4 (D): Governance

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

Governing Law: *If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. Education Code Section 47605(h).*

A. Governance Overview and Role of Board of Directors

The Charter School is operated by Options For Youth-Acton, Inc., a California nonprofit public benefit corporation, and governed by a Board of Directors in accordance with its Articles of Incorporation and bylaws (see **Exhibit J: Articles of Incorporation, Conflict of Interest Code, and Bylaws**). OFY-Acton's Board of Directors is comprised of between three and eleven members, who manage the business affairs of OFY-Acton. The Board is responsible for school policy decisions, including ensuring that the academic program is implemented effectively and results in student academic success. The Board adopts appropriate school policies, reviews the school's financials, monitors organizational program and financial performance, and ensures other policies are implemented as mandated by State or Federal law.

OFY-Acton follows all applicable laws, including Education Code Section 47604.1, as added by SB 126 (2019). OFY-Acton's Board of Directors meets at least quarterly and has multiple oversight responsibilities, including but not limited to:

- hiring, supervising, and evaluating performance of the Charter School's Superintendent,
- development, review, or revision of the Charter School's LCAP and mission,
- adoption of recommended and required policies including but not limited to the board policy on independent study, Student Master Agreement, and student discipline policy,
- development and approval of the annual budget,
- participation in dispute resolution procedures and complaint procedures, when necessary,
- approval of amendments to the charter petition, including material revisions,
- annual review and approval of the LCAP,
- approval of annual fiscal and performance audits , and
- approval of personnel discipline (e.g. suspensions or dismissals) as needed .

Meetings of the Board of Directors may be held in locations or modalities as may be reasonably necessary to protect the health and safety of the Board, staff and members of the public attending the meetings in compliance with government mandates or orders including, for example, Governor Newsom's Executive Order N-29-20 which was issued in response to the COVID-19 pandemic.

The Board of Directors 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. Subject to the Charter School's financial policies and procedures and subject to Education Code Section 47604(b), OFY-Acton reserves the right to contract with other individuals and entities, whether public, private, nonprofit, 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

Element 4 (D): Governance

extent permitted by law. Only individuals authorized by the Charter School’s governing board or officers will have the authority to sign contracts on behalf of the Charter School.

Pursuant to Education Code Section 47604(c), the District is entitled to a sole voting representative (the “District Representative”) on the Charter School’s governing board. 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 Charter School.

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 I: Board of Directors’ Biographies**.

To ensure stable and consistent legal compliance and effective board practices, OFY-Acton provides ongoing training to its Board Members. Topics may include but are not limited to understanding charter school budgets, the Brown Act, conflict of interest, ethics (pursuant to Education Code Section 53235), roles and responsibilities of a board member, educational model, and other areas needed to comply with applicable laws. OFY-Acton has adopted a Conflict of Interest Code in compliance with the Political Reform Act of 1974 and California Government Code Section 87100, et seq. This code shall apply to all governing board members and designated employees of the Charter School as specifically required by California Government Code Section 87300. Each designated employee, including governing board members, shall file a Statement of Economic Interest at the time and manner prescribed by California Code of Regulations, Title 2, Section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported. A copy of OFY-Acton’s Conflict of Interest Code is in **Exhibit J: Articles of Incorporation, Conflict of Interest Code, and Bylaws**.

The Charter School shall operate autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. OFY-Acton shall have no authority to enter into contracts for or on behalf of the 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 District and shall be OFY-Acton’s sole responsibility. Pursuant to Education Code section 47604(c), the District shall not be liable for the debts and obligations of the Charter School operated by the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

B. Roles and Responsibilities of the Superintendent

The Superintendent will oversee the operation of the Charter school. The roles and responsibilities of the Superintendent, or his/her designee, include, but are not limited to, the following:

- Oversee the day-to-day management and operation of the Charter School
 - Oversee the effective and efficient operation of the overall curriculum, instruction, assessment, special programs, staff development and general business operations.
 - Supervise communication with the District and county office of education.

- Personnel Management
 - Hire and supervise school leaders, Assistant Superintendent of Business Operations, Principals and staff.
 - Oversee the development and implementation of all staff training programs and new staff development, including credential clearing programs.
 - Perform in-service training for new educational programs and instructional materials.
 - Evaluate performance of supervisors and managerial staff.
- Financial Management
 - Manage the Charter School's budgets and expenses.
 - Oversee the Charter School's fiscal performance.
 - Project annual revenue and manage spending of any Title funds received by the Charter School.
 - Support in the development of the annual budget for the Board's review and approval.
 - Monitor and oversee staff incentive programs.
 - Monitor performance of Charter School's vendors.
- Quality Educational Progress and Compliance
 - Evaluate performance of student progress and educational progress.
 - In conjunction with the Board, maintain and revise curriculum documents based on systematic review and analysis.
 - Maintain knowledge of state-specific curricular standards, assessment and accountability standards.
 - Report on the status of curriculum and instructional programs and services, including assessment and evaluation information, at the request of the Board.
 - Analyze and disaggregate data from student testing results.
 - Oversee WASC accreditation, special education, graduation and student needs.
 - Actively participate in the observation and evaluation of all educational programs offered by the Charter School.
 - Oversee the Charter School's facilities.
 - Direct teaching staff to provide educational and vocational guidance for students.
 - Work with the Principal, teachers and staff to resolve student and parent conflicts as needed.
 - Work closely with the Principal to ensure curriculum and training meet the needs of the student population.

A detailed description of the Superintendent position is included in **Exhibit M: Job Descriptions**.

C. Parental Involvement

Parents and guardians of students are encouraged to provide 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 outreach opportunities created positive and meaningful experiences for students. OFY-Acton staff notify parents/guardians regularly when problems with attendance, academic progress, or personal issues arise. Parents are given suggestions about ways they can support the learning process, and a written report of student progress can be provided to parents upon request. Parents may also receive more regular updates by calling or emailing their child's teacher or by visiting the resource centers.

Communication with parents occurs through digital media, regular phone calls from teachers, open houses each semester, digital newsletters, and progress reports. Post-Secondary Counselors 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 schedules parent information sessions throughout the year, including back to school nights, other events and LCAP informational meetings in both English and Spanish. Parents/guardians of EL students are also invited to become committee members and/or attend the Charter School's District English Language Advisory Committee (DELAC) meetings. For more information about the various opportunities for parental involvement at the Charter School, please see Element 1.

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VI. Element 5 (E): Employee Qualifications

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

The Charter School believes our students deserve the best we can offer – individuals dedicated to our mission of serving at-risk youth with a common belief that every child can learn and succeed. We will hire only well-qualified professionals who prioritize relationship building, communication, support, and engagement and recognize that these priorities are essential to our student’s success.

It is our goal to employ service-minded individuals who will inspire our students, always exhibit sound judgement, both personally and professionally, and are bound by a common philosophy that every student is unique and will accomplish great things when we set high expectations.

All Charter School staff will be committed to working as a team to ensure our commitment to students is upheld. Each team member will hold themselves accountable for student success, both academically and social-emotionally. They will be dedicated to ensuring our students are college and career ready and well-prepared to move forward as productive citizens of our world.

All employees will fulfill the requirements of their positions and adhere to the Charter School’s mission as outlined in our charter. The Charter School maintains an Employee Handbook for all staff. See **Exhibit L: Employee Handbook**.

A. Equal Employment Opportunity

The Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military, and veteran status, or any other the characteristics protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

B. ESEA/ESSA and Credentialing Requirements

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA), also known as Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. To the extent required by applicable law, teachers in the Charter School shall meet all requirements of the ESSA, as applicable to their position.

C. Assurances for Teachers

The Charter School shall comply with the statutory requirement that all charter school teachers will hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document required for the teacher’s certificated assignment. In accordance with Education Code Section 47605(l)(2), all teachers will

have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341.

The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with the requirements of the applicable statutes or regulations in the same manner as the District.

The Charter School shall have the authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district.

Instruction at the Charter School will be supervised by an appropriately credentialed teacher in accordance with Education Code Section 51747.5(a). All certificated employees of the Charter School will hold a Certificate of Clearance from the California Commission on Teacher Credentialing (CTC). A certificate of clearance includes a background check, fingerprinting, and a professional fitness questionnaire. Further, the Charter School will ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment (AB 1505), including but not limited to the provisions of Education Code Section 47605 (I).

