



Opportunities For Learning
Public Charter Schools

OPPORTUNITIES FOR LEARNING-WILLIAM S. HART RENEWAL PETITION

Submitted to:

William S. Hart Union High School District

March 15, 2017

Term: 5 Years

July 1, 2017 - June 30, 2022

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LIST OF EXHIBITS

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| Exhibit E: 2016-17 Local Control and Accountability Plan | Exhibit M: Job Safety Handbook |
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Affirmations/Assurances

OFL-WSH, LLC, dba Opportunities For Learning Public Charter School-William S. Hart (hereinafter “OFL-William S. Hart”, or “the Charter School”) hereby certifies that the information submitted in this petition for a California public charter school submitted to William S. Hart Union High School District (hereinafter “the District”), is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if the charter is renewed, the Charter School:

1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Shall be deemed the exclusive public school employer of the employees of Opportunities For Learning for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
3. Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. education Code Section 47605(d)(1)]
4. Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. Shall admit all students who wish to attend the Charter School and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. Shall adhere to all provisions of Federal law related to students with disabilities including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. 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)]

Affirmations and Assurances

9. Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
10. Shall at all times maintain all necessary and appropriate insurance coverages.
11. 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) as it applies to independent study charter schools.
12. If a pupil 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 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. 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)]
14. Shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
15. Shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
16. Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
17. Shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA).
18. Shall comply with the Public Records Act to the extent that it applies to charter schools.
19. Shall comply with the Family Educational Rights and Privacy Act.
20. Shall comply with the Ralph M. Brown Act to the extent that it applies to charter schools.
21. Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Founders and Leadership Team

A. Founders

Opportunities For Learning Public Charter Schools (OFL) 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. OFL 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 1999, OFL has helped thousands of young men and women 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.

OFL developed out of the dream and passion of educators John and Joan Hall. The former Los Angeles Unified School District teachers have always shared a special commitment to providing educational alternatives for at-risk students. The founders believe that some students are better suited to alternative forms of education. The Charter School marks the realization of their dream—a dream that involves using the best of American creativity and innovation to provide outstanding public educational options for all children. OFL looks forward to a continued partnership with William S. Hart Union High School District in re-engaging the population of students who are either out of school or at-risk of dropping out.

B. Leadership Team

Opportunities For Learning Public Charter School-William S. Hart (the Charter School) has an experienced and respected senior leadership team. See Exhibit A: Leadership Team for a short biography of each current senior leadership team member.

C. Board of Managers

The Charter School also benefits from the wisdom and multi-faceted experience of a Board of Managers consisting of respected professionals from various fields. A list of OFL-William S. Hart's Board of Managers is included in Exhibit B: Board Biographies.

D. Education Management Organization

To support school operations, the Charter School partners with an education management organization (EMO) focused on providing high-quality fiscal and operational services to charter schools that serve a high-risk student population. The EMO leadership team is comprised of individuals who provide direct assistance to the OFL schools throughout California.

Charter Renewal Criteria: Evidence and Analysis

Governing Law: Petitions for renewal should be judged in conformity with Education Code sections 47605 and 47607.

Governing Law: A charter school must meet at least one of the following for charter renewal: a) Attained API growth target in the prior year or in two of the last three years, school wide and for all groups of pupils served; b) Ranked in deciles 4 to 10 on the API in the prior year or in two of the last three years; c) Ranked in deciles 4 to 10 on the API for a demographically comparable school in the prior year or in two of the last three years; d) Performs at least equal to the academic performance of the public schools that the pupils would have been required to attend, and the performance of the schools where the charter is located, considering the composition of the pupils; e) Qualified for an alternative accountability system. Education Code 47607(b).

Governing Law: Any school or school district that does not receive an API calculated shall use one of the following: a) The most recent API calculations; b) An Average of the three most recent annual API calculations; c) Alternative measures that show increases in pupil achievement for all groups of pupils schoolwide and among significant subgroups. Education Code 52052 (e)(4).

The Charter School has been authorized to be operated by William S. Hart Union High School District since 1999 and was last reauthorized in 2012. In order to meet renewal requirements, a charter school must meet its goals in increasing student achievement. Renewal is linked to Academic Performance Index (API) results and other student achievement data. When API data is not available, alternative measures that show increases in pupil achievement for all subgroups may be used as additional charter renewal criteria. In addition, to further guide the renewal criteria for SY2016-17, the California Department of Education (CDE) published the following chart (see Table 1), which summarizes available state level academic data for charter schools subject to renewal in the 2016-17 school year and how such data should be used in charter renewal determinations pursuant to Education Code Section 47607(b).¹ This section of the Charter School's Renewal will highlight student academic achievement throughout the last five years of operation.

Table 1: Academic Achievement Data for Determination for Renewal

| Renewal Year | API Growth | Assessment Data | School Rankings |
|--------------|--|---|-----------------------|
| SY2016-2017 | API calculation suspended ² | Use 2016 SBAC scores for math and ELA; can compare results with local schools | No rankings available |

A. Academic Performance Index Results

Due to a transition in statewide testing and a pending new academic accountability system, the State Board of Education did not calculate an API for the 2014 and 2015 academic school years. Therefore, API results for 2014, 2015, and 2016 were not produced. Nevertheless, it is important to highlight the Charter School's API Results and Ranking for the years available during this charter term.

In 2013, the Charter School obtained an API Growth Score of 725 and a weighted 3-Year API Average of 712. In the 2013 Growth API Report, the Charter School received a Statewide Rank of 4 and achieved a Similar Schools Rank of 9 (see Table 2).

¹ California Department of Education Slide 20. Retrieved from <http://www.cde.ca.gov/sp/cs/as/documents/authorizer-rrc.pdf>

² California Department of Education. (2016) Academic Performance Index. Retrieved from <http://www.cde.ca.gov/ta/ac/ap/>

Table 2: API Scores and Rankings

| 2013-2016 API Scores and Rankings | | | |
|-----------------------------------|---|---|---|
| Year | API Growth Score | Statewide Rank | Similar Schools Rank |
| 2016 | API calculation suspended | No rankings available | No rankings available |
| 2014-2015 | State testing and API calculation suspended; no data reported Weighted 3-Year Average: 712 ³ | State testing and API calculation suspended; no data reported | State testing and API calculation suspended; no data reported |
| 2013 | 725 ⁴ | 4 ⁵ | 9 ⁶ |

1. API Results for Similar Pupil Populations and Comparison Schools

The Charter School predominately serves students that are at-risk of dropping out of school (see Element A, Section B Students Served and Exhibit C for a demographic analysis of the Charter School's student population). Historically, students who enroll in the Charter School are more than one-year behind in course credits. In the William S. Hart Union High School District (District), the other continuation or alternative schools that students would have been required to attend are Bowman High School or Mission View Public Charter School. In the most recently available API data, the Charter School outperformed both schools Overall and for Significant Subgroups (see Table 3). Furthermore, the Charter School's 2013 Growth API for Socioeconomically Disadvantaged students outpaced the State's Growth API score for the same Significant Subgroup.

Table 3: Weighted 3-Year (2011-2013) Average API Overall and for Significant Subgroups

| School | Hispanic or Latino | Socioeconomically Disadvantaged | English Learners | Weighted 3-Year API Average |
|----------------------------|--------------------|---------------------------------|------------------|-----------------------------|
| OFL-William S. Hart | 700 | 688 | 670 | 712 |
| Bowman HS (ASAM) | 634 | 627 | N/A | 637 |
| Mission View Public (ASAM) | 656 | 618 | N/A | 671 |
| Academy of the Canyons | 923 | 923 | N/A | 940 |
| Albert Einstein Academy | 866 | N/A | N/A | 900 |
| Canyon High | 746 | 731 | 684 | 802 |
| Golden Valley High | 730 | 720 | 671 | 775 |
| William S. Hart HS | 759 | 723 | 667 | 832 |
| Learning Post HS | N/A | N/A | N/A | 822 |
| Saugus HS | 766 | 752 | 709 | 821 |
| Sequoia Charter | N/A | N/A | N/A | 531 |
| Valencia HS | 798 | 735 | 694 | 851 |
| West Ranch HS | 791 | 773 | 742 | 854 |

³ California Department of Education. OFL-Santa Clarita 3-Year Average API Report. Retrieved from <http://api.cde.ca.gov/Acnt2014/apiavgSch.aspx?allcds=19651361996263>

⁴ California Department of Education. OFL-Santa Clarita 2013 Growth API Report and Statewide Ranking. Retrieved from <http://api.cde.ca.gov/Acnt2013/2013GrowthSch.aspx?allcds=19651361996263>

⁵ Ibid.

⁶ Ibid.

B. Performance on State Standardized Tests

The Charter School endeavors to increase pupil academic achievement for all groups of pupils served by the charter school, which Education Code 47607(a)(3)(A) states is “the most important factor in determining whether to grant a charter renewal.” Compared to the student body of traditional public schools, the Charter School’s student body is made up of a greater percentage of students who have or would have dropped out of their original schools, and who exist outside of traditional public schools, such as single parents without childcare, individuals in the juvenile justice system, students in the foster care system, homeless students, students with extended unexcused and unexplained absences, and students with behavioral problems.

1. Smarter Balanced Summative Assessment Results

Eleventh grade 2015 and 2016 Smarter Balanced Summative Assessments (SBAC) results in Math and English Language Arts (ELA) are in Tables 4 through 7 below.⁷ Eleventh grade results were selected in order to more accurately compare the Charter School’s results with that of traditional, charter, and alternative high schools throughout the District. For other schools serving multiple age groups (i.e. Bowman, Mission View, Albert Einstein, Learning Post, and Sequoia), 11th grade results were selected as well.

As stated earlier, the other continuation or alternative school that students would have been required to attend are Bowman High School or Mission View Public Charter School. In SY2014-15, 5% of the Charter School’s students met or exceeded Math standards compared to 3% and 2% for Bowman HS and Mission View Public Charter School, respectively. Similarly, 44% of the Charter School’s 11th grade students met or exceeded ELA standards. This result outperforms that of Bowman HS (34%) and Mission View Public Charter School (22%).

When compared to 2015 results, an analysis of 2016 data reflects that there was a slight decrease in the percentage of students that met or exceeded Math (4%) and ELA (35%) standards at the Charter School. Compared to the similar schools in the District, the Charter School outperformed Mission View Public Charter School in both Math and ELA. When compared to Bowman HS, Math results were comparable while ELA results show that Bowman performed better than the Charter School.

Two-year trends provide vital information for OFL faculty and staff on how they can better serve students. To help strengthen and expand students’ understanding of Math, three new math courses will be added to the course catalog. For both Math and ELA, additional resources, including standards-aligned instructional material, will be offered to students. For a comprehensive look at the Charter School’s goals for this school year, please see Exhibit E: LCAP.

⁷ California Department of Education. (2016). CAASPP 2015 SBAC Results retrieved from <http://caaspp.cde.ca.gov/sb2015/ViewReport?ps=true&lstTestYear=2015&lstTestType=B&lstCounty=19&lstDistrict=65136-1996263&lstSchool=1996263> and 2016 SBAC Results retrieved from <http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=1&lstCounty=19&lstDistrict=65136-1996263&lstSchool=1996263>

Table 4: SY2014-15 Math SBAC Results, 11th Grade Overall

| School | Not Met | Nearly Met | Met | Exceeded |
|----------------------------|---------|------------|-----|----------|
| OFL-William S. Hart | 77% | 18% | 5% | 0% |
| Bowman HS (ASAM) | 78% | 19% | 2% | 1% |
| Mission View Public (ASAM) | 91% | 7% | 1% | 1% |
| Academy of the Canyons | 6% | 17% | 28% | 49% |
| Albert Einstein Academy | 12% | 16% | 39% | 33% |
| Canyon High | 37% | 32% | 21% | 10% |
| Golden Valley High | 37% | 26% | 25% | 12% |
| William S. Hart HS | 20% | 29% | 32% | 19% |
| Learning Post HS | 29% | 43% | 20% | 8% |
| Saugus HS | 21% | 26% | 35% | 18% |
| Sequoia Charter | 100% | 0% | 0% | 0% |
| Valencia HS | 32% | 29% | 26% | 13% |
| West Ranch HS | 4% | 7% | 31% | 57% |

Table 5: SY2015-16 Math SBAC Results, 11th Grade Overall

| School | Not Met | Nearly Met | Met | Exceeded |
|----------------------------|---------|------------|-----|----------|
| OFL-William S. Hart | 75% | 20% | 4% | 0% |
| Bowman HS (ASAM) | 69% | 25% | 5% | 0% |
| Mission View Public (ASAM) | 89% | 9% | 2% | 0% |
| Academy of the Canyons | 0% | 7% | 36% | 57% |
| Albert Einstein Academy | 9% | 24% | 42% | 24% |
| Canyon High | 28% | 26% | 27% | 19% |
| Golden Valley High | 33% | 33% | 23% | 12% |
| William S. Hart HS | 26% | 25% | 33% | 16% |
| Learning Post HS (Alt) | 32% | 27% | 29% | 12% |
| Saugus HS | 24% | 26% | 27% | 23% |
| Sequoia Charter | 45% | 45% | 9% | 0% |
| Valencia HS | 24% | 24% | 28% | 25% |
| West Ranch HS | 15% | 19% | 33% | 33% |

Table 6: SY2014-15 ELA SBAC Results, 11th Grade Overall

| School | Not Met | Nearly Met | Met | Exceeded |
|----------------------------|---------|------------|-----|----------|
| OFL-William S. Hart | 21% | 35% | 36% | 8% |
| Bowman HS (ASAM) | 26% | 40% | 28% | 6% |
| Mission View Public (ASAM) | 42% | 36% | 17% | 5% |
| Academy of the Canyons | 0% | 1% | 17% | 82% |
| Albert Einstein Academy | 1% | 6% | 22% | 70% |

Charter Renewal Criteria: Evidence and Analysis

| School | Not Met | Nearly Met | Met | Exceeded |
|--------------------|---------|------------|-----|----------|
| Canyon High | 9% | 24% | 44% | 24% |
| Golden Valley High | 13% | 17% | 39% | 31% |
| William S. Hart HS | 4% | 14% | 42% | 39% |
| Learning Post HS | 4% | 10% | 44% | 42% |
| Saugus HS | 5% | 15% | 41% | 39% |
| Sequoia Charter | 75% | 25% | 0% | 0% |
| Valencia HS | 13% | 22% | 40% | 25% |
| West Ranch HS | 4% | 7% | 31% | 57% |

Table 7: SY2015-16 ELA SBAC Results, 11th Grade Overall

| School | Not Met | Nearly Met | Met | Exceeded |
|----------------------------|---------|------------|-----|----------|
| OFL-William S. Hart | 24% | 40% | 29% | 6% |
| Bowman HS (ASAM) | 18% | 43% | 35% | 4% |
| Mission View Public (ASAM) | 51% | 32% | 13% | 5% |
| Academy of the Canyons | 1% | 1% | 22% | 76% |
| Albert Einstein Academy | 5% | 5% | 33% | 58% |
| Canyon High | 5% | 13% | 42% | 41% |
| Golden Valley High | 10% | 17% | 41% | 31% |
| William S. Hart HS | 6% | 12% | 38% | 44% |
| Learning Post HS (Alt) | 7% | 9% | 29% | 56% |
| Saugus HS | 4% | 12% | 36% | 48% |
| Sequoia Charter | 36% | 29% | 21% | 14% |
| Valencia HS | 5% | 11% | 36% | 47% |
| West Ranch HS | 3% | 8% | 26% | 62% |

2. California High School Exit Exam Results

In addition, during the previous term of the charter, the Charter School demonstrated academic success through California High School Exit Exams (CAHSEE) passage rates. The data presented in Tables 8 and 9 include Grade 10 combined administrations of the Math and ELA CAHSEE exams from SY2012-13 to SY2014-15 for the Charter School, the State, the District, and the District's high schools.⁸ Each of those years, the Charter School's ELA passage rate exceeded that of the State. Furthermore, for the most recent

⁸ California Department of Education. (2016). California High School Exit Exam Results for 2015 Retrieved from <http://data1.cde.ca.gov/dataquest/cahsee/ExitProg3.asp?SearchKey=opportunities&cSelect=1965136+%5E--%5EOpportunities%5Efor%5ELearning%5ESanta%5EClarita-0214&cLevel=District&cYear=2014-15&cChoice=ExitProg3&cAdmin=C&tDate=000000&TestType=E&cGrade=10&Pageno=1>
Results for 2014 Retrieved from <http://data1.cde.ca.gov/dataquest/cahsee/ExitProg3.asp?SearchKey=opportunities&cSelect=1965136+%5E--%5EOpportunities%5Efor%5ELearning%5ESanta%5EClarita-0214&cLevel=District&cYear=2013-14&cChoice=ExitProg3&cAdmin=C&tDate=000000&TestType=E&cGrade=10&Pageno=1>
Results for 2013 Retrieved from <http://data1.cde.ca.gov/dataquest/cahsee/ExitProg3.asp?SearchKey=opportunities&cSelect=1965136+%5E--%5EOpportunities%5Efor%5ELearning-0214&cLevel=District&cYear=2012-13&cChoice=ExitProg3&cAdmin=C&tDate=000000&TestType=E&cGrade=10&Pageno=1>

two administrations, the Charter School's CAHSEE scores significantly outpaced those of Mission View Public Charter School. This data shows that the Charter School is highly successful at re-engaging at-risk students. Data for Bowman High School was either redacted or not available for the 2012-2015 academic years.

Table 8: CAHSEE Math Passage Rates, Grade 10 Combined for SY2012-13 to 2014-15

| School | 2012-2013 | 2013-2014 | 2014-2015 |
|---|-----------|-----------|-----------|
| California | 84% | 85% | 85% |
| William S Hart Union High School District | 92% | 82% | 92% |
| OFL-William S. Hart | 78% | 90% | 81% |
| Mission View Public (ASAM) | 64% | 46% | 42% |
| Academy of the Canyons | 100% | 100% | 100% |
| Albert Einstein Academy | 94% | 97% | 100% |
| Canyon High | 88% | 92% | 91% |
| Golden Valley High | 85% | 84% | 88% |
| William S. Hart HS | 93% | 92% | 92% |
| Learning Post HS | 82% | 95% | 100% |
| Saugus HS | 93% | 95% | 91% |
| Valencia HS | 95% | 93% | 93% |
| West Ranch HS | 95% | 96% | 96% |

Table 9: CAHSEE ELA Passage Rates, Grade 10 Combined for SY2012-13 to 2014-15

| School | 2012-2013 | 2013-2014 | 2014-2015 |
|---|-----------|-----------|-----------|
| California | 83% | 83% | 85% |
| William S Hart Union High School District | 92% | 92% | 93% |
| OFL-William S. Hart | 86% | 97% | 88% |
| Mission View Public (ASAM) | 82% | 52% | 51% |
| Academy of the Canyons | 100% | 100% | 100% |
| Albert Einstein Academy | 97% | 99% | 100% |
| Canyon High | 85% | 91% | 92% |
| Golden Valley High | 84% | 83% | 86% |
| William S. Hart High School | 92% | 92% | 93% |
| Learning Post High School | 91% | 93% | 97% |
| Saugus High School | 95% | 95% | 93% |
| Valencia High School | 96% | 93% | 95% |
| West Ranch High School | 95% | 95% | 97% |

The education program offered by the Charter School is extremely effective with the English Learners, Redesignated Fluid English Proficient (RFEP), Economically Disadvantaged (Econ Disad), and Special Education (SPED) subgroups. In 2014-2015, the Charter School's Math and ELA passage rates for each

subgroup significantly outperformed those of Mission View Public Charter School. Furthermore, the Charter School's ELA CAHSEE passage rates exceeded that of State's for every subgroup. In Math, the Charter School outperformed the State in every subgroup except for the RFEP subgroup. For a more detailed comparison of CAHSEE passage rates by subgroup, see Table 10 and 11 below.⁹ Data for Bowman High School was either redacted or not available for the 2012-2015 academic years.

Table 10: CAHSEE Math Passage Rates, Grade 10 Combined for SY2014-2015 by Subgroup

| School | EL | RFEP | Econ Disad | SPED |
|--|-----|------|------------|------|
| California | 53% | 92% | 79% | 43% |
| William S. Hart Union High School District | 66% | 97% | 83% | 58% |
| OFL-Williams S. Hart | 71% | 87% | 80% | 62% |
| Mission View (ASAM) | 24% | 52% | 36% | 17% |
| Academy of the Canyons | N/A | 100% | 100% | N/A |
| Canyon High | 68% | 100% | 87% | 65% |
| Golden Valley High | 63% | 96% | 79% | 43% |
| William S Hart HS | 63% | 99% | 82% | 68% |
| Saugus HS | 69% | 90% | 79% | 56% |
| Valencia HS | 63% | 96% | 85% | 49% |
| West Ranch | 76% | 99% | 91% | 76% |

Table 11: CAHSEE ELA Passage Rates, Grade 10 Combined for SY2014-2015 by Subgroup

| School | EL | RFEP | Econ Disad | SPED |
|--|-----|------|------------|------|
| California | 43% | 93% | 79% | 43% |
| William S. Hart Union High School District | 60% | 97% | 83% | 63% |
| OFL-Williams S. Hart | 67% | 100% | 87% | 62% |
| Mission View (ASAM) | 20% | 62% | 45% | 51% |
| Academy of the Canyons | N/A | 100% | 100% | N/A |
| Canyon High | 63% | 100% | 86% | 72% |
| Golden Valley High | 50% | 94% | 77% | 45% |
| William S Hart HS | 63% | 99% | 82% | 63% |
| Saugus HS | 69% | 93% | 80% | 63% |
| Valencia HS | 50% | 97% | 86% | 61% |
| West Ranch | 73% | 100% | 91% | 73% |

⁹ CAHSEE subgroup results were not available for Bowman High School. Subgroup results for Albert Einstein Academy, Sequoia Charter, and Learning Post were redacted to protect student privacy.

C. California Charter School Association Accountability Report Card and Similar School Measure

The California Charter School Association (CCSA) Academic Accountability Report Card (AARC) features data from the Accountability Framework, which was established in 2009 with the focus on setting a minimum criteria for charter school renewal. The Accountability Framework measures three elements of a school's performance: academic status, growth over time, and comparison to student populations. The AARC specifically highlights whether a school met the Minimum Criteria for Renewal by designating a charter as Above, Below, or Not Applicable. This criteria applies only to schools that have operated for at least four years, have 50 or more valid STAR test scores, and are not subject to the Alternative School Accountability Model (ASAM) or are designated as an alternative school.

According to the SY2013-14 CCSA AARC, the Charter School met the minimum criteria for renewal. In addition, the Similar School Measure (SSM) Performance Band, a three-year aggregate of results, states that the Charter School was Above All Years in pupil academic performance when compared to schools that serve a similar demographic population (see Table 12). Due to the transition in state standardized testing, the next available CCSA AARC is for the 2015-16 academic school year. This AARC shows that OFL-William S. Hart ranked in the 5th decile (out of 10) when compared to demographically comparable schools. The 2013-14 and 2015-16 AARC for the Charter School are available in Exhibit D.

Table 12: CCSA Minimum Criteria for Renewal

| | School Result |
|----------------------------------|-----------------|
| 2013 API (Growth) | 725 |
| 3-Year Cumulative API Growth | 14 |
| SSM Performance Band | Above All Years |
| ABOVE OR BELOW MINIMUM CRITERIA? | Above |

Source: CCSA Academic Accountability Report Card for the Charter School

D. 2015-16 Local Control Accountability Goals Attained

In order to ensure that students were on track towards graduation, one of the SY2015-16 Local Control and Accountability Plan (LCAP) goals was to increase utilization rates to 86% for all students and the low-income student subgroup, while the utilization rate goals for English Learners and Foster Youth subgroups was to increase to 80%. Utilization is an internal metric which is the combination of attendance and work completion. This metric helps the Charter School determine whether students are completing enough course work to move at the same or an advanced pace – and in order to reach age-related grade level – as a traditional program. The LCAP metric goal of 86% was surpassed and utilization for all students increased to 88.21% while the low-income subgroup increased to 86.58% overall (see Table 13). The LCAP goal for ELs and Foster Youth was met as well with the subgroups increasing to 86.01% and 85.11%, respectively.

In order to make certain that students were completing a rigorous course of study, including A-G courses, a SY2015-16 LCAP goal was to increase the internal Average Course Difficulty (ACD) rating to 3.111 for all student subgroups. ACD is an internal measure used by the Charter School to ensure that students are constantly being assigned rigorous, college-preparatory core courses. This indicator moves on a scale from 1 (non-college-preparatory elective courses) to 4 (AP and Honors courses), and allows students, parents,

and teachers to evaluate the rigor of courses offered. Much like utilization, this internal measure allows the Charter School to ensure academic growth in students on indicators of work completion and rigor. For this metric, OFL-William S. Hart surpassed the goal of increasing the ACD to 3.111 for all students and all student subgroups (see Table 14).

Table 13: Utilization Rates

| | 2015-16 Metric Goals | 2015-16 Metric Actuals | Met or Did Not Meet |
|---------------------|----------------------|------------------------|---------------------|
| All Students | 86% | 88.21% | Met Goal |
| English Learners | 80% | 86.01% | Met Goal |
| Foster Students | 80% | 85.11% | Met Goal |
| Low-Income Students | 86% | 86.58% | Met Goal |

Table 14: Average Course Difficulty

| | 2015-16 Metric Goals | 2015-16 Metric Actuals | Met or Did Not Meet |
|---------------------|----------------------|------------------------|---------------------|
| All Students | 3.111 | 3.36 | Met Goal |
| English Learners | 3.111 | 3.29 | Met Goal |
| Foster Students | 3.111 | 3.39 | Met Goal |
| Low-Income Students | 3.111 | 3.37 | Met Goal |

E. Internal Success Rates

Program success is measured by tracking data to determine whether students graduate, continue with the charter, transfer to another school, receive their GED, or are non-completers. The Charter School considers students that graduate or stay engaged in school as part of the success rate. Table 15 includes internal success rates for all the Charter School's students from SY2012-13 to SY2015-16. The Charter School's goal is to attain an 80% success rate and an analysis of this data shows that on average over 93% of students successfully became re-engaged in their academic endeavor throughout the last charter term. Most importantly, the percentage of students that enroll in the Charter School and then transfer to another school has increased in this four-year timespan, from 76% to 79%. This metric indicates that the Charter School is accomplishing its mission in providing a safe and productive learning environment for students, allowing them to focus on their studies, recover course credits, and return to their school of choice.

Table 15: Success Rates for All Students for SY2012-13 to 2015-16

| School Year | Continued with other School | Continued at the Charter School | Graduated from the Charter School | Overall Success Rate |
|---|-----------------------------|---------------------------------|-----------------------------------|----------------------|
| 2012-13 | 76.44% | 9.41% | 6.07% | 91.92% |
| 2013-14 | 74.04% | 19.39% | 2.57% | 96.00% |
| 2014-15 | 75.43% | 14.17% | 3.96% | 93.56% |
| 2015-16 | 78.54% | 10.90% | 3.01% | 92.45% |
| OFL-William S. Hart Overall Success Rate (Four-Year Average) | | | | 93.48% |

**Internal data as of August 5, 2016*

Table 16 displays an in-depth look at success rates for 12th grade students during SY2012-13 to SY2015-16, which had an average success rate of over 88%. This data highlights the Charter School's dedication to helping reduce the barriers that at-risk youth encounter on their path to graduation and success.

Table 16: Success Rates for All 12th Grade Students for SY2012-13 to 2015-16

| School Year | Continued with other School | Continued at the Charter School | Graduated from the Charter School | Overall Success Rate |
|---|-----------------------------|---------------------------------|-----------------------------------|----------------------|
| 2012-13 | 72.26% | 1.72% | 19.98% | 93.96% |
| 2013-14 | 54.20% | 12.91% | 23.12% | 90.23% |
| 2014-15 | 50.24% | 7.28% | 27.06% | 84.58% |
| 2015-16 | 64.54% | 4.67% | 16.64% | 85.85% |
| OFL-William S. Hart Overall Success Rate (Four-Year Average) | | | | 88.66% |

**Internal data as of August 5, 2016*

To address the decline in 12th Grade Overall Success Rates, the Charter School's administration and staff have reviewed data, including student surveys, to create a plan of action. Some of the changes include offering a Student Seminar class as one of the first classes offered to all new students. The Charter School believes that students are more likely to succeed academically when they are in a caring and supportive learning community, and the Student Seminar course prepares students for the Charter School's instructional delivery model and equips them with the skills needed to meet the social and academic challenges they may encounter at the Charter School. By giving students time to adjust to the Charter School's culture and expectations, students become better prepared for their coursework and more academically-motivated. The rapport and support network students develop with the Charter School's teachers and staff members during the Student Seminar course allows students to feel more comfortable in the program and encourages them to ask questions or seek help as they work towards graduation. Additional changes include adding additional mathematics courses and hiring course specific Instructional Coaches.

F. Analysis of Evidence for Charter Renewal

A charter must meet its goal in increasing pupil achievement in order to meet the requirements for charter renewal. While past charter renewals were linked to API results, the transition to new statewide testing and a pending academic accountability system have resulted in limited API data during this charter renewal term. Nevertheless, as stated per Education Code 52052, alternative measures that show increases in pupil achievement for all subgroups may be used as additional charter renewal criteria when API data is unavailable. In addition, Education Code Section 47607(a)(3) states that the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school, defined as "a numerically significant pupil subgroup," as the most important factor in determining whether to grant a charter renewal.