In accordance with Education Code Section 47605.4, teachers employed by the Charter School during the 2019-2020 school year will have until July 1, 2025, to obtain the certificate required to the teacher's certificated assignment.

The Charter School will maintain copies of all teacher credentials, together with background checks of non-credentialed employees and shall make them readily available for inspection.

All other persons who will be employed by the Charter School shall be required to undergo a fingerprint criminal background check through the California Department of Justice and Federal Bureau of Investigation prior to employment. Employment is contingent upon clearance by Human Resources. An individual who has been convicted of a serious or violent crime is precluded from being hired by the Charter School.

The Charter School also requires that employees meet the following conditions:

- **Tuberculosis Risk Assessment.** If risk factors are identified, the employee must be examined to verify that he/she is free of infectious tuberculosis. (School volunteers who are in contact with students are also required to submit to a TB assessment.)
- **Mandated Reporters of Child Abuse or Neglect Training.** Upon employment, individuals who are designated as mandated reporters of child abuse or neglect, as defined by California Penal Code Section 11165.7, will be required to undergo specialized training, sign a statement acknowledging their designation as a mandated reporter and obligation to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5, and agree to fully comply with the mandated reporter requirements in accordance with California law. All mandated reporters must participate in annual mandated reporter training.

D. Employee Qualifications, Roles, and Responsibilities

All instructional and non-instructional staff employed by the Charter School will possess the required knowledge, skills, abilities, education, experiences, and minimum qualifications identified in their

Element 5 (E): Employee Qualifications

respective job descriptions. Charter School employees are subject to all applicable state and federal employment laws. Following are brief descriptions of key positions at the Charter School.

1. Superintendent

The Superintendent shall have, at a minimum, a master's degree. The Superintendent must have a Doctor of Education or currently in a Doctor of Education program. The credentials required for the Superintendent are a valid teaching credential and an Administrative Services Credential. The Superintendent must have previous experience in school administration and leadership of curriculum and instruction.

2. Assistant Superintendent of Business Operations

The Assistant Superintendent of Business of Operations shall have, at a minimum, a bachelor's degree. A Doctor of Education or Masters in Business Administration is preferred. The credential required for the Assistant Superintendent of Business Operations is an Administrative Services Credential. The Assistant Superintendent of Business Operations must have previous experience in school administration. Prior experience as a Superintendent is preferred.

3. Principal

The Principal shall have, at a minimum, a bachelor's degree. An advanced degree is strongly preferred. The credential required for a Principal is a Single Subject and/or Administrative Credential. The Principal will have managerial experience in an educational setting and previous experience as an Assistant Principal or equivalent is preferred.

4. Assistant Principal

The Assistant Principal shall have, at a minimum, a bachelor's degree. An advanced degree is preferred. The Assistant Principal shall have a clear, single subject teaching credential; however, an administrative credential is preferred. The preferred experience and skills of an Assistant Principal include at least 18 months of teaching experience and supervisory or managerial skills.

Detailed descriptions of qualifications, roles, and responsibilities for all Charter School positions are included in **Exhibit M: Job Descriptions**.

E. Recruitment, Training, and Evaluation

All job openings will be posted on the Charter School's website, EDJOIN, teacher recruitment events, and other education-focused and other general interest job sites. The Charter School also participates in career fairs, including university-sponsored events, and has built relationships with California colleges and universities that allow us to connect with students and alumni. When necessary, the Charter School may connect with recruiters.

All interested applicants will submit a completed employment application and resume. An individual that meets the requirements of the position will undergo a pre-screening process, via telephone or video chat, to help us assess suitability for the position. An in-person interview may then be scheduled with the Hiring

Manager. Top candidates who have met the preliminary requirements and pre-screening process for the position will be scheduled to interview with the OFY-Acton's leadership team.

All offers for employment are contingent upon a successful background check, which includes a comprehensive background check through the Department of Justice and Federal Bureau of Investigation and verification of past employment (at least three employers, as applicable) and reference checks.

Individuals who may be considered for instructional positions must meet all requirements under California law, including fingerprint clearance from the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) through the California Commission on Teacher Credentialing. (Education Code Section 44340 and 44341).

An individual who has been convicted of a serious or violent crime is precluded from being hired by the Charter School.

Final hiring decisions will be determined by the Superintendent.

All new hires will participate in an initial orientation, to include an introduction of the Charter School's organizational structure, vision, mission, and values; employee handbook, policies, and administrative procedures; employee benefits and leave policy; and initial training to include Child abuse and Neglect/Mandatory Reporter (conducted annually); Bloodborne Pathogens; Toxic Substances; Principles of Professional Conduct; Drug-Free Workplace; and the Fair Labor Standards Act. New employees will participate in additional training within the first few weeks of employment.

New instructional personnel will participate in training on the education program model, data tracking, and school culture. Ongoing training and professional development will be provided throughout the year. Element 1 of this renewal petition addresses professional development. Experienced teachers or administrators will be assigned as mentors to support new teachers.

Eligible employees who have completed one full year of employment and were an active employee for a minimum of six (6) months within the review period are eligible for an annual review and increase in their base pay applicable to a school year based on the employee's performance review conducted during that school year, subject to the sole discretion of the Charter School and availability of fiscal resources as determined by the Charter School. Prior to the start of the school year, the Charter School will review their ability to allocate discretionary merit-related base pay increases based on fiscal availability. Timely submitted Employee Self Evaluations shall be considered by the employee's direct supervisor to complete the supervisor's annual review of the employee's performance over the previous 12 months of employment. Performance reviews are encouraged to be delivered on or before the employee's designated annual review date.

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

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

OFY-Acton shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

In order to provide safety for all students and staff, OFY-Acton has adopted and implemented full health and safety procedures and risk management policies for school site in consultation with its insurance carrier and risk management experts. The school safety plan will include the safety topics listed in subparagraph (A) to (H), inclusive, of Section 32282(a)(2) and procedures for conducting tactical responses to criminal incidents. By March 1 of every year, the school safety plan will be reviewed and updated, as necessary.

A. Comprehensive School Safety Plan

In accordance with Education Code Section 47605(c)(5)(F)(iii) and to provide for the safety of students and staff, the Charter School has adopted and implemented and will maintain at all times a comprehensive school safety plan, full health and safety procedures and risk management policies in consultation with safety experts, our insurance carriers and risk management experts.

OFY-Acton will ensure that all employees receive regular training on the school safety plan and conduct emergency response drills for students and staff in accordance with the plan.

On an ongoing basis, the Charter School will assess school crime on campus and other school-related functions and identify appropriate programs and strategies to provide high levels of school safety and address the procedures for complying with existing laws related to school safety.

Pursuant to Education Code 32282(a)(2)(A)-(K), the Charter School's Comprehensive School Safety Plan includes a description of the following:

- Child abuse reporting procedures.
- Routine and emergency disaster procedures.
- Policies for student who committed an act under Section 48915 and other school-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- Rules and procedures on school discipline and adopted pursuant to state law.
- A discrimination and harassment policy consistent with Education Code Section 200.
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.

- A safe and orderly environment conducive to learning at the Charter School.

The Charter School's Comprehensive School Safety Plan will be reviewed annually and updated by March 1 of each year in compliance with Education Code Section 47605(c)(5)(F)(iii).

Due to security concerns and the sensitive nature information contained in the Charter School's Comprehensive School Safety Plan, as a precautionary measure and on the advice of legal counsel the plan had not been included with the Charter School's renewal petition as an exhibit. The plan will be made available, without delay, to authorized District personnel upon request.

B. FERPA

The Charter School, its employees, and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA).

C. Procedures for Background Checks

The Charter School shall comply with all requirements outlined in Education Code Sections 44830.1, 44237, 45122.1, and 45125.1.

The Charter School shall maintain on file and available for inspection evidence that:

- The Charter School has performed criminal background checks and cleared for employment all employees prior to employment;
- The Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and
- The Charter School has performed criminal background checks and cleared for all volunteers not directly supervised by staff and who may have contact with students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, the Charter School shall provide a copy of the Department of Justice confirmation of Custodian of Records status for each Custodian of Record. The Charter School, including its administrators and officers, shall comply with the requirements of Education Code Section 44030.5.

The Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

D. Mandated Child Abuse Reporters

The Charter School will provide all employees, and other persons working on behalf of the Charter School who are designated mandated reporters, with annual training on child abuse detection and reporting. Training will occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code Section 44691.

E. Tuberculosis Testing

As a condition of employment, all employees, volunteers, and vendor/contracted employees who may have frequent or prolonged contact with students will undergo a risk assessment and/or be examined (if necessary) and must be determined free of active tuberculosis (TB) within a period of 60 days prior to employment/service in accordance with Education Code Section 49406.

Thereafter, an employee who has no identified risk factors or who tests negative for tuberculosis infection shall be required to undergo the tuberculosis risk assessment and, if risk factors are identified, the examination, at least once each four years. The Charter School will maintain TB clearance records and certificates on file.

F. Immunizations

The Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, scoliosis pursuant to Education Code Section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. The Charter School shall maintain student immunization, health examination, health screening records on file. The Charter School adheres to all laws and related to legally required immunizations for students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 to the same extent as students attending a non-charter public school. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. The Charter School will maintain student immunization, health examination, health screening records on file. The Charter School's Immunization Policy is available in the Student handbook and in **Exhibit O: Immunization Policy**.

G. Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication at school. The Charter School will stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide employee training on the storage and use of the EpiPen. The Charter School's medication policy can be found in **Exhibit Q: Medication Policy**.

H. Vision/Hearing/Scoliosis

The Charter School will comply with all federal and state requirements related to student health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code Section 49450 et seq, to the same extent required of students attending a non-charter public school. The Charter School will maintain student health and screening records on file.

I. Emergency Preparedness

In order to provide safety for all students and staff, and in consultation with its insurance carriers and risk management experts, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at its resource centers. (See **Exhibit N: Illness and Injury Prevention Policy; Exhibit P: Chemical Hygiene Plan.**)

Element 6 (F): Health and Safety Procedures

As necessary, the Charter School may implement other temporary instructional or operational changes to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These temporary instructional or operational changes shall not require a material revision.

The Charter School will ensure that all staff members receive ongoing training on the health, safety, and emergency procedures. The Superintendent (or designee) will maintain a calendar for, and conduct, emergency response drills for students and staff.

J. Suicide Prevention Policy

The Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code Section 215, including but not limited to the requirement that the charter school's student suicide prevention policy will be developed in consultation with school and community stakeholders, school-based mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall also comply with AB 58 (2023) and will review and update the Charter School's policy and training materials on public suicide prevention in accordance with the best practices as identified in the California Department of Education's model policy by January 1, 2025. Further, the Charter School will provide suicide awareness and prevention training to all teachers beginning in the 2024-2025 school year. (See **Exhibit R: Suicide Prevention Policy.**)

K. Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. Annually, all school site employees who have regular interaction with students will participate in online training developed by the California Department of Education pursuant to Education Code Section 32283.5(a). (See **Exhibit B: Student Handbook**)

L. Mental Health Assistance Posters

In accordance with AB 748, the Charter School will create and prominently display a poster that identifies approaches and shares resources regarding student mental health. Additionally, the information will be distributed on the school's website.

M. Nutritionally Adequate School Meal

The charter School will provide at least one nutritionally adequate school meal per day to free and reduced lunch eligible students pursuant to Education Code Section 47613.5.

N. Menstrual Products

The Charter School will stock its restrooms at all time with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom pursuant to Education Code Section 35292.6.

O. Accommodations for Lactating Students

The Charter School will adhere to Education Code Section 222 regarding reasonable accommodations to a lactating pupil on the school campus to express breast milk, breastfeed an infant child, or address other needs related to breast feeding.

P. Diabetes

The Charter School 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(a) et seq. The information sheet shall 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

Q. Human Trafficking Prevention Resources

The Charter School will identify and implement the most appropriate methods of informing parents/guardians of human trafficking resources as required by Education Code Section 49381.

R. California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Education Code Section 51930, et seq.)

S. 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.

T. Bloodborne Pathogens

OFY-Acton will meet state and Federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Charter School's Board of Directors has established and implemented 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"). All school staff will receive annual bloodborne pathogens training. Whenever staff or students are exposed to blood or other bodily fluids through injury or accident, the latest medical protocol for disinfecting procedures will be followed.

U. Safe Place to Learn Act

The Charter School will comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 et. Seq.

V. Freedom of Speech and Press

Pursuant to Education Code Sections 48907 and 48950, the Charter School shall provide all students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications.

W. Drug, Alcohol, and Smoke-Free Environment

The Charter School maintains a drug, alcohol, and smoke-free environment. All staff are required to participate in Drug/Alcohol/Smoke-Free training with the six weeks of commencing employment.

X. Facility Safety

The Charter School shall provide its staff and students safe facilities that meet or exceed local safety ordinances and all applicable health and safety laws and ordinances, including the American with Disabilities Act. The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. OFY-Acton shall conduct fire drills as required under Education Code Section 32001. The Charter School resource centers are housed in spaces that are easily accessible to students.

Y. Firearm Safety Notice

The Charter School shall annually provide parents/guardians with notice of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the regular school term in accordance with AB 452.

Z. Sports and Athletic Programs

The Charter School shall maintain policies and procedures to protect students participating in sports programs. The Charter School will adhere to Education Code Sections 35179.5 and 49475 regarding the limitations on public school sports programs regarding the number and length of practices and concussions.

If the Charter School offers an interscholastic athletic program, it will develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire, and regularly test and maintain at least one automated external defibrillator (AED), and make the AED available at on-campus athletic activities or events according to the requirements of Education Code Sections 35179.4 and 35179.6.

All OFY-Acton coaches of sports program or activities will receive sudden cardiac arrest training in accordance with Education Code Section 33479, et seq.

AA. Anti-Discrimination and Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, and any harassment based upon the actual or perceived characteristics of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal.

OFY-Acton has a comprehensive policy and procedure in place to prevent and immediately remediate any concerns of discrimination or harassment, including sexual harassment, related to employee to employee, employee to student, and student to employee misconduct. All staff and students will participate in training that promotes a safe learning and work environment that is free of hostility and intimidation.

The Charter School takes discrimination and harassment, including sexual harassment, misconduct very seriously and will undertake a thorough and objective investigation of any allegation(s) in accordance with the Employee Handbook, school policy, and applicable law. (See **Exhibit B: Student Handbook; Exhibit L: Employee Handbook**)

BB. Notification of Sexual Harassment Policy

In accordance with Education Code Section 231.6, the Charter School shall display a poster notifying students of the applicable policy on sexual harassment. The posters shall be prominently displayed in each bathroom and locker room, and in public areas, at each resource center.

OFY-Acton shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

VIII. Element 7 (G): Student Body Racial and Ethnic, English Learner, and Special Education Pupil Balance

Governing Law: *The means by which the charter school will achieve a balance racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).*

A. Balance of Student Body and Student Recruitment

The Charter School strives to ensure that the student population will be reflective of the general population residing within the territorial jurisdiction of the area where the resource centers are located. The Charter School will monitor the racial and ethnic, English Learner, and special education student population balance among its students. Annually, the Charter School will undergo a self-evaluation process to assess the school's efforts to achieve an appropriate racial and ethnic, English Learner and special education balance. As necessary, the Charter School will revise its student outreach and recruitment plan to achieve a demographic balance of students similar to that of the District.

The Charter School will target recruitment efforts toward 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 Charter School's unique model provides an alternative to the comprehensive high school with its flexible schedule, programs, and calendar. As such, the Charter School engages with administrators and school counselors in district high schools to support them by providing an alternative educational option to students who are disengaged from school and likely to be unsuccessful in a transitional setting. The Charter School will work closely with the District as they identify students who may benefit from our program.

The target population that the Charter School 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 IEPs 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

The Charter School does 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Element 7 (G): Balance of Student Body

OFY-Acton maintains a policy of non-discrimination in all areas of its operations and strives to achieve a balance among its students that reflects the demographic balance of the territorial jurisdiction of the area where the resource centers are located. This balance is achieved and maintained through the recruitment of under-represented students from high needs areas, engaging with district high school administrators and counselors and working with community-based organizations.