As detailed in this section, the Charter School has shown an increase in pupil academic achievement through "alternative measures" pursuant to Education Code Section 52052. Alternative measures presented in the charter renewal include external and internal data. External data consist of available Academic Performance Index results, state standardized test results, and the CCSA AARC and Similar Students Measure. In addition, internal data consists of SY2015-16 LCAP goals attained and yearly student success rates during the charter term. This data highlights the ability of the OFL high-quality educational model in helping at-risk youth overcome barriers in their life and achieve academic and social success. Historically, the Charter School has served students that are at least one-year behind in high school credits. The data described above shows that the Charter School is highly successful at re-engaging at-risk students. The external and internal data presented in this renewal serve as documentation confirming that the Charter School has met and exceeded the statutory criteria required for renewal as set forth in

Education Code Section 47607 and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Element A: Description of Educational Program

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

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

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

A. Opportunities For Learning Public Charter Schools Mission

OFL-WSH creates an educational choice for all students. The OFL-WSH staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality.

B. Students Served

The Charter School serves students in grades 7-12, ages 13-22, currently existing outside traditional public schools, through a guided, personalized learning system. Due to the nature of the program, there is a not a projected number of students per classroom; however, Guided Independent Study teachers work with up to eight students every hour, and students meet with their core teacher on-site a minimum of two hours per week. Students also have access to content-specific instruction, should they require additional instructional supports, on an as-needed basis. On average, students complete four to six hours of academic work per day through independent academic work and direct small group instruction.

The Charter School’s primary student demographic is students who have dropped out of—or are at risk of dropping out of—high school. As seen in Table A.1, from SY2012-13 to SY2015-16 there has been an increase in students that have enrolled in the program due to credit recovery, 42% to 62%. These students may include, among others, single parents without childcare, expectant mothers, individuals in the juvenile justice system, truants, foster care students, homeless students, and pupils with extended, unexcused, and unexplained absences (i.e. for more than twenty days), students with behavioral problems, students that have been expelled, and students with an Individualized Educational Program or Section 504. Table A.2 provides the Charter School’s student demographic data for the 2015-16 academic year.

Table A.1: Credit Recovery Enrollment for SY2012-13 to SY2015-16, Internal Data

| School Year | Reason Enrolled - Credit Recovery |
|-------------|-----------------------------------|
| 2012-13 | 42% |
| 2013-14 | 56% |
| 2014-15 | 61% |
| 2015-16 | 62% |

Table A.2: OFL-Williams S. Hart Student Demographics for SY2015-16¹⁰

| Race and Ethnicity | Total % |
|-----------------------------|---------|
| Hispanic or Latino | 50.2% |
| Asian | 0.7% |
| African American or Black | 13.3% |
| White | 25.1% |
| Two or more | 8.4% |
| Subgroup | Total % |
| Free and Reduced-Price Meal | 74.1% |
| English Learners | 7.5% |

To serve its students according to their schedules, the Charter School's resource centers are open at least 240 days a year and easily accessible by public transportation. Both these factors make the Charter School convenient for a student population that wishes to graduate from high school and pursue post-secondary opportunities, but cannot accommodate the rigid structure of traditional educational models.

The Charter School enrolls students from throughout the District; furthermore, students from outside the District may enroll in the Charter School. Students transferring into the Charter School may be referred by:

- School Administrators, District Personnel, or County Personnel
- Court or Judicial System Referrals
- Social Service or Community Agencies
- Self-referral
- Word of mouth (often from students and siblings already attending the Charter School), and
- Expulsion Committees.

Nothing in this section precludes the Charter School from offering summer school in a traditional educational program or in an independent study educational program serving grades 7-12..

C. Alternative Schools Accountability Model

The Charter School is dedicated to serving high-risk pupils and the Charter School will apply to participate in the Alternative Schools Accountability Model (ASAM).

¹⁰ Education Data Partnership. (2017). Demographics for Opportunities For Learning-Santa Clarita SY2015-16. Retrieved from: <http://www.ed-data.org/school/Los-Angeles/William-S.-Hart-Union-High/Opportunities-for-Learning---Santa-Clarita>

D. Attendance

To better serve our students' needs, the school operates from 8:00 A.M to 5:00 P.M, Monday through Friday. The resource center is open year-round and offers a minimum of 240 instructional days per year.

The average daily attendance (ADA) guidelines to which the Charter School adheres to are defined in 5 CCR Section 11960 which states that attendance in charter schools occurs when "charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools."¹¹ Therefore, record-keeping requirements for the Charter School include pupil work-product completed, as opposed to a physical presence in class. This formula fits the Charter School best since the flexible nature of the education program allows students to complete assignments on their own time and allows them to fulfill outside-of-school responsibilities, such as work or parenting, while at the same time allocates funding for the Charter School for providing instruction to the students.

E. Educational Philosophy

OFL believes that an educated person in the 21st century is a lifelong learner who possesses the skills necessary to contribute meaningfully to society at-large. These skills may be academic (i.e. the ability to read and analyze grade-level text, to communicate with different audiences using oral and written language, to use math to solve everyday problems, to understand the scientific method, and how science impacts daily life) or more life-oriented (i.e. the ability to take initiative and direct oneself, adapt to and be flexible toward new situations, show leadership and take responsibility, and be productive and accountable for work product). By promoting life skills while teaching academic skills, the Charter School gives students the capacity to succeed in school and the character traits necessary to thrive in a post-secondary classroom or work environment.

F. Description of How Learning Best Occurs

1. Educational Program

The Charter School 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. The Charter School supports the target population'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.¹² The Charter School provides an education that also increases the students' options upon graduation for either post-secondary learning or entering the professional market, thus positively impacting the community.

In a 2010 study, Dr. James S. Catterall of UCLA found that the dropout recovery work of OFL and its sister network of public charter schools, Options For Youth, had a societal economic benefit of 3 to 1.

¹¹<https://govt.westlaw.com/calregs/Document/I033F9B50161511E188F0AE044CEF5977?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29>

¹² Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and K.B. Schellinger. 2011. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432

Meaning, that for every one dollar invested in the program there would be an estimated \$3.00 returned in societal benefits.¹³

The paramount goals of the Charter School are: (i) to offer students a comprehensive learning experience under Common Core State Standards (CCSS); (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, and lifelong learners.

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

- Small school size
- High levels of personalization
- High academic expectations
- Counseling services
- Parental engagement
- Extended hours, and
- Competent personnel.

The educational program is designed so that students work within an environment in which they learn best, thereby avoiding boredom and frustration. Many high-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. The students then become overwhelmed trying to effectively manage their time for each course (Levin, 2007)¹⁴. Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Therefore, the Charter School’s students, on average, work on just two or three courses at a time, allowing them to focus their attention and progress through these courses at a faster pace. Through the use of standards-based assignments that can be completed in a few days, students receive the 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.

a) Sample Student and Teacher Schedules

Due to the uniqueness of the program, it is often difficult to envision the structure of the model and how the flow of the school day and calendar operates. The OFL model is best understood when one can see it in action. Provided below are three sample student schedules that give an idea as to how the program can be individualized to each students’ need. In addition to the

¹³ Catterall, J. S. (2011). The societal benefits and costs of school dropout recovery. *Education Research International*, 2011.

¹⁴ Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children* (Vol. 9). New York: Teachers College, Columbia University.

schedules listed below, students may enroll in leadership and career development electives or other Direct Instruction courses (e.g. science, math, or English) for portions of the semester. Following the student schedule samples, a teacher sample schedule is provided.

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 DI classes and tutoring. These courses are in addition to the one-on-one student/teacher appointments required of all students. Student One has some family responsibilities, but does not hold a full-time job and is not parenting.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|--|--|--|--|--|
| 8:30-9:30: one-on-one appointment with teacher | 8:30-9:30: Monthly meeting with Student Advisor | 8:30-9:30: one- on-one appointment with teacher | 8:30-10:00: Math tutoring | | 9:00-2:00: Optional math tutoring (required if a unit of math has not been completed for the month) |
| 10:00- 12:00: Algebra DI class | 10:00-12:00: 10th grade English DI class | 10:00-12:00: Algebra DI class | 10:00-12:00: 10th Grade English DI class | 12:00-1:00: Leadership opportunity | |
| 2-4 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | 2-4 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | 2-4 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | 2-4 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | 4-6 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | |

Student Two is a 19-year-old, 12th-grader who scored at grade level on the initial math benchmark assessment and above grade level on the English benchmark assessment. Student Two has an eight-month-old child for whom she only has two days of childcare per week. Student Two has been primarily assigned to guided, independent study classes as well as an online AP English class. As a senior, postsecondary planning is important to Student Two, and she was assigned to a Senior Seminar, which maximizes her available hours at the school site.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|--|-------------------------------|---|----------|
| 4-6 hours of independent academic work offsite (e.g. Student Activity Workbook, online | 10:00-11:00: Monthly meeting with Student Advisor (college and career focus) | 4-6 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | 9:00-11:00: Senior Seminar | 9:00-2:00: Community service fieldtrip (once or twice during the school year) | |

Element A: Description of Educational Program

| | | | | | |
|---------------------|---|--|---|--|--|
| class, or projects) | | | | | |
| | 11:00-12:00: one-on-one appointment with teacher | | 11:00-12:00: one-on-one appointment with teacher | | |
| | 1:00-3:00: AP English DI course | | 1:00-3:00: AP English DI course | | |

Student Three is an 18-year-old, 11th grader who scored at grade level on the initial math and English benchmark assessments. Student Three works to help support his family; however, conversations between the student and his parents, teacher, and employer have resulted in Student Three receiving an extended lunch hour to allow for school attendance. This extra time helps Student Three achieve his goal of high school graduation.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|--|--|--------|--|
| 4-6 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | 12:30-1:30: one-on-one appointment with teacher | 4-6 hours of independent academic work offsite (e.g. Student Activity Workbook, online class, or projects) | 12:30-1:30: one-on-one appointment with teacher | | 9:00-2:00: Optional English tutoring |
| | 2:00-4:00: English Foundations (DI class) | | 2:00-4:00: English Foundations (DI class) | | |

Sample Teacher Schedule:

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|--|--|---|--|
| 8:00-11:00: 2 student appointments (90 minutes each) | 8:00-10:00: Direct Instruction Class | 8:00-11:00: 2 student appointments (90 minutes each) | 8:00-10:00: Direct Instruction Class | 8:00-10:00: PLC meeting | Option to teach Saturday school as needed by students. |
| 11:00 – 12:00: PLC meeting with content- area group | 10:00-12:00: Direct Instruction Class | 11:00 – 12:00: PLC meeting with content- area group | 10:00-12:00: Direct Instruction Class | 10:00-12:00: Individual student tutoring | |
| 12:00-1:00: Lunch | 12:00-1:00: Lunch | 12:00-1:00: Lunch | 12:00-1:00: Lunch | 12:00-1:00: Lunch | |
| 1:00-3:00: Direct Instruction class | 1:00-2:30: Prep, individual student tutoring, new student | 1:00-3:00: Direct Instruction class | 1:00-2:30: Prep, individual student tutoring, new student | 1:00-2:00: Learning center staff meeting | |

| | | | | | |
|---|---------------------------------------|---|---------------------------------------|---|--|
| | orientations, etc. | | orientations, etc. | | |
| 3:00-4:00: Prep, individual student tutoring, new student orientations, etc. | 2:30-4:00: Student appointments | 3:00-4:00: Prep, individual student tutoring, new student orientations, etc. | 2:30-4:00: Student appointments | 2:00-4:00: Prep, individual student tutoring, new student orientations, etc. | |

2. Curriculum and Instructional Design

The Charter School endeavors to move its students away from a conventional seat-time educational delivery system by providing students the opportunity to complete academic work and credits through a variety of means, including, but not limited to, tutoring, Direct Instruction, and personalized learning. The Charter School is defined as a non-classroom based program and complies with Education Code Sections 51745 et seq., the regulations implementing those sections, and the number of minutes required by Education Code Section 47612.5(a) for such a program.

In accordance with the intent of the state legislature, the Charter School shall also be a forum for piloting and implementing new instructional methodologies and curricular materials, using current research to guide our decision making. To that end, 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.

a) Curriculum

Curriculum is based on the California Curriculum Frameworks and State Content Standards, fully supporting CCSS. Science courses are being amended to meet the Next Generation Science Standards. Curriculum focuses on instructional delivery covering core knowledge to ensure that students receive a strong foundation of essential skills so that they can reach proficiency or above in all core content areas, as evidenced through the California Assessment of Student Performance and Progress (CAASPP) assessment system.

Curriculum offerings include various levels of English, math, science, social studies, physical education, health, art, music, and other subjects. In addition, advanced courses and electives are available for those students who desire to engage in more challenging opportunities beyond the core subject areas (see course listings in Exhibit F: Student/Parent Handbook). To match the individual student's level of prior knowledge and motivation, these rigorous courses are differentiated in various ways and presented in a language and format that are readily comprehensible. Courses are designed to provide structured learning and individualized support for students who may not readily experience success as indicated by mandated standardized assessments. Standard coursework is framed around the University of California/California State University (UC/CSU) A-G approved courses, and electives are available for students pursuing a college-preparatory curriculum.

(1) Early College Program

As part of the comprehensive curricular offerings at the Charter School, students have access to an Early College Program that will allow them to earn college credits while working toward their high school diploma. While this program is new to OFL, the program is growing rapidly and is furthering our ability 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.

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

(2) Career Technical Education

Students will also have access to Career and Technical Education (CTE) coursework. While this program is relatively new to OFL, the program is growing rapidly and is furthering our ability to help students re-engage in their education, determine careers they may choose to pursue in the future, and make community connections.

CTE is an educational program that specializes in 15 different industry sectors including skilled trades, applied arts and sciences, modern technologies, and career preparation. In developing these program pathways, a key element 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 or enter into their careers.

A component of our programs includes opportunities for students to participate in dual enrollment with local community colleges, a vital indicator of college and career preparedness, giving students a head-start in earning their degrees. Our CTE programs provide students with opportunities to gain work experience through internships, work-based learning, and industry certification opportunities.

b) 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.

c) Transferability of High School Credit

The Charter School is accredited by the Western Association of Schools and Colleges (WASC). WASC Accreditation allows for courses offered by the Charter School to be transferable to other public high schools, including the District's schools. Additionally, courses approved by the UC/CSU as creditable under the A-G admissions criteria may be considered to meet college entrance requirements. 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 the enrollment meetings, in newsletters, and in the student handbook.

d) Instructional Design

The Charter School's instructional design creates a system and process for students to continually improve their academic performance, practice responsibility by regularly attending their learning sessions, and develop positive attitudes about learning and school. Students participate in an instructional system that incorporates personalized support from highly-qualified, fully-credentialed teachers in all core academic subject areas including foreign language and visual and performing arts. In a manner consistent with charter school law, the Charter School may employ any instructional modality that will produce optimal educational outcomes. Overall, the instructional design of the program includes, but is not limited to: Individualized Learning Plans; Direct Instruction; Focused Learning and Subject Matter Concentration; Guided Personalized Learning; Targeted Intervention; Online Learning; Experiential Learning; Career and Technical Education, Early College Program, Summer School; and Parental Involvement.