B. Recruitment Plan

In effort to ensure the Charter School's student population is balanced and reflective of the community, the following strategies will be incorporated in the school's recruitment and outreach plan. Each year, following the conclusion of the open enrollment/lottery application period, the governing board and Superintendent will review data related to student recruitment and our outreach efforts and make any necessary adjustments to ensure an appropriate racial/ethnic, English Learner, and special education balance of students is achieved.

- An annual review of student demographic data to determine if the student population is reflective of the community where the resource centers are located.
- Development of annual marketing plans using student survey data and in collaboration with school staff.
- Development of bilingual flyers, brochures, and ads announcing enrollment and providing the Charter School's contact information.
- Targeted student recruitment in the geographic area(s) surrounding the resource centers.
- Outreach efforts focused on student subgroups that have historically been struggling academically and at risk of dropping out of school.
- Student recruitment at local community events
- Outreach at local community centers, churches, public libraries, and local businesses
- Community outreach with key engagement partners, including students, families, and community leaders.
- The development of promotional materials that appeal to the racial and ethnic groups represented in the territorial jurisdiction of the school district and surrounding area(s) of the charter school.
- The distribution of promotional materials to a wide range of community organizations, businesses, and service providers that cater to the various racial, ethnic, and interest groups represented in the territorial jurisdiction and areas surrounding the Charter School.
- OFY-Acton uses its Facebook, Twitter, and Instagram social media accounts to update students and parents about the school, serve as a hub for questions and comments, and showcase students' projects, social clubs, events, and sports teams.

All student recruitment and outreach will be conducted in English, Spanish and other languages as necessary.

In an effort to recruit and retain a student population that is reflective of the community the Charter School has established partnerships with community colleges and other organizations in the local community.

The Charter School advertises in public places and markets to families and students to further promote student recruitment efforts. The Charter School develops promotional materials that appeal to the racial

and ethnic groups represented in the territorial jurisdiction of the school district and surrounding area(s) where the resource centers exist. The Charter School distributes promotional materials via U.S. Postal Service to a wide range of community organizations, businesses, and service providers that cater to the various racial, ethnic, and interest groups represented in the territorial jurisdiction and areas surrounding the Charter School. These mailers are informative and appealing and include a brief overview of the Charter School along with contact information.

The Charter School also strives to advertise in highly visible public areas such as local supermarkets, libraries, shopping centers, and laundry mats. An 8 ½ x 11-inch flyer is posted on bulletin boards at these venues. Flyers are readily available at these businesses in both English and Spanish. The Charter School advertises on bus shelters in an effort to gain the attention of parents and students who use public transportation.

One cost effective way the Charter School advertises is through the use of social media. The Charter School has created accounts for each resource center on Facebook, X (formerly Twitter) and Instagram. The Charter School uses its Facebook, X (formerly Twitter) and Instagram social media accounts to update students, parents, and the local community about the school, serve as a hub for questions and comments, and showcase student projects, social clubs, events, and sports teams.

The Charter School's marketing and recruitment activities are subject to adjustment if other strategies prove to be successful. Enrollment is ongoing throughout the school year. To ensure students have an equal opportunity to enroll, the Charter School's resource centers will hold a lottery for admissions after it has reached enrollment capacity. Any student interested in enrolling is asked to complete an Intent to Enroll form and submit before the lottery. Please refer to Element 8: Admission Requirements of this renewal petition for information on the Lottery Process.

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

- Brochures
- Presentation flyers
- Flyers in both English and other languages as necessary
- Mailers
- Website
- Branded promotional materials: lanyards, notepads, pens, highlighters, etc.

These materials are provided in English and other languages as necessary for the racial and ethnic makeup of the community. Additionally, the Charter School will ensure translators are available at community meetings to engage with the non-English speaking community.

The Charter School has created a website and established a social media presence with a focus on the balance of our student population.

IX. Element 8 (H): Admission Requirements

Governing Law: Admission policies and procedures, consistent with subdivision (e). Education Code Section 47605(c)(5)(H).

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

A. Non-Discrimination

The Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter petition.

The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record of related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process.

The Charter School shall adhere to Education Code Section 47605(e)(4) which states:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).
- A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

Pursuant to Education Code Section 47605(e)(4), the Charter School shall post on its website a notice developed by the California Department of Education related to the above and outlining the requirements of Section 47605(e)(4)(D). The notice will be made available to parents/guardians or students aged 18 or older.

The Charter School shall adopt a policy that is consistent with the model policy developed by the California Attorney General that addresses the charter school's response to immigration enforcement notifying parents of their children's right to a free public education regardless of immigration status or religious beliefs, prohibits the collection of information or documents regarding the immigration status of students or family members, and fulfills other requirements of Education Code Section 234.7.

If a person suspects that the Charter School is in violation of the enrollment practices described above, a complaint can be filed with the chartering authority. A notice will be available to any current or prospective parent or guardian at any time.

In accordance with AB 699 enacted on October 4, 2017, the Charter School's non-discrimination provision shall include immigration status as a protected class.

B. Homeless and Foster Youth

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each student of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other students. The Charter School shall provide specific information in its outreach materials, websites, at community meetings, open forums, and center meetings, that notifies parents that the school is open to enroll and provides services for all students. Contact information for school, San Bernardino County, and state resources to access additional information regarding enrollment will be made available to families and students, as needed.

When enrolling unaccompanied homeless youth under the McKinney-Vento Act, the Charter School'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.

The Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Charter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

The Charter School's uniform complaint procedure will be extended to complaints filed pursuant to the applicable provisions of AB 378 (2015).

The Charter School shall comply with AB 408 by establishing homeless education program policies addressing the rights of homeless youth and update these policies every three years. The homeless liaison will annually train certificated and classified employees who work with homeless youth on the policies and how to recognize signs that a student is at-risk of experiencing homelessness.

C. Student Recruitment

Student recruitment is described in Element 7: Student Body Racial and Ethnic, English Learner, and Special Education Pupil Balance.

D. Admission Requirements

The Charter School will admit all students who wish to attend the Charter School. No test or assessment shall be administered to any student. The Charter School complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall not be determined by the place of residence of a pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance or any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. The charter school will be nonsectarian in its programs, admission 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 (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, including immigration status, or association with an individual who has any of the aforementioned characteristics). Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student who is currently attending the Charter School to disenroll or transfer to another school for any reason, including, but not limited to the academic performance or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii).

E. Enrollment Process

It is the Charter School's policy that a student may enroll at any time during the school year unless there are more students than spaces available. The annual open enrollment period and lottery dates for the following school year will be publicly announced and communicated on the Charter School's outreach materials, school website, and at community meetings. All application materials will identify the specific dates, procedures, enrollment preferences, and other requirements consistent with the charter petition.

Upon enrollment students are referred to WIOA partners for enrollment into the federally run WIOA program.

Admission to the Charter School will never require mandatory parent volunteer hours as a condition of admission or continued enrollment.

F. Admission Preferences

If more students apply than there are available spaces, a random public lottery will be held. At this time, admission preference would be given to the following students and in the following order.

Currently enrolled students of the Charter School will be guaranteed continued admission and are exempt from the lottery process.

- First preference: A student who is a sibling of a currently enrolled student or a student who is admitted to the Charter School.
- Second preference: A student who resides in the attendance area of the District.

Applicants will be able to identify their eligibility for admission preference on the application form.

G. Lottery Procedures

Following the open enrollment period, if the number of students who wish to attend the Charter School exceeds the Charter School's capacity, except for existing students at the Charter School, enrollment shall be determined by a public random drawing, also referred to as a lottery, in accordance with Education Code Section 47605(e). Currently enrolled students of the Charter School will be guaranteed continued admission and are exempt from the lottery process.

The public will be notified of the date, time, and location of the random drawing through written notices posted at the Charter School's resource centers and on the school's website at least thirty (30) days prior to the date of the drawing. Applicants and their families will be notified of the drawing via automated and/or personal telephone calls, email notifications, and/or letters sent to the addresses provided in their student application.

The random drawing will be open to the public. Student applicants and their families will be encouraged to attend; however, they are not required to be present to be eligible for admission. All families will be notified of the results of the lottery.

The public random drawing will be held at the Charter School's resource centers on a weekday evening or other time when most interested parties are available to attend. If a larger facility is required, the school will identify another public location that is easily accessible and able to comfortably accommodate all parties who wish to observe the drawing.

The Superintendent (or designee) will be responsible to oversee the lottery. All names in the first preference group will be drawn and listed in the order for each grade level. Names for the second preference group will be drawn in the same manner. When the grade level capacity is met, the names of the remaining students will be randomly drawn and placed on the waitlist in the same order. A student who does not apply during the open enrollment period will be added to the bottom of the waitlist in the order in which they applied.

The Charter School will maintain all application forms, a record of all lottery participants and their assigned lottery number, and other lottery-related documents on campus. The results of the lottery and waitlist will be available for inspection upon request. Application forms are maintained for the academic year. The waitlist does not roll over to the next school year.

Applicants selected during the lottery process will be notified in writing by U.S. mail and/or electronic mail. The Superintendent, or designee, will coordinate the efforts of school staff to notify applicants and their families selected in the lottery and the process for completing the enrollment packet.

Applicants selected during the lottery process must accept an admission invitation within 10 business days from the date of notification by confirming their intent to enroll and submit an enrollment packet. Any applicant who declines an offered spot or who fails to accept by the deadline will be given the option to be placed on the waitlist or may withdraw their application.

The waitlist will be kept on file at the school and will be valid for the duration of the current school year. It does not carry over to the following school year. Applicants with a preference will be placed at the top of the waitlist in the order of preference priority and the order their names are drawn. Applicants who

are not offered spots at the public drawing will remain on the waitlist until a space becomes available or the end of that school year.

When an opening becomes available, the parent/guardian of the student at the top of the waitlist will be notified in writing by U.S. mail and/or electronic mail. The parent/guardian will have five (5) business days from the date of the first notification to confirm their intent to enroll and submit an enrollment packet. A family that declines an offered spot or who fails to confirm their intent to enroll within the five (5) business day period will be given the option to be placed at the end of the waitlist or may withdraw their application.

The lottery process will be transparent at all times. The Charter School's policies and procedures regarding enrollment will be clearly publicized in the application instructions and on the Charter School's website.

The Charter School agrees that the District shall defend, indemnify, and hold harmless the Charter School if it utilizes the District's preferred procedure for charter school lotteries from challenges alleging that this procedure does not comply with applicable laws.

H. Waitlist

Students whose names are drawn after all spaces have been filled will be placed on the waitlist in the order drawn. This waitlist will expire at the end of the school year. As an opening becomes available, the parent/guardian of the student at the top of the waitlist will be contacted via email, personal telephone call, and/or U.S. Mail. The parent/guardian will have five (5) business days from the date of first notification to respond. A family that does not respond within the five (5) day period will forfeit the right to enroll their student.

The Charter School will retain on file all documents and records related to the student admissions and enrollment process.

All students entering the Charter School, together with a parent or legal guardian, will participate in an enrollment meeting with a teacher, center coordinator, and/or Assistant Principal. The parent or guardian must be present to sign the necessary enrollment forms and agreements. In the case of minors, only the parent or guardian may sign the Student Master Agreement to enroll his or her child into the Program. (See **Exhibit C: Student Master Agreement**.)

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(c)(5)(I)*

A. Audits

The Charter School will provide for an annual independent audit conducted in compliance with applicable state and federal laws, of the books and records of the Charter School as required by Education Code Section 47605(c)(5)(I) and 47605(m).

The following reports will be submitted to the District and in the format specified by the District, each year:

- 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 fiscal year.

The financial audit for each fiscal year will be performed by an independent certified public accountant (CPA) licensed by the California Board of Accountancy and selected from the State Controller's published list of educational audit providers having educational audit experience. The audit will employ generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

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 to verify that the stated Average Daily Attendance is calculated and reported accordingly as set forth in the California Education Code and California Code of Regulations.

The financial team will be responsible for working with the independent auditor as the Charter School's representative.

The audited financial statements will be submitted to the District, County of Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of the next fiscal year.

Should the independent auditor identify audit exceptions and/or deficiencies, the Charter School's financial team will coordinate with functional areas and school leaders to establish an action plan to

resolve the exceptions and/or deficiencies. Before December 15 of each year, the specific terms and timelines will be reviewed and agreed upon with the Board of Directors prior to approval of the audited financial statements. The Board will provide to the District an action plan and timeline to resolve any exceptions and deficiencies in a timely manner and to the District's satisfaction.

For any audit exceptions and/or deficiencies, the Charter School will put processes and procedures in place to minimize the risk of the issues reoccurring. The Charter School will adhere to the Education Code requirements regarding responsibilities, reporting and timelines of audit exceptions identified by the independent auditor. Any disputes regarding the resolution of audit exceptions and/or deficiencies will be addressed as described in Element 14 – Dispute Resolution Process of this charter petition or, if applicable, referred to Education Audit Appeals Panel (“EAAP”) in accordance with Education Code Section 41344.

The independent financial audit of the Charter School is a public record and will be made available to the public upon request.

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

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker or, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).*

A. General Provision

The Charter School shall establish policies and procedures regarding student discipline and the grounds for suspension and expulsion in a manner that is consistent with the requirements of Education Code Section 47605(c)(5)(J). Parents, students, and staff may provide input on the design and implementation of the discipline policy to the Charter School's governing board. The governing board may periodically amend the policies and procedures, 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. The Charter School's policies and procedures regarding student discipline are included in **Exhibit B: Student Handbook**.

The Charter School will provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspensions and expulsion recommendations and decisions and rights of appeal.

The Charter School will ensure that its policies and procedures regarding suspensions and expulsion are periodically reviewed and modified, as necessary, in order to conform with state law.

Element 10 (J): Suspension and Expulsion Policies

The Charter School will be responsible for the appropriate interim placement of students during and pending the completion of the school's student expulsion process and will facilitate the post-expulsion placement of expelled students.

B. Due Process

In all cases the Charter School's disciplinary policies shall afford students with due process. To this end, the Charter School's Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. The Charter School's Superintendent or designee shall notify staff, students, and parents/guardians about the Charter School's disciplinary policy, including policies governing student suspensions and expulsions. The full policy is available in the Charter School's Student Handbook. (See **Exhibit B: Student Handbook**.) Students and their parents or guardians will be notified in writing at the time of enrollment.

C. Suspension and Expulsion Policy and Procedure

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students attending the Charter School. In creating this policy, the Charter School has reviewed the Education Code Section 48900 et seq. which describes the non-charter school's list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter petition so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School's administration will ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice will state that this policy is available on request at each resource center.

Suspended or expelled students will be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process for such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action.

The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s pupil’s educational rights holder. In the case of a foster child or youth, the written notice shall be provided to the foster child’s attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable county social worker of the right to initiate the procedures specified in Education Code Section 47605(c)(5)(J)(ii) before the effective date of the action. If the pupil’s parent, guardian, or the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in Education Code Section 47605(c)(5)(J)(ii), the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For the purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in Sections 47605(c)(5)(J) (i)-(iii) of the Education Code. A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker, and if applicable, the county social worker shall have the same rights as a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Before disenrolling a student, the Charter School shall provide the student and the CDE notice required under Education Code Section 47605(e)(4)(D).

If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the Superintendent of the school district of the student’s last known address within thirty (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 charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

A. Retirement Benefits

All employees of the Charter School are covered by federal social security pursuant to applicable law. With respect to additional employee benefits, the Charter School complies with all applicable state and federal laws governing such benefits.

The Charter School offers a 401(k) Retirement Plan to eligible employees. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. The designated benefits supervisor from the Charter School's Human Resources team is responsible for enrolling eligible employees in the Charter School's 401(k) plan and ensuring that all arrangements for that benefit 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 charter schools. Education Code Section 47605(c)(5)(L).*

The Charter School is a “school of choice”, and no student shall be required to attend OFY-Acton.

A student who chooses not to attend the Charter School may attend school within the student’s school district of residence in accordance with applicable law and that district’s policies and procedures or at another school district or school within the district through the District’s intra and inter-district transfer policies. Parents and guardians of students enrolled in the Charter School will be informed on the admissions forms that students have no right to admission in a particular school of a school district as a consequence of enrolling in the Charter School, except to the extent that such a right is extended by the district.