(1) Individualized Learning Plan

In addition to having consistent contact with specific, subject-matter teachers and support staff, each student of the Charter School is assigned to a teacher with whom they meet at least twice per week. Students, parents, the assigned teacher, and a student advisor meet to create an Individualized Learning Plan (ILP) that meets the academic needs of the student and accommodates their responsibilities outside of school. A copy of the ILP is provided in Exhibit G. The ILP is tailored to fit each student's ability and learning level, and students are monitored weekly by their assigned teacher to ensure progress. Appointments with student advisors are customized for the individual student's post-secondary goals, and support may include coaching towards graduation, skills inventories, research into college and vocational options, resume writing, job applications, scholarship applications, and college and financial

aid applications. Also, students are provided supplementary and support services to address impediments to advancement. The frequent, one-on-one interaction between students and teachers make it possible for barriers in a student's life to be discovered and addressed early, ensuring minimal disruption to student goals.

The ILP include strategies, practices, and content to inform and encourage students both academically and socially. For example, many students who are credit-deficient do not understand how far behind in credits they are, nor have they ever been given the chance to keep track of their credit-earning potential or the credits they have earned for graduation. Students setting their own graduation date targets and keeping track of their progress as they work towards that target date are invaluable motivational tools and life skills that promote continued success. Additionally, ILPs help students explore career options and develop skills that lead to post-secondary success, which may include behavior and character development.

Above all, ILPs are vital to the Charter School's educational program since they develop and utilize strong teacher-student relationships, which have been shown to increase academic achievement and improve social-emotional adjustment for low-income youth.¹⁵ Social-emotional development is critical, and a recent analysis by the Center for Benefit-Cost Analysis at Teacher's College found that there was a positive association between social-emotional skills and academic achievement.¹⁶ Moreover, the authors underscore the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects.¹⁷ Furthermore, research has shown that positive one-on-one interactions between students and adults have been documented to reduce students' feelings of alienation in school as well as move high-risk students toward their graduation goals and beyond.^{18 19}

(2) Guided Personalized Learning

The guided personalized learning format permits each student to tailor his or her work pace to meet their personal needs and goals. Students are encouraged to complete a set number of assignments per week and to attend regular appointments for assistance and assessment. Each student is required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). Each student will sign a Student Master Agreement which outlines the terms for the student to remain enrolled in the program. Per the Student Master Agreement for independent study, these appointments occur at least bi-weekly; however, students are required to attend as often as needed to ensure they are making satisfactory progress (see Exhibit H: Student Master Agreement). This format provides students with a structured schedule and process that promotes good work habits and encourages personal accountability and satisfaction. The guided personalized learning model also provides the teachers an opportunity to evaluate and provide feedback on student work at least twice each week, or more frequently at the teacher's discretion, in

¹⁵ Murray, C., & Malmgren, K. (2005). Implementing a teacher-student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology, 43*(2), 137-152

¹⁶ Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning.

¹⁷ Ibid.

¹⁸ Brush, C., & Jones, B. (2002). Student voices: Why school works for alternative high school students. *Salem, OR: Oregon Department of Education, 629-640.*

¹⁹ Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological inquiry, 71*(2), 241-255.

order to intervene in a timely manner should problems arise. Teachers and other support staff (which includes tutors, center coordinators, coaches for English Learners, the Special Education Department and assigned aides, and student advisors) are able to collectively support and coach students towards their individual goals while encouraging students to focus on areas of growth. Guided personalized learning is a proven formula for accelerated and successful learning.

(3) Focused Learning and Subject Matter Concentration

Students work on one to three courses at a time. This allows students time to focus on specific subjects and skills as well as permit for greater depth of learning in each subject area. This focused approach enables students to master content thoroughly, complete a course more quickly than in a traditional semester system, and acquire regular and timely feedback from teachers; all these factors contribute to increased motivation. Moreover, the relationship between teacher and student in this approach supports the growth and development of individualized study habits.

(4) Targeted Intervention

Personal issues or logistical problems may sometimes hinder students from completing coursework. The system of personalized learning between the teacher and student make it possible for such issues to be uncovered at the beginning stages and enables effective and timely student interventions. The propensity for success is greatly increased when students are matched with a caring teacher and other supportive school staff. When the students experience unusual economic or personal hardship, the Charter School staff may consult with local government, health, and charitable entities in an attempt to ensure that the student receives the necessary support.

Academic interventions utilized include peer tutoring and peer mentoring, study groups for high-risk students, study skills classes, teachers providing positive reinforcement of incremental student behavior improvements, support with transportation, meetings with school psychologists, and collaborative meetings between teachers, support staff, parents, and students that result in student contracts.

(5) Direct Instruction

Direct instruction (DI) allows students to complete a course taught by a single-subject credentialed teacher in a small learning lab of 10-15 students. In the traditional classroom, teachers can have up to 40 students in one block period, which discourages one-to-one interactions between students and teachers. OFL-William S. Hart students can take small group courses twice a week in two- to four-hour blocks for 10 to 14 weeks each. Direct instruction teachers are trained in current, research-based teaching practices that effectively engage students. This learning format is offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum, and gain additional support at the school site.

(6) Online Learning

To provide students an alternative method of accessing the curriculum, selected curriculum is offered through our online program using the Apex Learning platform. The online program offers students interactive, mastery-based lessons in English, math, science, social science, foreign language, and many elective courses. The Charter School offers AP courses through the Apex Learning platform that is concurrently taught with the support DI. Courses are monitored and facilitated by credentialed and highly-qualified teachers who are skilled in providing instructional strategies specific to online learning. The online curriculum 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 student in Spanish, if necessary. A calendar located within the online classroom is used to assist the students with time management by providing assignment due dates as well as pacing guides.

(7) Experiential Learning

The Charter School believes that the best way to prepare students for college and careers is through meeting the whole student's needs. Thus, social-emotional learning through experiential activities and community service is embedded within the program. Expectations for experiential learning and community service include:

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

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 non-profits such as senior citizen homes, conservation organizations, and animal shelters.

One of the ways mastery of standards is accomplished is through off-campus trips and activities which expose the Charter School's students to various environments and aspects of society that they may otherwise not experience. For example, Rocky Mountain Pathways Ranch (RMPR), a non-profit organization located in Allenspark, Colorado on 56 acres near the edge of Rocky Mountain National Park, offers experiential learning camps in which students take over operations on an existing dude ranch. This enhances student learning by involving them in various ranch-oriented activities, which count towards community service credits. The RMPR program is designed to push students out of their comfort zone and into an area of personal growth and development. Students care for ranch animals and learn to saddle and ride horses. While on hikes, students are educated on the nature surrounding RMPR. Students also participate in team-building, leadership, and personal growth activities.

Additionally, Blackbird Farm, located in Northern California, promotes environmentalism, personal growth, and community involvement through various student programs. During ten day trips to the farm, students seed, plant, water, and harvest a garden, and use those same crops in Farm to Table classes, which provides immersive instruction in bread making, fruit preserving, and cheese making. These courses help students see where their food begins and learn how it ends up on their plate.

Lastly, students also have the opportunity for domestic and international travel. Students may visit Cal-State, University of California, and vocational and technical colleges throughout California on a College Tour. Students have the opportunity to travel to Washington DC, Cuba, Italy, or China. These trips allow students to learn more about the post-secondary options available to them, see the history and government of their own country first-hand, or become immersed in cultures and histories different from their own.

All experiential learning and community service programs are free to all OFL students.

(8) Extended Learning Time

The Charter School understands the importance of an extended school year and offers a minimum of 240 days of instruction annually. In addition, the Charter School works cooperatively with the District to offer summer school courses to students.

(9) Parental Involvement

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

Communication with parents takes place through regular phone calls from teachers, open houses each semester, quarterly newsletters, and progress reports. Student Advisors also hold meetings with parents and guardians to help guide them through post-secondary and financial aid options, as well as holding quarterly parent information meetings.

Parents may provide feedback to the Charter School via scheduled parental focus group meetings, the school's website www.emsofl.com, and number 626-921-8200, which is provided in the student handbook. The Charter School shall have a number of parent

information sessions scheduled throughout the year, including back to school nights, events at the Charter School, and LCAP informational meetings in both Spanish and English.

e) *Professional Development*

A study by Tyler and Lofstrom on programs designed to reduce high school dropout rates found that close mentoring and monitoring of students was a vital factor of successful programs.²⁰ As such, teachers are trained and expected to be vigilant in identifying logistical and/or personal issues that may be hindering students from making academic progress. The Charter School has partnered with the School Improvement Network to implement Edivate, an online, on-demand Professional Development platform for educators. Edivate is a customizable resource that provides educators with videos, lesson plans, and study guides to support their individual learning needs. In Edivate, educators can collaborate in a variety of settings between peers and within teams and groups easier, even across wide geographic distances, creating an environment where learning goals can be met. A few of the tools that educators have access to include Groups, Portfolios, and Observations. In Groups, peers create an environment where they work together to build capacity and share strategies and modeling that are crucial for learning. Resources are shared, feedback is given, and a community is created to support educators in their professional learning experience. Portfolios are created to organize educator learning and showcase evidence. This tool is used in conjunction with observations to help monitor educator success. Lastly, observation templates have been customized to meet the needs of our staff and are used as a tool to help administrators support their educators towards becoming as effective as possible. With these tools, the Charter School focuses on moving Instructional Staff from novice to mastery and have tangible impacts on student achievement.

The Charter School provides a variety of professional development activities so that student interventions are employed within the framework of goal-setting, accountability, and high expectations. Workshops for staff focus on maintaining high expectations for all students, regardless of circumstance, as well as providing intervention strategies for working with struggling students. Staff at resource centers with the highest population of socioeconomically disadvantaged and lower achieving students meet in Professional Learning Community (PLC) teams. The PLC teams work on designing asset-based strategies to increase CAASPP passage and graduation rates for students.

3. Students Performing Below Grade Level

The Charter School serves students who have experienced a great amount of school failure and often have gaps in skill development due to absences and/or ineffectual learning experiences. OFL-WSH provides interventions for students with below-grade-level reading and math scores on diagnostic learning assessments. These interventions include enrollment in remedial courses and access to tutors to help them learn or re-learn foundational skills that prepare them for grade-level courses. Remedial courses 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 as they matriculate through their ILP.

²⁰ Tyler, J. H., & Lofstrom, M. (2009). Finishing high school: Alternative pathways and dropout recovery. *The future of children*, 19(1), 77-103.

Absenteeism or the failure to complete coursework is quickly noticed by teachers during student appointments, and the Charter School's policy requires that teachers contact parents of minor students if they fail to complete coursework or fail to keep 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. The Charter School works to provide necessary supports 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 at the resource center may be scheduled for supplemental review and practice of the 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 helps to avoid the problem that students sometimes face in conventional public school, where the sheer number of courses itself leads to failure. In addition, this enables the students to maintain a connection with the program. Once broken, such a connection is often difficult to restore. By continuing with even one course, students are better able to regain the momentum needed to complete the coursework in full.

Every effort is made to encourage and support students to be successful. As part of this effort, teachers and staff determine whether there are logistical problems or personal issues that hinder students from completing their coursework. The personalized interaction between teachers and students makes it possible for such issues to be discovered at the early stages of the relationship. Support can then be provided to help the student have their basic needs met while at the same time working toward achieving the goals stated in the ILP.

4. Gifted and Talented and Students Achieving Above Grade Level

Academically high-achieving students are defined by the Charter School as those learners who, because of a natural proclivity for learning and a higher IQ, can accelerate their program of study. Such acceleration prevents student boredom thus avoiding disciplinary issues and poor performance. Accelerated study allows the learner 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. Because the program model allows for students to move through courses at a pace which aligns to their learning style, advanced and gifted students are often able to complete coursework at an accelerated rate and reach graduation requirements earlier than expected, or take additional courses to enhance their education prior to entering post-secondary learning environments. Through the flexibility of the individualized curriculum, the Charter School offers AP courses as well. The Charter School provides a catalog of courses that upon completion qualifies students for entrance into California four-year universities. The Charter School's individualized approach to curriculum, instruction, and pacing provides an optimal environment for gifted and talented and high-achieving students.

5. English Learner Services

The Charter School's annual goals for English Learners aligns with the eight state priorities and William S. Hart Union High School District's Strategic Plan by emphasizing rigor in reading and writing courses. The Charter School monitors student progress towards reclassification using the California English Language Development Test (CELDT) or any subsequent assessment of English proficiency, such as the English Language Proficiency Assessments for California (ELPAC), as certified by the State Board. In addition, the Charter School tracks its EL reclassification rate and follow a designated master plan (see Exhibit I: English Language Development Master Plan) to ensure continual improvement.

a) Student Enrollment and Initial Designation

Recognition of, and instructional support for, ELs begin upon enrollment and continues throughout the time a student is enrolled in the Charter School (see Exhibit I: English Language Development Master Plan). The Charter School administers the Home Language Survey upon a student's initial enrollment via an enrollment form. In addition, students are administered the CELDT within 90 calendar days from the date of enrollment.²¹ Once the CELDT is completed, the assessment department submits the answer document to the test vendor for scoring. If proficiency status is needed immediately for placement decisions, the assessment department provides unofficial local scoring results; however, the testing document is still submitted to the test vendor for official results. Test scores are only considered official when the test vendor returns the results to the Charter School.

Students are designated based on their overall CELDT results. Students who score at beginning, Early Intermediate, or Intermediate levels are identified as EL; students whose overall score is at Early Advanced or Advanced and who have not scored lower than intermediate in any domain (e.g. listening, speaking, reading, and writing) are identified as fluent English proficient (I-FEP). After designation, parents or guardians are notified of their child's assessment results and the recommended educational program. Parents or guardians are invited to a meeting to discuss the assessment results and are given the opportunity to apply for a waiver if they do not want their child to participate in sheltered English immersion instruction. Parents or guardians are required to file these waivers in person at the resource center, and they must be renewed annually.

b) Curriculum and Instruction

English Language Support Professionals (ELSPs), which include ELL Coaches, Regional ELL Coaches, and EL Specialists, assist in the development of independent study curriculum, DI curriculum, and instructional strategies (e.g. specially designed academic instruction in English ["SDAIE"]) designed to support the Charter School's ELs. The ELSPs use their expertise in second language acquisition to improve communication with all stakeholders, ensure the proper administration of the CELDT, and provide professional development that increases instruction effectiveness, student and staff engagement, and ensures compliance with State EL regulations and English Language Development (ELD) standards, including the introduction, implementation, and integration of Proficiency Level Descriptors in curriculum development and instructional trainings.

²¹ Implementation of the English Language Proficiency Assessments for California (ELPAC) is anticipated for spring 2018, and is scheduled to replace the CELDT in fall 2018.

In accordance with ELD standards, supports or modifications provided to students are not lower than the levels of achievement required to pass a course nor reduce the course's rigor. The ELD standards do not replace any Common Core State Standard for any subject.

ELs work from the same Student Activity Workbook (SAW) as English Only (EO) students; however, ELs receive additional language intensive instruction from ELSPs on a daily basis. Furthermore, the SAWS of ELs be supplemented by additional EL curriculum. ELs also have access to the same A-G curriculum as EO students, and scaffold support is provided by teachers and ELSPs whenever an EL is enrolled in any course at the Charter School.

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

Following the Charter School's education program model, all ELs are involved in the planning, implementation, and progression of their educational program. ELs who enroll in independent study courses work four to six hour per day at home and attend appointments with the instructor at the Charter School's resource center. Reading and writing are the primary focus of at-home, independent study, and ELs use instructor and ELST-informed ELD strategies to complete self-guided assignments per the student's ILP. In-school instruction emphasizes on speaking and listening skills and prioritize teacher-student interaction. In these sessions, ELs work closely with instructors and the ELST to complete performance tasks and receive feedback. The time spent working with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess process, and build on prior knowledge to improve understanding.

In addition to independent study courses, ELs are encouraged to enroll in the full breadth of courses offered by the Charter School. Online courses allow for adaptive scaffolds that adjust to meet the needs of the individual EL, and hybrid courses combine the adaptability of online courses with the level of student-teacher interaction and support found in independent study courses. Finally, ELs are encouraged to enroll in DI courses. These courses are designed to be inclusive of ELs, and provide them with multiple avenues for language development, including:

- Oral-language development and competency through peer interaction
- Explicit and contextualized vocabulary instruction, and
- Personalized lesson plans based on frequent assessment data.

It is important to note that the practices of simultaneous translation or the removal of ELs from the classroom for a separate translation of the instructional lesson is not permitted at the Charter School.

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

c) Reclassification

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

- Overall proficiency level of Early Advanced or Advanced and a minimum score of Intermediate in each domain
- Score of Basic or higher on district-adopted, standards-based ELA assessments or standards-based common final ELA exam
- A study by the Charter School’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, especially writing samples, and
 - Teacher evaluation
- Parent or guardian consultation and opinion.

To determine an EL’s reclassification eligibility, the ELST reviews the following:

- CELDT and/or ELPAC annual assessment results
- CAASPP scores
- Renaissance STAR Scores
- Student performance in terms of written and oral English language fluency according to provided rubrics and based upon observable student interaction with instructional staff, peers, and support staff, and
- Current course grades and academic disposition.

If the ELST deems an EL as not ready for reclassification, the student continues to be provided with targeted English language interventions. English Learners reclassified as Redesignated Fluent English Proficient (R-FEP) have demonstrated their ability to perform successfully in core academic areas without support from the ELST; however, the Charter School monitors all R-FEP

students for a minimum of two years, as required by State and Federal guidelines, and provide additional assistance, as needed. To ensure that R-FEP students are reaching and maintaining grade-level proficiency, each R-FEP student is monitored at the end of each reporting period. If an R-FEP student stalls or regresses, the ELST determines and provide appropriate interventions to the student.

The Charter School's ELs receive ELD instruction until they meet reclassification criteria; however, language development is a different journey for every student. English learners who have not met reclassification criteria by the beginning of their sixth year are considered Long-Term ELs (LTELs). To address the delay in language development, the Charter School will assemble a team consisting of the LTEL, the student's parent or legal guardian, a counselor, and an EL Specialist or a faculty member. This team will review the student's educational history, the amount and quality of ELD instruction the student has received, the number of years the student has spent in U.S. schools, and the student's socio-economic status. After considering these factors, along with current academic performance and assessment data, the team will devise a plan of action to help the LTEL meet reclassification criteria. The team will meet at least twice a year to discuss student progress and determine next steps.

Throughout the evaluation and reclassification process, parents or guardians are notified in their preferred language of the R-FEP procedure and updated on their student's progress. The Charter School's open-door policy provides flexible opportunities for parents or guardians to meet with members of the ELST, and assistance is provided to help parents or guardians make decisions about their student's academic support and identify any additional support needed at home.

d) Staffing

The Charter School meets the needs of ELs by recruiting, hiring, and training highly-qualified staff members who have the specialized knowledge required to teach ELs. To be eligible for an offer of employment or to continue in an existing EL assignment, the Charter School requires all teachers—including out-of-classroom teacher positions—to possess an appropriate authorization to teach ELs. The requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s) or by passing exams approved by the California Commission on Teacher Credentialing. An EL authorization allows the teacher to provide ELD and SDAIE instruction to ELs.

6. Services to Students with Disabilities

The Charter School 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.

The Charter School 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 the Charter School, and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

For the purposes of special education only, the District will serve as the Charter School's local education agency (LEA), and as such must take steps to ensure that all children 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 Programs (IEP"s) and in compliance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 *et seq.*) and all applicable State and Federal law (Cal. Ed. Code § 47646(a)).

For purposes of IDEA compliance only, the Charter School shall be deemed a public school of the District. The Charter School will seek a material revision to this Renewal Petition prior to establishing itself as its own LEA.

a) SELPA Representation

Once a charter has been granted LEA status with a SELPA, the Charter School understands that it shall represent itself at all SELPA meetings as an LEA.

b) Funding

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

c) Section 51745(c) and Independent Study

California Education Code Section 51745, subsection (c) states, "an individual with exceptional needs, as defined in Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation."²²

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

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

²² <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=51001-52000&file=51745-51749.6>

d) Services for Students under the IDEA

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

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

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

Based on performance evidence of students in schools using the Charter School's model, the majority of special education students are likely to be classified as non-severe, which means that most disabilities are categorized as Other Health Impaired, Specific Learning Disability, or Emotionally Disturbed, and require less than 50 percent of the school day receiving special education services. Regardless, the Charter School ensures that a full continuum of services based upon a student's IEP goals and objectives are provided.

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

e) Staffing

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

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

Specific professional development for identifying, supporting, and evaluating the progress of special education students will be provided by the Charter School and include Response to Intervention (RtI), Individualized Transition Planning, and Behavioral Intervention Planning.

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

f) Notification and Coordination

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

g) 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. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent or guardian consent to assess the Charter School’s students.

h) Identification and Referral

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

The Charter School will follow District and SELPA Child Find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a FAPE to the student in question.

Child Find is conducted through SST meetings, the RtI process, case management meetings, and/or teacher or parent referrals. Several sources for referral exist. Every student who wishes to enroll in the Charter School will take a placement exam to assist with developing the student’s learning plan. Should a student score low in the placement assessment, interventions and

additional supports will be provided. The student will be monitored for additional action if necessary.

If the student fails to progress through the three tiers of RtI, an assessment is conducted in all areas of suspected disability by qualified professionals per the IDEA. An assessment report is developed, and parents receive a copy of the report. The assessment report is shared at the IEP team meeting, and the team members determine whether or not the student is eligible. To be eligible, the student must have one of thirteen qualifying disabilities, and the disabilities must be impacting educational performance. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (Education Code Part 30, Chapter 4, Article 1, Section 56303). If a student is deemed eligible, the SST develops goals and objectives that guide the student's education at the Charter School. Parents and teachers may refer their child to the SST process. Should a parent, teacher, or student request an initial assessment for special education services, the Charter School shall comply and complete the request adhering to timelines.

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

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.

The Charter School understands that students are diverse learners with a range of instructional needs. An important factor in empowering all learners to achieve involves establishing a culture of high academic expectations within a safe and orderly environment for students, parents, and staff. This culture will be created throughout the Charter School by teachers treating students respectfully and genuinely displaying care and concern. The Charter School will view student learning as an adult responsibility and pledge that all students will succeed.

The Charter School will create a culture of high expectations for students, which includes teaching strategies that develop high level thinking strategies, engaging students in authentic tasks, and creating high functioning learning environments. Teachers that provide meaningful and actionable feedback regularly assist students in identifying areas for improvement and motivate them towards high achievement. Similarly, teachers create learning experiences to scaffold students into the expected outcomes.

Further, the Charter School believes that if a student hasn't learned through the instruction provided by the classroom teacher, then instruction must be adjusted. The educational program is structured in such a way that proactive strategies are in place for early identification of students high-risk of academic failure. The first step involves a careful analysis of disaggregated

achievement data to identify students who are achieving below proficiency as determined by State assessment results.

i) IEP Meetings

The Charter School 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. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: an administrative designee with appropriate administrative authority as required by the IDEA, the student's parent or guardian, the student's special education teacher, any other related service provider, the student's general education teacher, the student, if appropriate, and other Charter School representatives who are knowledgeable about the regular education program at the Charter School 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.

j) IEP Development

The Charter School 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 the Charter School in accordance with the policies, procedures, and requirements of Federal law, State law, and District and SELPA policies.

k) IEP Implementation

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

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

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

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

Should a student decide to transfer out of the Charter School and either return to their district of residence or another school, the school records, a summary of progress towards IEP goals, up-to-date documentation of work completed including course credits and the IEP records will be transferred to the new school upon a request for records.

m) Non-Discrimination

It is understood and agreed that all students will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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.

n) Parent or Guardian Concerns and Complaints

The Charter School shall follow State, District, and SELPA policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents or guardians regarding related services and rights, and the authorizing District will be notified of any formal complaints. The Charter School's designated representative shall investigate, respond to, and address the parent or guardian concern or complaint consistent with District policies.

o) Due Process Hearings

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

p) Special Education Program

The special education teacher and other related-services providers maintain communication with the general education teacher, student, and parent to ensure the student is progressing both in their IEP and ILP goals. The general education teacher, special education teacher, and other related-services provider, will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student will meet with the special education teacher and/or related-services provider at the Charter School's resource center based upon a specified

appointment time. Additionally, the school psychologist and special education teacher monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education teacher collects and monitors the student's data to assist with analyzing the effectiveness of the interventions and to determine additional action when needed.

For students receiving specialized academic instruction, the special education teacher will use the Charter School's curriculum to address the goals and objectives written in the student's IEP. Based upon the student's needs, services will be provided individually, in a small group (two or three students) pull-out model, or in DI through a collaboration model.

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

Annual IEP meetings and triennial IEP meetings are scheduled with the parent, special education staff, general education staff, and an administrative designee to ensure that everyone has meaningful participation in the IEP process. The student's case manager—identified on the IEP—is responsible for monitoring the provision of all primary and related services. The case manager assures that all service providers submit progress reports towards goals and objectives at the required reporting periods. Quarterly progress reports are provided to the parent and student to communicate the student's progress towards meeting their IEP goals. The special education staff tracks special education student performance and provides yearly summaries for the entire special education program at the Charter School. 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 the Charter School, graduation rates, and State standardized test results. For students who were previously identified as special education students but are no longer eligible for services, additional support is offered 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.

All students, general education and special education, will be given a student planner upon enrollment. The planner includes a monthly schedule of available appointment times and additional support schedules. It also provides documents on college information, tips on preparing for graduation, study skills and strategies, online class options, and a list of community resources. The students will be expected to maintain their planning guide, course information, and other educational planning documents in the Student Planner. In order to record their

progress and assist with communication between home and school, the students will bring their planner to their appointments.

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

In the event that a student transfers out of the Charter School, the Charter School will forward student files—including special education files—to the school, district, or county requesting the student files within required records request timelines.

q) Section 504 and the Americans with Disabilities Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodation by the Charter School.

r) Section 504 Determination

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

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

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

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

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

G. State Priorities

In accordance with California Education Code 47606.5, the Charter School complies with all elements of the LCAP pursuant to regulations and templates adopted by the California State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter term. The Charter School shall submit the LCAP to the District annually on or before July 1 of each year, as required by California Education Code 47604.33.

The Charter School's LCAP goals align to address the eight state priorities and any local priorities, as seen in Table A.3 below:

Table A.3: LCAP Goals and Eight State Priorities

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| State Priority One: Basic Services | |
| The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully-credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119) and school facilities are maintained in good repair (E.C. §17002(d)). | |
| LCAP Goals 1, 2, 3, & 4 address this state priority | |
| Subpriority A—Teachers | |
| Goal(s) to Achieve | A pool of CTE credentialed staff will be established. |
| Subpriority | Content-specific Instructional Coaches will be available to teachers. |
| Action(s) to Achieve Goal | Maintenance, retention, recruitment, and development of instructional staff. |
| Method(s) of Measurement | A. Teacher credentials B. Sign-in sheets for professional development C. Teacher surveys |
| Subpriority B—Instructional Materials | |

Element A: Description of Educational Program

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| Goal(s) to Achieve Subpriority | Three new math courses will be added to the course catalog. |
| Action(s) to Achieve Goal | Additional student resources, including standards-aligned instructional material will be offered. |
| Method(s) of Measurement | Curriculum is CCSS aligned |
| Subpriority C—Facilities | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| State Priority Two: Implementation of Common Core State Standards Implementation of Common Core State Standards, including how English Learners (ELs) will be enabled to gain academic content knowledge and English language proficiency. | |
| LCAP Goals 3 & 4 address this state priority | |
| Subpriority A—Common Core State Standards Implementation | |
| Goal(s) to Achieve Subpriority | Standards-aligned CTE coursework will be made available to students. |
| Action(s) to Achieve Goal | Additional student resources, including standards-aligned CTE instructional material will be offered. |
| Method(s) of Measurement | Curriculum is CCSS aligned |
| Subpriority B—English Learners & Academic Content Knowledge | |
| Goal(s) to Achieve Subpriority | English Learners will be offered additional specialized instruction to move toward reclassification. |
| Action(s) to Achieve Goal | Additional student resources, including standards-aligned instructional material that supports English Learners, will be offered. |
| Method(s) of Measurement | Reclassification rate |
| Subpriority C—English Learners and English Language Proficiency | |
| Goal(s) to Achieve Subpriority | 10% of English Language Learners eligible for reclassification will be reclassified. |
| Action(s) to Achieve Goal | Additional student resources, including standards-aligned instructional material that supports English Learners will be offered. |
| Method(s) of Measurement | Reclassification rate |
| State Priority Three: Parental Involvement Parental involvement, including efforts to seek parent input for making decisions for schools and how the school promote parent participation | |
| LCAP Goals 1, 2, 3, & 4 address this state priority | |
| Subpriority A—Achieving and Maintaining Parental Involvement | |
| Goal(s) to Achieve Subpriority | Parents will be invited to participate in focus group meetings. |
| Action(s) to Achieve Goal | Use multiple modalities to contact parents. |
| Method(s) of Measurement | A. Focus group meeting sign-in sheets |
| | B. Parent surveys |
| Subpriority B—Promoting Parent Participation | |
| Goal(s) to Achieve Subpriority | Parent and student surveys and focus groups will be made available to establish CTE pathways. |
| Action(s) to Achieve Goal | Use multiple modalities to contact parents and students. |
| Method(s) of Measurement | A. Focus group meeting sign-in sheets |
| | B. Parent survey |
| State Priority Four: Student Achievement Pupil achievement, as measured by all of the following, as applicable: A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements or career technical education (CTE) | |