XIV. Element 13 (M): Employee Rights

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

No employees of the district shall be required to work at the Charter School.

Employees of the District who choose to leave the employment of the District to work at the Charter School have no automatic rights of return to the District after employment by the Charter School, unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District, to the extent they may be applicable, or as may be required by law.

Leave and return rights for District union-represented employees and former employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

All employees of the Charter School will be considered the executive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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(c)(5)(N).*

A. General Provisions

OFY-Acton recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree.

If any section in Element 14 – Dispute Resolution Process – is in conflict with the District’s policies or desired protocols, the Charter School is amenable to altering those sections through a mutually agreed upon Memorandum of Understanding.

Any claim, controversy or dispute between the Charter School and the District arising out of, or relating to, this Charter petition except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this of this Charter, (“Dispute”) shall be pursuant to the terms of this Element 14.

This dispute resolution process is not required as a prerequisite to the authorizer’s ability to proceed with charter revocation in accordance with applicable law.

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

Notwithstanding any other provision of law, each party shall be solely responsible for its own attorney’s fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal). No party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs, or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs, and expenses charged by a mediator or arbitrator (including all associated administration fees, costs, and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorney’s fees, costs, and/or expenses, or mediator’s or arbitrator’s fees, costs, or expenses (including all associated administration fees, costs, and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

B. Disputes between the Charter School and the District

The intent of this dispute resolution process is to 1.) resolve disputes within the school pursuant to the school’s policies; 2.) minimize the oversight burden on the District; and 3.) ensure a fair and timely resolution of disputes.

The following procedures will be used to resolve a dispute:

In the event of a dispute between the Charter School and the District, both parties agree to apprise the other, in writing, of the specific disputed issue(s) (“dispute statement”) and to refer the issue(s) to the

District Superintendent and Superintendent of the Charter School, or their respective designees. In the event that the District's Board of Education believes the dispute relates to an issue that could potentially lead to revocation of the Charter, the Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Los Angeles County shall be the proper venue for any mediation, arbitration, litigation, or other dispute resolution process. The Charter School reserves the right to seek legal redress under the law for any actions taken by the District.

The Charter School's entitlement to receive funds pursuant to this charter petition and any applicable federal 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 the Charter School from the State of California or the federal government, which funds, when paid, become the sole and exclusive property of the Charter School. Nothing stated herein requires the District to pay to the Charter School those state and federal funds designated for the Charter School that it has not yet received.

C. Proposition 39 Disputes

Any dispute related to or arising out of Education Code Section 47614 and/or its implementing regulations set forth in California Code of Regulations, Title 5, Section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 pm., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

All written Notifications to the District and the Charter School shall be addressed respectively as follows unless directed otherwise:

Nesha Pattison
Director of Charter Services
Acton-Agua Dulce Unified School District
32248 Crown Valley Road
Acton, CA 93510

Ileana Kiriakos, Superintendent
Brock Champion, Principal
Options For Youth-Acton, Inc.
17216 Slover Avenue
Fontana, CA 92337

2) A written response (“Written Response”) shall be presented to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be presented to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles Superior Court in Los Angeles County.

D. Non-Proposition 39 Disputes

Any dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 pm., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and the Charter School shall be addressed respectively as follows unless directed otherwise:

Nesha Pattison
Director of Charter Services

Acton-Agua Dulce Unified School District
32248 Crown Valley Road
Acton, CA 93510

Ileana Kiriakos, Superintendent
Brock Champion, Principal
Options For Youth-Acton, Inc.
17216 Slover Avenue
Fontana, CA 92337

2) A written response (“Written Response”) shall be presented to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

E. Internal Disputes

The Charter School has developed and maintains internal dispute resolution procedures to address internal disputes related to the operation of the Charter School. The Charter School maintains a Uniform Complaint Policy and Procedure Form (“UCP”) that was established to provide a uniform process for investigating complaints that allege that the Charter School has violated laws or regulations related to certain educational programs or issues as required by state and federal laws. A copy of the UCP can be found in **Exhibit B: Student Handbook**.

Element 14 (N): Dispute Resolution Process

In addition to the UCP, parents and guardians can call into a We Want to Know HOTLINE (1-800-990-8384) to speak to an independent third-party regarding concerns and complaints regarding the Charter School. Within two school days of the call, a confidential report will be sent to the Charter School for a comprehensive review. The Charter School also maintains an Enrollment/Disenrollment Complaint Form that parents and guardians can use to submit a complaint to the District when the Charter School is alleged to have discouraged a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. A copy of the Enrollment/Disenrollment Complaint Form can be found on the Charter School's website (www.ofy-a.org). The Charter School will adopt additional policies and procedures to address internal disputes when required by law. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

F. Title IX and Section 504 Grievance Procedures

The Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This will include any investigation of any complaint filed with the Charter School alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. The Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

XVI. Element 15 (P): Charter Closure Procedures

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

A. Revocation of the Charter

The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the Charter petition;
- Failed to meet or pursue any of the pupil outcomes identified in the Charter petition;
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement; and
- Violated any provision of law.

Prior to revocation, and in accordance with Education Code Section 47607(g) and state regulations, the District Board of Education will notify the Charter School in writing of the specific violation and give the school a reasonable opportunity to cure the violation, unless the District Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution procedures set forth in this charter petition.

If it is feasible to do so, while still maintaining a viable and appropriate educational program, the Charter School will close at the end of an academic year. The Charter School and the District will work together to ensure that a legally complaint educational program continues until the end of the school year. Mid-year closures will be avoided if possible.

The Charter School will retain sufficient staff, as deemed appropriate by the Board, to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures. The Charter School will utilize its reserve funds to undertake any expenses associated with the closure of the school.

B. Closure Action

Closure of the Charter School will be documented by official action of the Charter School's Board of Directors.

C. Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code Sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, Sections 11962 and 11962.1. All references to "Charter School" apply to the Charter School, including its nonprofit corporation and governing board.

Element 15 (P): Charter Closure Procedures

D. Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Activity by either the governing board of the Charter School or the District Board of Education, the governing board of the Charter School will designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities and allocate sufficient funding for these activities.

E. Notification of Closure Action

Upon the taking of a Closure Action, the Charter School will send written notification of its closure to:

The District. The Charter School will provide the District with written notification of the person(s) designated for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of the Charter School, the Charter School will provide the District with a copy of the governing board resolution or minutes documenting its Closure Action.

Parents/Guardians. The Charter School will provide written notification to the parents/guardians of all students and all majority age and emancipated minor students currently enrolled in the Charter School and will simultaneously provide a copy of the written parent/guardian notification to the District. The Charter School will ensure that the notification to parents, guardians, and students at the Charter School's closure provides information to assist parents and students in locating suitable alternative programs.

Los Angeles County Office of Education. The Charter School will provide written notification of the Closure action to the Los Angeles County Office of Education and will simultaneously provide a copy of the written notification to the District.

The Special Education Local Plan Area (SELPA) in which the Charter School participates. The Charter School will send written notification of the Closure Action to the SELPA and will simultaneously provide a copy of the written notification to the District.

The California Department of Education (CDE). The Charter School will provide written notification of the Closure Action to the CDE and will simultaneously provide a copy of the written notification to the District.

Notification to the parties above, with the exception of employees and vendors, will include but not be limited to the following information:

- The effective date of the Charter School closure;
- The name(s) and contact information for the person(s) handling inquiries regarding the closure;
- The student's school district of residence; and
- How parents/guardians of all students may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will develop a list of students in each grade level, the courses completed, and information on the pupils' district of residence. This information will be provided to the individual or entity responsible for closure-related activities.

F. Management of Student Records

As applicable, the Charter School will provide parents/guardians and students 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).

All student records of the Charter School will be transferred to the District upon the Charter School's closure. However, if the District is unable to store the records, the Charter School will work with the County Office of Education to determine a suitable alternative location for storing student records.