Element A: Description of Educational Program

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| D. Percentage of English Learners who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. English Learner reclassification rate F. Percentage of pupils who have passed an Advanced Placement (AP) exam with a score of three or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) (E.C. §99300 et seq.) or any subsequent assessment of college preparedness | |
| LCAP Goals 1, 3, & 4 address this state priority | |
| Subpriority A—CAASPP: ELA/Literacy and Mathematics | |
| Goal(s) to Achieve Subpriority | Smarter Balanced assessment scores in math will be increased for CBEDS students (including each individual subgroup) by at least 1%. 50% of students who take at least two Renaissance STAR assessments and have a Student Growth Percentile (SGP) reported will earn a SGP of 35 or higher. |
| Actions to Achieve Goal | Maintenance, retention, recruitment, and development of instructional staff. Teachers will be equipped to provide individualized instruction through access to content-specific Instructional Coaches. |
| Method(s) of Measurement | A. Renaissance STAR B. CAASPP |
| Subpriority B—API | |
| Goal(s) to Achieve Subpriority | API is no longer applicable. |
| Subpriority C—UC/CSU Course Requirements or Career Technical Education | |
| Goal(s) to Achieve Subpriority | A baseline will be developed for student participation in CTE pathways. We will begin the development of community partnerships aligned to CTE pathways to increase pupil achievement and engagement. |
| Action(s) to Achieve Goal | A. Develop curriculum and provide standards-aligned course textbooks and material. B. Community events with partners. |
| Method(s) of Measurement | A. CTE baseline score B. CTE course availability C. Community meeting sig-in sheets |
| Subpriority D—English Learner Proficiency Rates | |
| Goal(s) to Achieve Subpriority | English learners will be offered additional specialized instruction to move toward reclassification. |
| Action(s) to Achieve Goal | Develop curriculum and provide standards-aligned course textbooks and material. |
| Method(s) of Measurement | A. Renaissance STAR B. CAASPP |
| Subpriority E—English Learner Reclassification Rates | |
| Goal(s) to Achieve Subpriority | Of English Learners eligible for reclassification, 10% will be reclassified. English learners will be offered additional specialized instruction to move toward reclassification. |
| Action(s) to Achieve Goal | Develop curriculum and provide standards-aligned course textbooks and materials. |
| Method(s) of Measurement | CELDT and/or ELPAC |
| Subpriority F—AP Exam Passage Rate | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority G—College Preparedness/EAP | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| State Priority Five: Student Engagement Pupil engagement, as measured by all of the following, as applicable: | |

Element A: Description of Educational Program

Opportunities For Learning-William S. Hart Renewal Petition

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| A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (E.C. §52052.1(a)(3)) D. High school dropout rates E. High school graduation rate | |
| LCAP Goals 1, 2, 3, & 4 address this state priority | |
| Subpriority A—Student Attendance Rates | |
| Goal(s) to Achieve Subpriority | At least 25% of CBEDs students enrolled for six months or longer will complete a course designed to develop their social-emotional skills. |
| | For all CBEDS students, utilization will average at least 82% overall. |
| | For our CBEDS English learners, utilization will average at least 80% overall. |
| | For our CBEDS low-income student subgroup, utilization will average at least 82% overall. |
| Action(s) to Achieve Goal | A. Upgrade to the Student Information System to include tracking and distribution of student course completion and attendance, and extra-curricular participation. |
| | B. Additional materials to improve student engagement including but not limited to food, school spirit wear, transportation assistance, etc. |
| | C. Additional events and school programs including but not limited to sports programs, groups, experiential learning camps, field trips, awards banquets, etc. to increase student engagement. |
| Method(s) of Measurement | A. Student records |
| | B. Utilization rates |
| Subpriority B—Student Chronic Absenteeism Rates | |
| Goal(s) to Achieve Subpriority | OFL engaged the local community and this was not a priority at the time. |
| Subpriority C—Middle School Dropout Rates | |
| Goal(s) to Achieve Subpriority | A metric will be developed to determine middle and high school drop-out rates. |
| Action(s) to Achieve Goal | Upgrade to the Student Information System to include tracking and distribution of student course completion and attendance, and extra-curricular participation. |
| Method(s) of Measurement | A. Student records |
| | B. Dropout rate |
| Subpriority D—High School Dropout Rates | |
| Goal(s) to Achieve Subpriority | A metric will be developed to determine middle and high school drop-out rates. |
| Action(s) to Achieve Goal | Upgrade to the Student Information System to include tracking and distribution of student course completion and attendance, and extra-curricular participation. |
| Method(s) of Measurement | A. Student records |
| | B. SARC |
| | C. Dropout rate |
| Subpriority E—High School Graduation Rates | |
| Goal(s) to Achieve Subpriority | 70% of our foster youth will have an Individualized Learning Plan aligned with an AB 216 planning guide. |
| | 80% of eligible CBEDs seniors will either earn a diploma or transfer back to a traditional high school ready to graduate. |
| | The charter will hold at least one senior signing event. |
| Action(s) to Achieve Goal | Upgrades to the Student information System's new classroom functionality including tracking and distribution of student course completion and digital Individualized Learning Plan. |
| | Additional events for students including but not limited to senior signing events, awards banquets, senior events, foster youth specific events, etc. |
| Method(s) of Measurement | Enrollment and graduation data |

Element A: Description of Educational Program

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| State Priority Six: School Climate School climate, as measured by all of the following, as applicable | |
| A. Pupil Suspension rates | |
| B. Pupil expulsion rates | |
| C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness | |
| LCAP Goals 1, 2, & 3 address this state priority | |
| Subpriority A—Pupil Suspension Rates | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority B—Pupil Expulsion Rates | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority C—Other Local Measures | |
| Goal(s) to Achieve Subpriority | A baseline for measuring pupil and parent perceptions of school safety will be developed utilizing surveys. |
| | At least 25% of CBEDS students enrolled for six months or longer will participate in extra-curricular activities or complete a course designed to develop their social-emotional skills. |
| Action(s) to Achieve Goal | A. Create and conduct surveys focused on school safety. |
| | B. Additional materials to improve school climate including but not limited to food, school spirit wear, transportation assistance, etc. |
| | C. Additional events and school programs including but not limited to sports programs, groups, experiential learning camps, field trips, awards banquets, etc. to increase student engagement. |
| Method(s) of Measurement | A. Parent and student survey data |
| | B. Enrollment data |
| State Priority Seven: Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as English Learner, FRPM-eligible, or foster youth (E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: | |
| A. <u>Grades 1 to 6</u> : English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board (E.C. §51210). | |
| B. <u>Grades 7 to 12</u> : English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (E.C. §51220(a)-(i)). | |
| LCAP Goals 1, 2, 3, & 4 address this state priority | |
| Subpriority A—Grades 1 to 6 | |
| Goal(s) to Achieve Subpriority | Not Applicable |
| Action(s) to Achieve Goal | |
| Subpriority B—Grades 7 to 12 | |
| Goal(s) to Achieve Subpriority | SB-359 California Mathematics Placement Act will be implemented. |
| | Access to individualized, rigorous curriculum will be increased by adding at least three new math courses to the course catalog. |
| | Standards-aligned CTE coursework will be made available to students. |
| | We will begin the development of community partnerships aligned to CTE pathways to increase pupil achievement and engagement. |
| Action(s) to Achieve Goal | Upgrade to the Student Information System to include tracking and distribution of student course completion. |
| | Curriculum development. |
| Method(s) of Measurement | A. Renaissance STAR exam rates |
| | B. Student records |

Element A: Description of Educational Program

| | |
|--|---|
| | C. SARC |
| State Priority Eight: Other Student Outcomes | |
| Pupil outcomes, if available, in the subject areas described above in number seven, as applicable. | |
| LCAP Goals 2, 3, & 4 address this state priority | |
| For Methods of Measurement, see Table C.1: Subjects and Assessment Tools | |
| Subpriority A—English | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority B— Social Sciences | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority C— Foreign Language(s) | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority D— Physical Education | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority E—Science | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority F—Mathematics | |
| Goal(s) to Achieve Subpriority | Smarter Balanced Assessment scores will increase for CBEDs students (including all subgroups) by at least 1%. |
| | 50% of students who take at least two Renaissance STAR assessments and have a Student Growth Percentile (SGP) reported will earn a SGP of 35 or higher. |
| Action(s) to Achieve Goal | A. Maintenance, retention, recruitment, and development of instructional staff |
| | B. Teachers will be equipped to provide individualized instruction through access to content-specific Instructional Coaches. |
| | C. Upgrade to the Student Information System to include tracking and distribution of student course completion. |
| Subpriority G—Visual and Performing Arts | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority H—Applied Arts | |
| Goal(s) to Achieve Subpriority | OFL-William S. Hart engaged the local community, and this was not a priority at the time. |
| Subpriority I—Career Technical Education | |
| Goal(s) to Achieve Subpriority | A baseline will be developed for student participation in CTE pathway. |
| | Standards-aligned CTE coursework will be made available to students. |
| | A pool of CTE credentialed staff will be established. |
| | We will begin the development of community partnerships aligned to CTE pathways to increase pupil achievement and engagement. |
| | We will engage pupils and parents in surveys and focus groups to help establish CTE pathways. |
| Action(s) to Achieve Goal | A. Maintenance, retention, recruitment, and development of instructional staff |
| | B. Events for students including but not limited to program orientations, achievement ceremonies, community events with partners, career fairs, etc |
| | C. School programs including but not limited to experiential learning camps, field trips, etc |
| | D. Additional student resources including but not limited to course textbooks and materials, technology, pathway-specific equipment and supplies. |
| | E. Curriculum development |

Element A: Description of Educational Program

| | |
|------------------------|--|
| | F. Upgrade to the Student Information System to include tracking and distribution of student course completion |
| Methods of Measurement | Number of students participating in CTE courses. |

Element B: Measurable Student Outcomes—“Exit Outcomes” or “Graduation Standards”

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

A. Program Outcomes

The mission of OFL-William S. Hart reflects the goals and programs provided to the diverse range of students who will be served by the Charter School. Many students attend the Charter School as an alternative to traditional public high schools and earn their high school diploma from the Charter School; however, a number of students attend the Charter School to partake in the academic recovery program, catch-up on credits, and return to their resident or neighborhood school (see Tables 15-16 and A.1). Based upon their academic and personal goals, many high-risk students transition into and out of the Charter School over the course of their academic careers. To ensure that the units earned at the Charter School transfer to other middle schools, high schools, community colleges, colleges, and universities, the Charter School is a WASC-accredited school. WASC-accreditation allows the Charter School to meet the following program outcomes:

- **Credit Attainment:** the Charter School is authorized to award course credit to those students who successfully master the Charter School coursework. To be considered mastered, all the coursework and assessments within a particular course must be completed with an average score of 70 percent or better (or as otherwise specified on a student’s IEP or 504 plan). If a student elects to re-enroll in a District or otherwise accredited school, all courses mastered at the Charter School are transferable to the student’s new school.
- **College and Career Readiness:** the Charter School works to move students who are in need of intensive support to accept the challenges of college preparatory courses. Through a multitude of resources, students plan post-secondary goals, explore various career paths, research colleges and financial aid opportunities, and plan and enact a growth plan designed to get them from high school graduation into a rewarding career.
- **High School Diploma:** the Charter School is authorized to award high school diplomas to those students who successfully complete the academic and behavioral requirements established by the Charter School.

1. Middle School Promotion

Middle school students will earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study. Eighty (80) units of credit will be considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science. Credit deficiencies must be

made up by taking additional courses in the summer or by taking additional work in high school, depending on individual circumstances. A middle school certificate of promotion will be granted to each student who completes the basic program defined for grades 7 and 8, except in unusual circumstances warranting an adjustment of the individual's program (see Table B.1).

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

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

2. High School Promotion

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

Table B.2: High School Grade Level Classification

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

3. High School Graduation Requirements

Students who choose to graduate from the Charter School are required to meet the graduation requirements listed in Table B.3:

Table B.3: Graduation Requirements

| | |
|-----------------------------------|--|
| ENGLISH | 40 Credits (All English courses must use core material) |
| SOCIAL SCIENCE | 30 Credits (World History; U.S. History; U.S. Government (5 Credits); Economics (5 Credits)) |
| MATHEMATICS | 30 Credits (The equivalent of first year Algebra must be completed for graduation) |
| PHYSICAL EDUCATION | 20 Credits |
| SCIENCE | 20 Credits [Biological Science (10 Credits); Physical Science (10 Credits)] |
| FINE ARTS/FOREIGN LANGUAGE | 10 Credits |

| | |
|--|--|
| WORLD GEOGRAPHY, CAREER & COLLEGE SKILLS OR COMPUTER LIT. | 5 Credits |
| HEALTH | 5 Credits |
| GENERAL ELECTIVES | 60 Credits |
| TOTAL | 220 Credits |
| COMMUNITY SERVICE | 10 Hours to fulfill service learning requirement (This is to be completed in grades 9-12 while enrolled at the Charter School and students must submit verified hours on a letterhead from an approved service agency) |

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

4. College Preparatory Plan

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

- A total of 30 to 40 credits of mathematics (Algebra I or higher)
- A total of 30 to 40 credits of college preparatory lab science
- A total of 20 to 40 credits of college preparatory foreign language

To ensure that students are college eligible, 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 AP courses. For a list of A-G and AP courses that the Charter School offers, please see "A-G Approved Courses" in Exhibit F: Student/Parent Handbook. Finally, the Charter School pursues partnerships with local community colleges. These partnerships enable the Charter School to offer concurrent enrollment courses to its students.

B. Exit Outcomes Aligned to CCSS and California Standards

1. Academic Outcomes

The Charter School's courses are aligned with CCSS and California standards, and student performance is monitored throughout the length of each course. Pupil outcomes meet state content and performance standards in core and non-core courses, and all exit outcomes align with the mission of the Charter School as well as the curriculum and assessments the Charter School offers to its students. Table B.4 lists the minimum academic exit outcomes in core courses that the Charter School expects from its graduating students. Likewise, exit outcomes for 7th-11th grade courses align with CCSS and California standards.

Table B.4: 12th Grade Academic Exit Outcomes

| 12th Grade Core Academic Exit Outcomes | |
|--|---|
| ELA | <ul style="list-style-type: none"> • Students will be able to complete higher level analysis of epics, archetypal narratives, medieval and romantic texts, tragedies, sonnets, and pastoral poetry. • Students will recognize the purposes behind the usage of soliloquys and allegories in literature. • Students will be able to analyze and deconstruct persuasive political speeches, argumentative essays, and expository texts from the critical perspective. • Students will be able to perform character analysis, construct resumes, and create and deliver multimedia presentations. |
| Math | <ul style="list-style-type: none"> • Students will be able to select and perform systems of equations. • Students will be able to complete algebra, geometry, linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions • Students will understand and be able to apply inverse trigonometric functions, applications of trigonometry, vectors and laws of cosine and sine, polar functions and notation, arithmetic of complex numbers, conic sections, and trigonometric ratios and functions. |
| Science | <ul style="list-style-type: none"> • Students will comprehend the importance of chemistry, compounds and molecules, balancing chemical reactions, electrochemistry, phases of matter, liquids and solutions, acids and bases, and the foundations of organic chemistry. • Students will understand the connections between matter, forces, and energy, electrons and periodicity. • Students will understand the relationship between kinetics, entropy and spontaneity, quantum mechanics, energy in electrons and nuclei. |
| Civics | <ul style="list-style-type: none"> • Students will be able to trace the roots of American Democracy, political parties, the Bill of Rights, and how government meets societal needs. • Students will cognize the duties and responsibilities of a US citizen, the ways in which laws are enforced, the impact of judicial interpretations, the responsibilities of state, local, and regional authorities, and the role of state and local courts. • Students will understand the importance of economic systems and the American economy, saving and investing, demand and supply, business organizations, competition and monopolies, financing and producing goods, marketing and distribution, the American labor force, the Federal Reserve System and Monetary Policy, and the Global Economy to the system of capitalism. |

To achieve these exit outcomes, newly-enrolled students at the Charter School are given a benchmark examination using Renaissance STAR English language arts and math assessments. The benchmark results are included in the ILP of each student and provides teachers with data that enable the teachers to develop specific classroom-level skills to show student growth and understanding. Student progress is monitored at all times, and the ILP allows for highly-personalized instruction, pacing, and remediation, if required.

The Charter School recognizes that exit outcomes and performance goals may need to be modified or changed over time. These changes may be caused by changes in CCSS or California standards; changes to curriculum or performance expectations by the District or the CDE; or changes initiated by the Charter School's Board of Managers, the EMO, or the Charter School's leadership. Any revisions to exit outcomes or performance goals align to CCSS or California standards and meet or exceed minimum requirements put forth by the District or the CDE.

2. Character Outcomes

High-risk students sometimes have little or no positive relationship with community institutions (i.e. schools, local government, churches). The Charter School creates structured activities that nurture community relationships and encourage students to complete their education by demonstrating the powerful impact their learning can have on their local community and the world around them.

OFL schools provide programs and activities for students to interact with and relate to one another. Some of these opportunities are student council, senior picnics, leadership camps, student recognition events, graduation ceremonies, and experiential learning classes—including domestic and international trips—that are designed to help students grow as individuals. These experiential learning opportunities encourage students to create, plan, and execute programs, work as a team to achieve goals, adapt to unfamiliar environments, and develop new interests. Overall, the skills they learn in these environments help students discover their dreams and learn how to make and follow a focused, goal-driven plan for their post-high school lives that make these dreams obtainable.

In addition, the Charter School provides a four-to-five week, small group instruction course on Character Education. The course is aligned with CCSS in College and Career Readiness and equips students with the mindset, knowledge, and skills needed to lead a successful academic and personal life. Students study character traits such as gratitude, grit, optimism, and responsibility and participate in activities that help build self-confidence, self-esteem, and self-respect. By the end of the unit, students develop a deeper awareness of and knowledge about themselves, their community, and the greater world around them. The leadership skills that the Charter School's students learn enable them to nurture community relationships and take the first steps towards making affirmative life choices that benefit and better the communities in which they live. For an overview of the character traits students learn in the Character Education course, see Table B.5:

Table B.5: The Charter School's Character Education Exit Outcomes

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

C. Performance Goals

In the SY2016-17 LCAP, OFL identified four major accountability goals and delineated these goals for the various subgroups the organization serves (see Tables B.6-9). These goals address all eight state priorities, and a detailed breakdown on how OFL intends to meet these goals is included in Exhibit E: LCAP.

Table B.6: Opportunities For Learning LCAP Goal 1

| Goal 1 | Related State and/or Local Priorities |
|---|--|
| Credit completion towards graduation is accomplished through overall reduction in absenteeism for all students. | 1, 3, 4, 5, 6, 7 |
| Expected Annual Measurable Outcomes | |
| For all CBEDs students, utilization will average at least 82% overall. | |
| For our CBEDs English learners, utilization will average at least 80% overall. | |
| For our CBEDs low income student subgroup, utilization will average at least 82% overall. | |
| 70% of our foster youth will have an ILP aligned with an AB 216 planning guide. | |
| Of English Language Learners eligible for reclassification, 10% will be reclassified. | |
| English learners will be offered additional specialized instruction to move towards reclassification. | |
| A metric will be developed to determine middle school and high school drop-out rates. | |

Table B.7: Opportunities For Learning LCAP Goal 2

| Goal 2 | Related State and/or Local Priorities |
|--|--|
| Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and netter prepare students for their post-secondary pathways. | 1, 3, 5, 6, 7, 8 |
| Expected Annual Measurable Outcomes | |
| At least 25%of CBEDS students enrolled for six months or longer will participate in extra-curricular activities or complete a course designed to develop their social-emotional skills. | |
| 80% of eligible CBEDs seniors will either earn a diploma with OFL or will transfer back a traditional school on track graduate. | |
| The charter will hold at least one senior signing event. | |
| A baseline for measuring pupil and parent perceptions of school safety will be developed utilizing surveys. | |

Table B.8: Opportunities For Learning LCAP Goal 3

| Goal 3 | Related State and/or Local Priorities |
|---|--|
| Students have access to standards-aligned Career and Technical Education (CTE) pathways to increase pupil achievement and pupil engagement. | 1, 2, 3, 4, 5, 6, 7, 8 |
| Expected Annual Measurable Outcomes | |
| Standards-aligned CTE coursework will be made available to students. | |
| A pool of CTE credentialed staff will be established. | |
| We will begin the development of community partnerships aligned to CTE pathways to increase pupil achievement and engagement. | |
| We will engage pupils and parents in surveys and focus groups to help establish CTE pathways. | |
| A baseline will be developed for student participation in CTE pathways. | |

Element B: Measurable Student Outcomes

Table B.9: Opportunities For Learning LCAP Goal 4

| Goal 4 | Related State and/or Local Priorities |
|--|--|
| Students will receive math support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in math. | 1, 2, 3, 4, 5, 6, 7, 8 |
| Expected Annual Measurable Outcomes | |
| Smarter Balanced assessment scores in math will be increased for CBEDs students (including each individual subgroup) by at least 1%. | |
| SB-359 California Mathematics Placement Act will be implemented. | |
| Access to individualized, rigorous curriculum will be increased by adding at least three new math courses to the course catalog. | |
| Teachers will be equipped to provide individualized instruction through access to content-specific Instructional Coaches. | |
| 50% of students who take at least two Renaissance STAR assessments and have a Student Growth Percentile (SGP) reported will earn a SGP of 35 or higher. | |

The Charter School's LCAP goals are updated annually to reflect the changing needs of the students that it serves. In addition to LCAP goals, the Charter School monitors pupil achievement via multiple, measurable methods, including:

- The Charter School, District, State, and Federal assessments
- Percentage of students completing UC/CSU A-G courses, career technical education sequences, or programs of study that align with state board-approved career technical and educational standards and framework
- Percentage of ELs who make progress toward English proficiency as measured by the CELDT (or any subsequent assessment of English proficiency, as certified by the State board, such as the ELPAC)
- English Learner reclassification rate
- Percentage of students that have ILPs that align with AB 216 planning guide
- The number of students graduating from the program
- Percentage of students completing a Character Education course

Element C: The Method by Which Pupil Progress in Meeting Outcomes Will be Measured

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

A. Accountability for Student Progress

Fundamental outcomes on which the Charter School should be judged include: Renaissance STAR benchmarking assessments in reading and mathematics; CAASPP and other California-mandated standardized tests; and the as it becomes available by the CDE, as compared to similar programs where a student would have otherwise attended or schools within the District serving similar students. The Charter School should also be judged according to student and parent satisfaction indices, the number of students graduating from the program, and the number of students returning to traditional school environments.

Reflecting this dynamic, it is necessary for the Charter School to enact more innovative measures as to how it uses multiple assessments—in the long term—across the entire student population. Based on the length of enrollment for each student, the Charter School uses at least one of following measures of academic achievement in determining program success:

- Renaissance STAR Benchmark Assessments
- CAASPP (movement of student from one proficiency level to the next in a given subject)
- CELDT and/or ELPAC (movement from one proficiency level to the next)
- R-FEP results (the number and percentage of ELs who have exited the EL program)
- Course Level Assessment (demonstration of proficiency in grade level courses using summative assessments)
- FITNESSGRAM (Physical Education assessment for required grades)

Outcomes are based on a comparison of past performance and with the understanding that the Charter School students are those who have not or would not have been served in the traditional school environment. Reported results are based upon average student performance over the years of the Charter School petition and exit outcomes align to the Charter School mission, curriculum, and assessments.

Within six months after the close of the fiscal year, the Charter School will submit an annual report to the District. The annual report contains year-end information detailing pupil achievement (i.e. Renaissance STAR growth rates, CAASPP results, credit attainment rates, CELDT and/or ELPAC results, R-FEP results) as well as the financial audit for that school year. Data provided in this report is specific to students enrolled under this charter as approved by the District and meets all CCSS and California assessment requirements.

B. Progress Assessment Methods

Students are regularly tested to assess 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 Managers use the data to evaluate the performance of school leaders and the educational model; and the District uses the data to evaluate the performance of the Charter School.

The ILPs and close student-teacher relationships at the Charter School give teachers the opportunity to explain to their students the results of their assessments and develop intervention strategies where necessary. Parents are informed through parent-teacher conferences, IEP meetings, and Section 504 conferences.

The methods of measurement for the eight state priorities are listed in Element A in Table A.3. In addition, the Subjects and Assessment Tools for courses are listed in Table C.1

1. Unit and Course Assessments

Both formal and informal assessments 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 context with 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. To that end, the Charter School uses multiple measures and indicators to accurately determine student success. These measures include a variety of assessments such as standardized assessments, California-mandated assessments, and benchmark, formative, and summative assessments developed by the Charter School; alternative assessment processes include teacher-developed rubrics, performance tasks, and portfolios. For a list of subjects and the type of assessments used, see Table C.1:

Table C.1: Subjects and Assessment Tools

| Subject | Skills, Knowledge and Aptitude | Assessment Tools | Frequency |
|-----------------------|---|---------------------------------|----------------------|
| English Language Arts | 7 th -12 th Students will be able to read comprehensively, write clearly and, demonstrate listening and speaking skills through grade- | Renaissance Star ELA assessment | Three times per year |
| | | Oral presentation | Ongoing |
| | | Rubric-based performance tasks | Ongoing |

| | | | |
|----------------|---|--|------------------------|
| | level appropriate coherent presentations. | Unit assessments | Upon unit completion |
| | | Summative assessments (e.g. End of Course) | Upon course completion |
| | | CAASPP | Annually |
| Mathematics | 7 th – 8 th Students will master ratios and proportional relationships, the number system, expressions and equations, functions, geometry, and statistics and probability. | Renaissance Star math assessment | Three times per year |
| | | Rubric-based performance tasks | Ongoing |
| | | Unit assessments | Upon unit completion |
| | 9 th – 12 th Students will master higher mathematics standards for number and quantity, algebra, functions, modeling, geometry, and statistics and probability. | Summative assessments (e.g. End of Course) | Upon course completion |
| | | CAASPP | Annually |
| | | | |
| Science | 7 th – 8 th Students will be able to demonstrate an understanding of the key points of life sciences and physical sciences through investigation and experimentation. | Lab reports | Ongoing |
| | | Rubric-based performance tasks | Ongoing |
| | | Unit Assessments | Upon unit completion |
| | | Summative assessments (e.g. End of Course) | Upon course completion |
| | 9 th -12 th Students will be able to demonstrate an understanding of the key points of physics, chemistry, biology/life science, earth sciences through investigation and experimentation. | CST | Annually |
| | | | |
| Social Science | 7 th – 8 th Students will be able to analyze, compare and contrast, and reflect on the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. Students will analyze, compare and contrast, and reflect on the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. | Oral presentation | Ongoing |
| | | Rubric-based Performance Tasks | Ongoing |
| | | Unit assessments | Upon unit completion |
| | | Summative assessments (e.g. End of Course) | Upon course completion |
| | | CST | Annually |
| | 9 th – 12 th Students will master historical and social science analysis skills. Students will be able to analyze, compare and contrast, and reflect | | |

Element C: The Methods by Which Pupil Progress Will Be Measured

| | | | |
|----------------------------|--|---|------------------------|
| | on the major turning points that have shaped the modern world. | | |
| World Languages | 7 th – 12 th Students will progress through the four levels (formulaic to extended) of language comprehension. Students will address a wide variety of content that is age- and stage appropriate, achieve communication competence, understand the connection between culture and language, and understand the appropriate structure of the language. | Rubric-based performance tasks | Ongoing |
| | | Unit assessments | Upon unit completion |
| | | Summative assessments (e.g. End of Course) | Upon course completion |
| Health/PE | 7 th – 8 th Students will be able to distinguish between valid and invalid sources of nutrition information, demonstrate the ability to use effective skills to model healthy decision making, make a personal plan for improving one's nutrition and incorporating physical activity into daily routines, and explain physical, social, and emotional changes associated with adolescence. 9 th – 12 th Students will distinguish between facts and myths regarding nutrition practices, products, and physical performance, analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community, describe physical, social, and emotional changes associated with being a young adult. | Rubric-based performance tasks | Ongoing |
| | | Unit assessments | Upon unit completion |
| | | Summative assessments (e.g. End of Course), FITNESSGRAM | Upon course completion |
| College Preparatory/Career | 9 th – 12 th Students will demonstrate an understanding of what it means to be ready for college, the types of schools and degrees they may choose to pursue after high school, and gain wide exposure to the financial resources available that make college attainable. Students will demonstrate career readiness by | Rubric-based performance tasks | Ongoing |
| | | Unit assessments | Upon unit completion |

Element C: The Methods by Which Pupil Progress Will Be Measured

| | | | |
|-----------|--|--|------------------------|
| | analyzing career clusters. Students will understand how preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world. | Summative assessments (e.g. End of Course) | Upon course completion |
| Music/Art | 7 th – 12 th Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Students will apply what they learn in music across subject areas. They will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They will also learn about careers in and related to music. | Unit Assessments | Upon unit completion |
| | | Rubric –based performance tasks | Ongoing |
| | | End of Course Assessments | Upon course completion |
| ELD | 7 th – 8 th Students will gain an increasing ability to understand, speak, read and write in English. | CELDT or ELPAC | Annually |
| | | Renaissance STAR | Three Times Per Year |

In addition, the Charter School students develop their social-emotional skills by obtaining critical knowledge and experiences. Research supports the positive association between social-emotional skills and academic achievement, and these skills have positive long-term behavioral and attitudinal effects.²³ Methods for assessing the progress of the development of these skills include reflection activities and one-to-one student teacher meetings (see Table C.3).