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

G. Financial Records and Reports

The Charter School will prepare final financial records as soon as reasonably practical and will have an independent audit completed no more than six (6) months after closure. The Charter School will pay for the final audit, which will include all information required by Title 5 of the California Code of Regulations section 11962(f). The audit will be prepared by a qualified CPA selected by the Charter School and will be provided to the District upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

H. Distribution of Assets

On closure of the Charter School, all assets of the Charter School, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School will remain the sole property of the Charter School and upon the dissolution of the nonprofit public benefit corporation, all remaining assets shall be distributed in accordance with the Articles of Incorporation and bylaws. As the Charter School is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Any assets acquired from the District or District property will be promptly returned to the District upon the Charter School's closure. The distribution will include the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal, as appropriate, which may include submission of final expenditure reports for entitlement and the filing of any required Final Expenditure Reports and Final Performance reports; and the return of any donated

materials and property in accordance with any conditions established when the donation or property was accepted.

Prior to final close-out, the Charter School will complete all actions required by state applicable law, including but not limited to the following:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- Make final federal tax payments (employee taxes, etc.).
- Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As specified by the Budget in **Exhibit T: Proposed Budget**, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Charter Requirements

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 charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter 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(h).*

I. Facilities

Facilities utilized by the Charter School are typically configured into three classrooms, one administrative office, an open student workspace, 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 4,000 to 9,000 square feet.

The Charter School and the District agree that the establishment of new resource centers during the term of the charter shall constitute a material revision of the charter. The Charter School will comply with Education Code Sections 47605 and 47605.1 as to the location of its resource center(s).

During the charter renewal term, the Charter School will operate resource centers at the following locations:

- 7011 Schaefer Avenue, Suite E, Chino, CA 91710
- 16981 Foothill Boulevard, Unit A6, Fontana, CA 92335
- 17216 Slover Avenue, Suite L-102 & 12A, Fontana, CA 92337
- 15461 Main Street, #103, Hesperia, CA 92345
- 1731 East Ventura Boulevard, Oxnard, CA 93036
- 9849 East Foothill Boulevard, Suite G, Rancho Cucamonga, CA 91730
- 1438 West 7th Street, Upland, CA 91786
- 11975 Hesperia Road, Hesperia, CA 92345

The District agrees that OFY-Acton may operate resource centers that are outside the boundaries of the District but within Los Angeles County or adjacent counties, 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 the Charter School may open additional resource centers if and when the Charter School determines the need is substantiated through enrollment and related funding to support additional resource centers is available. OFY-Acton will inform the 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.

The Charter School shall maintain insurance coverages of the types and in the amounts as reasonably required by the District. The Charter School shall provide documentation of adequate insurance coverage, including liability insurance, to the District. The insurance will cover all acquired or leased property intended for use as a school site by the Charter School and will be based on the type and amount of insurance coverage maintained in similar settings.

J. Administrative Services

The Charter School contracts with educational and operational services and support service providers as needed. The Superintendent oversees services received by the Charter School's contracted service providers on a day to day basis and provides regular reports to the Board. The Board is ultimately responsible for the operation and activities of the Charter School. The Charter School will comply with all laws applicable to the provision of services to charter schools, including Education Code Section 47604 (as amended by Assembly Bill 406 (2019)). Examples of the types of educational and operational services and support the Charter School may contract for include but are not limited to the following:

- Services from a Charter Management Organization ("CMO"), such as management of the Charter School's day to day operations as its administrative manager,
- Backoffice services, such as human resources, payroll, accounting, and other related administrative services,
- Special education and related services, such as from a Nonpublic, Nonsectarian Agency,
- Information technology services, including software and hardware services
- Experiential and social-emotional learning opportunities for students, and
- Other educational services, such as curriculum development and procurement, professional development of the Charter School's employees, compliance, and assessments.

The Charter School's current contracted CMO service provider is Propel, A Charter Management Group, Inc., a California nonprofit public benefit corporation.

The Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

K. Potential Civil Liability Effects

The Charter School is operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law,

including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School shall enter into a Memorandum of Understanding (“MOU”) with the District wherein, the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School’s Board, officers, agents, and employees. The Charter School purchases and maintains general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School’s insurance broker and carriers for schools of similar size, location, and student population. The District shall be named as an additional insured party on the general liability insurance of the Charter School.

The Charter School Board maintains appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

L. Indemnity and Hold Harmless

OFY-Acton does hereby agree, at its own expense, to indemnify, defend, and hold the 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 School, excluding, however, any claims, liabilities, or legal proceedings attributable to the negligent acts or omissions of the District. The Charter School 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 the Charter School, its officers, employees, or students.

M. Oversight Fees and ADA Payments

a) ADA Projections

Historical ADA data for the Charter School is as follows:

- **2021-2022:** 10.35%
- **2022-2023:** 12.48%
- **2023-2024:** 19.83%
- **2024-2025 (Projected):** 4.99%

Over the past four years, the Charter School has experienced an average annual ADA growth of **12.41%**. While the Charter School observed significant growth in prior years, the current projection for 2024-2025 reflects a more modest increase of **4.99%**.

Moving forward, the Charter School anticipates continued growth at a **sustainable rate of 2-3% annually**, based on the following factors:

Additional Charter Requirements

1. **Enrollment Trends:** Enrollment projections are grounded in historical data, taking into account student retention rates and recruitment strategies.
2. **Growth Methodology:** The Charter School leverages targeted outreach initiatives, improved student services, and enhanced program offerings to attract and retain students.
3. **Stability:** The recent stabilization in growth percentages reflects the Charter School's maturing operations and sustained efforts to optimize attendance practices.

This methodology ensures realistic and achievable ADA increases while maintaining operational and instructional quality.

b) Oversight Charge

Except as set forth in subparagraph (b), below, as the chartering agency, the District may charge the Charter School for the actual costs of the supervisory oversight of the Charter School in an amount not to exceed one percent (1 percent) of the revenue of the Charter School according to Education Code 47613.

c) Facilities and Oversight Charge for Use of Facilities

As the Chartering agency, in lieu of the oversight charge set forth in subparagraph (a), the District may charge the Charter School for the actual costs of supervisory oversight of the Charter School in an amount not to exceed three percent (3 %) of the revenue of the Charter School if the Charter School obtains substantially rent-free facilities from the District for use by the Charter School.

d) ADA Apportionments

Pursuant to Education Code 47612, the Superintendent of Public Instruction shall make all of the following apportionments to the Charter School for each fiscal year during the term of this Charter:

- General purpose and general purpose entitlement funding in accordance with Education Code 47633 as computed by the local control funding formula pursuant to Education Code 42238.02, as implemented by Education Code 42238.03, in an amount for each unit of regular ADA in the Charter School is generated by a pupil who is a California resident.
- For each pupil enrolled in the Charter School who is entitled to special education services, the State and Federal funds for special education services for that pupil would have been apportioned for that pupil to the SELPA.
- Funds for the programs described in Education Code Sections 63000 and 64000, and other State law as applicable to the Charter School to the extent that any pupil enrolled in the Charter School is eligible to participate.
- Any other funding the Charter School is entitled to receive.

The Charter School is deemed to be under the exclusive control of the officers of the school for purpose of Section 8 of Article IX of the California Constitution, with regard to the appropriation of public monies to be apportioned to the Charter School.

The District is also required to forward to the Charter School the appropriate percentage of property tax revenues allocable to all public schools.

The Charter School is responsible for reporting payments to the Federal and State taxing authorities, if required. The District will not withhold any sums from revenue payable to the Charter School. The Charter School is independently responsible for the payment of Social Security and all other applicable taxes.

Payments shall be made to the Charter School for ADA generated in accordance with the local control funding formula established by State law for the funding of all LEAs in California. In accordance with applicable law and the State's Direct Funding Model, California's Superintendent of Public Instruction shall make payments and apportionments directly to the Charter School or to an account held in the name of the Charter School. Notwithstanding the oversight provisions set forth herein, the District shall not be entitled to receive any portion of income received by the Charter School from private party sources.

The Charter School will meet the requirements related to the ratio of ADA to FTE certificated employees as prescribed under Education Code Section 51745.6. The Charter School may claim apportionment credit for independent study in accordance with Education Code Section 51747.5(b).

N. Reporting Requirements

1. Proposed Budget

For the projected budget see **Exhibit T: Projected Budget**.

2. Financial Reporting

In accordance with Education Code Section 47604.33, OFY-Acton shall provide reports to the District and the County Superintendent of Schools as follows, and shall provide additional fiscal reports as requested by the District:

Additional Charter Requirements

By July 1 a preliminary budget for the current fiscal year

1. By July 1, LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
2. By December 15, an Interim financial report for the current fiscal year reflecting changes through October 31. Additionally, by December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited actuals report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the District as required by the District including, but not limited to, on the following:

- California Basic Educational Data System ("CBEDS")
- Average Daily Attendance ("ADA") reports
- All financial reports required by Education Code Sections 47604.33 and 47605(m)
- School Accountability Report Card ("SARC")
- Local Control Accountability Plan ("LCAP")

The Charter School 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 and Management Assistance Team: A monthly statements of accounts
- b. Test results for all state mandated assessments, which are:
 - i. ELPAC
 - ii. Spanish Assessment of Basic Education ("SABE")
 - iii. CAASPP and CAST results

Changes in reporting requirements may be incorporated by reference into the charter when the Charter School and District update the MOU.

In accordance with Education Code Section 69432.9, the Charter School will electronically submit the grade point average of all students in grade 12 to the Student Aid Commission each academic year for use in the Cal Grant program after notifying the students and their parents/guardians as applicable, by October 14 of each year, of the opportunity to opt out of being deemed a Cal Grant applicant within a specified period of time of at least 30 days.

The Charter School will provide copies of its annual Form 990 (501c3 fiscal report) to the District upon request.

O. Calendar

The Charter School may use a year-round, multitrack, staggered start calendar or, as the Charter School determines, any other calendar that would improve the delivery of instruction to students, provided that such calendar complies with applicable law (See **Exhibit H: School Calendar**). In addition, nothing contained herein shall prohibit the Charter School from having a different apportionment date than the

Additional Charter Requirements

District. The Charter School shall use the apportionment dates determined within the calendar used by the Charter School to submit apportionment information to the District.

In the event that the Charter School must submit waiver requests through the 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 the Charter School in a timely manner.

The Charter School will be closed for a variety of school, district, state, or federally designated holidays. These holidays include:

These holidays include Independence Day, Labor Day, Veteran’s Day, Thanksgiving, Winter Recess, Martin Luther King, Jr. Day, President’s Day, Spring Recess, Memorial Day, Juneteenth, and Summer Recess.

The Charter School has determined the specific days the holidays will be observed and include these days in **Exhibit B: Student Handbook**.

P. Terms of Charter

The term of this Charter shall be for five years, from July 1, 2025, through and including June 30, 2030. OFY-Acton may submit a renewal of the Charter Petition pursuant to California Education Code Sections 47605 and 47607 (“Renewal Petition”) to the District any time prior to the expiration of the charter term. The Renewal Petition shall be deemed received by the District for purposes of California Code of Regulations, Title 5 (“5 CCR”) Section 11966.4 when the Charter School submits the Renewal Petition to the District office, along with a certification that the Charter School deems the Renewal Petition to be complete, in accordance with Education Code Section 47605(b), as amended. In reviewing the Renewal Petition, the District shall comply with the provisions of law as they apply to charter schools, including, but not limited to, California Education Code Sections 47607 and 47605, and 5 CCR Section 11966.4, as they are amended from time to time. The District shall either grant or deny the Renewal Charter Petition within ninety (90) days from the Receipt Date of the Renewal Charter Petition. The Renewal Petition shall be deemed automatically renewed if the District fails to grant or deny the Renewal Petition within the time periods set by law.

Q. Material Revisions and Charter Renewals

Governing Law: *Renewals and material revisions of charters are governed by the standards and criteria in Section 47605. Education Code Section 47607(a)(2).*

1. Material Revisions

During the term of its charter petition, the Charter School may determine that it is necessary or desirable to seek amendment of its current approved charter petition. While any non-material change can be handled administratively by the Charter School, and any revision considered “material” must be approved in accordance with Education Code Section 47607, subdivision (a)(1). The following changes will constitute a “material” revision:

Additional Charter Requirements

1. Changes that would significantly alter the Charter School's educational program, mission or vision as stated in the charter petition and other than changes required by law.
2. Changing from a nonclassroom-based program to a classroom-based program.
3. Replacement of the legal entity identified in the charter petition to operate the Charter School.
4. Opening of a new resource center. Temporary use of a resource center for less than ninety (90) days will not require a material revision of the Charter.
5. Changes to admissions requirements or procedures not expressly cited in federal or state law or regulation.

When requesting a material revision, the following process will be followed:

1. Once the Charter School determines that it wishes to amend any of the "material" terms listed above as items 1 through 5, the Charter School shall provide the District with a letter addressed to the District requesting a material revision to the charter petition. The letter should state the reason for the revision, including specific details concerning the impact of the revision on the Charter School, and identify the provisions of the charter to be revised. The Charter School will also provide the District with documents, if any, supporting the material revision.
2. Following review by the District, a "redlined" version of the currently approved charter petition reflecting changes to the petition necessary to reflect the material revision will be submitted by the Charter School.
3. If the Charter School determines that it wishes to amend its charter petition for any reason other than the five changes specifically identified above, the Charter School shall provide the District with a letter requesting a revision to the charter petition. The letter will state the reason for the requested revision, including specific details concerning the impact of the revision on the Charter School, and identify the provisions of the charter petition to be revised. The Charter School will also provide the District with documents, if any, supporting the revision. The District will evaluate the materials provided and determine whether the requested revision is material. The District will then respond to the Charter School in writing, advising the Charter School as to whether the proposed revision is "material." The Charter School will then provide the District with a "redlined" version of the currently approved charter petition reflecting changes to the petition necessary to support the revision. If the proposed revision is "material", the parties will proceed in accordance with Education Code Sections 47605 and 47607, and/or any applicable law in effect at the time the Charter School submits its request for a material revision.
4. The District will process material revisions to the Charter School's Charter in accordance with Education Code Sections 47605 and 47607, and/or any other applicable law in effect at the time the Charter School submits its request for a material revision.

2. Charter Renewals

The Charter School will submit a renewal of the charter petition pursuant to California Education Code Sections 47605 and 47607 to the District fifteen (15) months or less prior to the expiration of the charter term. Upon approval of the Charter School's participation in the DASS program, renewal criteria and measurable student outcomes will be established locally in agreement with the authorizing District. Pursuant to Education Code Section 47607(c)(7) as amended by Assembly Bill 1505 (2019) and operative July 1, 2020, in determining whether to grant a charter renewal for the Charter School, the District shall consider, in addition to the Charter School's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5(c), the Charter School's performance on

alternative metrics based on the pupil population served. The District will be required to meet with the Charter School during the first year of the Charter School's renewal term to mutually agree to discuss alternative metrics to be considered pursuant to section 47607(c)(7) and to notify the Charter School of the alternative metrics to be used within thirty (30) days of this meeting. The District may deny a charter renewal pursuant to Section 47607(c)(7) only upon making written findings, setting forth specific facts to support the findings, and determining that the closure of the charter school is in the best interest of pupils.

R. Amendments

This Charter Petition may only be amended by written agreement of the Charter School and the District.

S. Interpretation

This Charter Petition shall be construed to give the fullest autonomy to the Charter School to fulfill its primary goal of teaching at-promise students and academically low-achieving students.

T. Transportation

The Charter School believes that its program should be available to all students, regardless of their current living arrangements. As such, the Charter School provides bus passes to students who need transportation assistance. In addition, pursuant to IDEA, the Charter School will find appropriate transportation accommodations for students with disabilities as detailed in the students' IEPs. A copy of the Transportation Safety Plan can be found in **Exhibit S: Transportation Safety Plan**.

U. 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.

V. Notices

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:

Options For Youth – Acton, Inc.
17216 Slover Ave., Ste. L-102
Fontana, CA 92337
Facsimile: (909) 429-9212

Additional Charter Requirements

Attention: Ileana Kiriakos, Superintendent, and Brock Champion, Principal

To the District:

Acton-Agua Dulce Unified School District
Attention: Eric Sahakian, Superintendent
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.

W. Alternative Education Programs

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

X. Responding to Inquiries

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

Y. Exhibit Alterations

Exhibits attached hereto contain information current as of the time of submission of this Renewal Charter Petition and are subject to change as necessary or appropriate after submission of this Renewal Charter Petition. The Charter School will provide the District with updated Exhibits as needed, or, if appropriate, as part of a material revision.