Table C.3: Social-Emotional Skills Assessment Tools

| Skills | Assessment Tools/Frequency |
|--|--|
| Gratitude Grit Optimism Relationship Skills Responsibility | Initial/Ongoing: Journal entries One-to-one student teacher meetings Character Education Workbook activities Teacher and staff anecdotal notes (case by case basis) |

²³ Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(03), 508-544.

| | |
|---|--------------------------------------|
| Self-Awareness Self-Management Social Awareness | Monitor student personal growth plan |
|---|--------------------------------------|

C. Personalized Assessment

The Charter School identifies the particular needs of each student by conducting an enrollment orientation. This process provides the student's teacher with a sense of the student's communication skills, how the student views schooling, why the student left his or her previous learning environment, and what are the student's goals. These understandings are extremely important in working with this particular high-risk population and can provide information the teacher can use in helping the student shape his or her educational and personal goals. This approach is vital to the overall success of the personalized learning process.

By using benchmark data from the enrollment orientation, along with the student's transcripts, the teacher, student, and parents work together to develop an ILP to help maximize the student's success in the program. The Charter School recognizes that individual students have varied, often changing needs, and teachers may adjust the ILP to meet these needs; however, any adjustments must still maintain strict adherence to a well-defined set of content standards and graduation requirements. As such, students are provided a balance between structure and flexibility in their learning process.

The Charter School actively pursues the following objectives when developing the ILP for each student:

- An assessment of the academic strengths and weaknesses of the student, using both formal and informal assessment procedures
- A thorough examination of the expectations for each student
- Location of available resources and services so that an appropriate match between the expectations and the student's knowledge base can be achieved, and
- The development of a personalized plan of action that is flexible, modifiable, and includes an evaluation procedure to determine achievement of desired outcomes.

In all cases, students must demonstrate that they have met the standards required for the coursework. Attendance is calculated, and an audit trail of all coursework is maintained for each student based on the California Code of Regulations for charter schools.

D. Student Skill Growth

To gauge comprehensive skill growth, the Charter School uses multiple methods of assessments. One method used for individual and whole school tracking are the Renaissance STAR assessments, which are nationally normed and aligned with CCSS. The implementation of the Renaissance STAR assessments allows the Charter School to delve into the data, evaluate curriculum, and compare students' skill growth to that of students at other OFL schools and around the nation. In addition, with the suspension of API and CAHSEE, the Charter School realizes that there are fewer measures with which to demonstrate effectiveness and believes that the Renaissance STAR assessments provides a valuable, objective tool that can show success.

This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. The placement tests give the instructor a diagnosis of the reading and math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in English and math. The testing windows takes place in (1) June and July, (2) November and December, and (3) March and April. By testing the entire student body, the Charter School is able to track the skills growth of the student population as a whole. In addition, the Renaissance STAR Assessments allow the Charter School to design formative and summative assessments that align with the school's specialized curriculum.

Another method to track student skill growth includes MasteryConnect, a cloud-based platform that allows teachers to track student growth in state standards. Small group instructors use MasteryConnect to develop benchmark exams for each course and these exams are taken before the course is started, midway through the course, and at the culmination of the course. Standards-aligned quizzes and exams are given to students throughout the course, and students track their progress in their portfolios. Each standard is broken up into a four-point scale of mastery, and the goal for each student is to reach a minimum of level three mastery in each of the standards.

E. Student Credit Attainment and Mastery

Students are 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. The Renaissance STAR assessment provide a benchmark of student performance in these core courses and allow the Charter School to track student skills as they develop. All English and math courses are 100 percent CCSS-aligned. Emphasis by the staff is given towards student responses to unit tests, formative and benchmark assessments, and summative course exams. Advancement and actual mastery of skills are determined through a variety of assessment processes. These processes may include teacher observational data, work samples, and formative and summative assessments. These assessments are tailored to meet the specific learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Each student is 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. Therefore, students who do not meet this requirement must review and revisit a differentiated instructional process, which could include Direct Instruction, online coursework, and individualized tutoring at a resource center in order to master the skills and content.

Under this program 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. Doing so allows students to recover missing units and either graduate with the Charter School or return to their traditional home school to graduate with them. The Charter School is a WASC accredited school which allows credits earned at the Charter School to be transferred to all other accredited high schools and colleges. For students who elect to graduate from the Charter School, class options and coursework align with and meet California graduation requirement. Furthermore, the Charter School offers UC/CSU A-G approved courses to students.

Element C: The Methods by Which Pupil Progress Will Be Measured

F. Success Rates

The Charter School looks to serve students who have not been successful in their traditional school settings and are looking for an opportunity to succeed in an alternative educational model. The goal of the Charter School is to have students either return to their home district or neighborhood school after having recovered their credits or to graduate from the Charter School with a high school diploma. As such, the OFL-William S. Hart considers students that have graduated from the Charter School or stay engaged in school by either continuing with the Charter School or transferring to another school as part of the success rate. OFL-William S. Hart strives to exceed an 80 percent success rate (see Charter Renewal Criteria section, Section E Internal Success Rates Tables 15 and 16).

OFL internally measures graduation rates on a yearly basis. Because of the non-traditional nature of the program, the Charter School determines graduation rate by measuring the number of students who have earned enough credits to be considered seniors at the beginning of the school year and who then graduate by the conclusion of that same school year.

The Charter School anticipates enrolling students year-round. The program may not be an appropriate fit for some students, and they voluntarily withdraw. The Charter School designates these students as drop-outs and strives to keep the drop-out rate below ten percent. However, because of the varying needs of students who enroll in and then leave the Charter School, the drop-out rate is based on regular, full-time students—that is, students who are working towards a minimum of four academic credits each academic month. In addition, the Charter School works collaboratively with the District schools to increase graduation rates, decrease drop-out rates, and address state priorities.

G. State Mandated Assessments and Accountability System

Pursuant to California Education Code Section 60605, the Charter School administers all required State and national standardized assessments (i.e. CAASPP, CELDT and/or ELPAC, FITNESSGRAM) as they are developed and approved by State and Federal agencies. Data collected from the assessments will be analyzed and disaggregated to multiple stakeholders, including school staff, school leadership, the Board of Managers, students, and parents. Using the data, students who score below proficient will be provided with further support interventions.

Element D: Governance Structure of School (including parental involvement)

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

A. Governance Overview

Education Management Systems, Inc. (EMS), the sole member of the Charter School is a Corporation engaged in providing educational support and management assistance to charter schools. John and Joan Hall, the founders of EMS, also founded the OFL schools; each possessing 35 years of experience in providing educational services to at-risk students in California.

OFL-WSH, LLC operates the Charter School. The Charter School provides the various professionals and administrative services necessary to implement its educational and administrative plans. The Charter School is responsible for the fiscal and educational programs of the Charter School.

The Charter School, follows all applicable laws, including the Brown Act as it applies to charter schools. The Charter School shall be governed by a Board of Managers (see Exhibit B), whose major roles and responsibilities include, but are not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements, and selecting and evaluating the officers and senior leadership of the Charter School.

The Board of Managers shall have ultimate responsibility for the operation and activities of the Charter School. The Board of Managers shall have a responsibility to solicit input from, and opinions of, the parents of Charter School students regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The Board of Managers meet at least bi-annually, or additionally as needed, and are responsible for carrying out responsibilities, including, but not limited to, the following:

- Development, review, or revision of the Charter School's accountability and mission
- Development and approval of the annual budget
- Participation in dispute resolution procedures and complaint procedures when necessary
- Election of Officers as necessary
- Approval of charter amendments
- Annual review of the LCAP and approval of LCAP revisions
- Approval of annual fiscal and performance audits
- Approval of personnel discipline (e.g. suspensions or dismissals) as needed, and
- Hiring, supervision, evaluation and, if necessary, termination of Charter School Officers.

The Board of Managers may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or pre-empted by, any law and which are not in conflict with the purposes for which the Charter School is established.

A Board Member shall not vote or participate in a discussion relating to a matter in which he or she has a direct personal financial interest. The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest.

The Charter School seeks ongoing training opportunities for its Board Members to ensure stable and consistent legal compliance and effective board practices. Topics may include Conflict of Interest, budgets, and the instructional program.

The Charter School Board of Managers biographies are included in Exhibit B.

The Charter School 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 the Charter School's Board of Managers, as required by law, shall be unenforceable against the District and shall be the Charter School's sole responsibility.

The Charter School reserves the right to contract with other individuals and entities, whether public or private, or non-profit or for-profit, in order to accomplish its goals and objectives as stated in this Petition, or to provide any or all services required hereunder, to the extent permitted by law.

B. Parental Involvement

Parents of all students are encouraged to participate in their child's educational progress. Communication takes place through regular phone calls from teachers, open houses each semester, quarterly newsletters, and progress reports. Furthermore, the Charter School actively seeks parental feedback on school operations and performance via scheduled parental focus group meetings, the school's website www.emsofl.com, and the toll-free HOTLINE number at 888-207-1119. Parents are also encouraged to participate in all the Charter school events (i.e field trips, student council meetings, community service events, WASC visits).

The Charter School has assembled an Advisory Council composed of school staff, interested parents, and community members. The District may appoint a representative to the Advisory Council. The Advisory Council serves in an advisory manner to provide consultation, suggestions, and experienced advice to the Charter School Board of Managers, school administrators, teachers, and students. The Advisory Council meets four times annually, and one such meeting shall include the review of the Annual Program Evaluation.

Element E: Qualifications to be Met by Individuals to be Employed by the School

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

A. School Employee Qualifications

Employees of the Charter School are not employees of the District, nor of the State of California, nor of any political subdivision of the State. The Charter School is responsible for hiring the staff and determining the salary and benefits for the employees. All teachers teaching in any core academic area meet the requirements for highly-qualified teachers. All teachers hold, at a minimum, a Bachelor's degree, are appropriately licensed by the state, and demonstrate subject matter competency. Teachers are supervised and evaluated for their effectiveness on an ongoing basis. In addition, all employees are subject to the requirements in connection with criminal record checks and tuberculosis (TB) risk assessments and examinations, if necessary. The Charter School shall be the exclusive public school employer of all Charter School employees, for all purposes, including, but not limited to, collective bargaining. All employees are subject to State and Federal employment laws.

To the extent required by applicable law, teachers in the Charter School shall meet all "highly-qualified" requirements of the ESSA, as applicable to their position, and shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (see Exhibit J: Job Descriptions). These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

The Charter School is committed to maintaining a discrimination-free workplace to retain highly-qualified and experienced personnel to ensure the continued delivery of quality educational programs. In addition, to recruit and retain highly-qualified and experienced personnel, the Charter School offers competitive salaries and benefits.

B. Employee Health and Safety Screening

The Charter School complies with all applicable laws regarding the health and safety of the students and employees. Every employee of the Charter School is required to furnish a criminal record summary as described in Section 44237 of the California Education Code and otherwise comply with the requirements of that code section. Similarly, volunteers and contractors must provide the Charter School with a criminal record summary, as well. Any individual who has contact with students is required to undergo a TB risk assessment and criminal record summary examination as required by law.

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

The principal of the Charter School is responsible for the hiring, training, and evaluation of teachers and staff at the Charter School. The principal's hiring, training, and evaluation is overseen by a Director of Instruction employed by OFL and the Charter School's Board of Managers, and each employee undergoes an annual evaluation.

Job openings are posted publically to OFL’s website as well as to education-oriented and general interest job sites. During the interview process, candidates undergo an initial telephone screening conducted by the Human Resources Department. If the candidates meets all the requirements for the position, an in-person interview will be scheduled with the Charter School’s leadership staff. Before beginning employment with the Charter School, selected candidates pass a thorough background check conducted by the Human Resource Department. This background check shall include a screening by the Department of Justice and the Federal Bureau of Investigation, past employment verification, reference checks, and a TB test. Newly-hired teachers undergo an initial training to learn the Charter School’s curriculum, instructional model, data-tracking systems, and professional development occur throughout the school year. A copy of the employee handbook is attached herein as Exhibit O.

Element F: Health and Safety Procedures

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

A. Health and Safety of Students and Staff

1. First Aid

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

2. Immunizations

The Charter School adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075, as applicable to charter schools.

3. Tuberculosis Risk Assessment and Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

4. Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish and implement a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV), and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

5. Diabetes

The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. 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

6. Vision, Hearing, and Scoliosis

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

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

The Charter School maintains a drug, alcohol, and smoke-free environment.

8. Medication

The Charter School adheres to Education Code Section 49423 regarding the administration of medication in school (see Exhibit K: Medical Policy).

B. Procedures for Background Checks

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

C. Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. Mandated reporter training will be required of all non-certificated and certificated staff.

D. Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School's discrimination and harassment.

E. Facility Safety

The Charter School shall provide the staff and students safe facilities that meet or exceed local safety ordinances (see Exhibit L: Emergency Preparedness Guide). The resource centers are housed in spaces that are easily accessible to students. The Charter School uses facilities that meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act. A copy of the sample health and safety plan can be found in Exhibit M: Job Safety Handbook. The Charter Board may periodically amend the Safety Plan or implement a new plan in compliance with applicable law.

Element G: Means to Achieve a Reflective Racial and Ethnic Balance

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

A. Racial and Ethnic Balance of Student Body

The Charter School maintains a policy of non-discrimination in all areas of its operations and makes reasonable and practicable efforts to achieve a racial and ethnic balance among its students that reflects the racial and ethnic balance of the territorial jurisdiction of the District. This balance is maintained by recruitment in various representative areas of the community and by targeting under-represented students, if any. The Charter School may also work with community-based organizations to accomplish this balance. The Charter School works to maintain a racial and ethnic balance that is similar to that of the District. For a comparison of the racial and ethnic balance of the Charter School to that of the District, please refer Exhibit C: Student Demographic Data.

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

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

In order to ensure a racial and ethnic balance, the Charter School tracks enrolled student demographic information in a student information system.

Element H: Admissions Requirements

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| Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H). |
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A. Student Admissions Policies and Procedures

The Charter School does not discriminate in admitting pupils who wish to attend the Charter School and shall admit all pupils who wish to attend the school; however, if the number of pupils who wish to attend exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. Preference is given in the following order:

- Students who reside in the District
- Other preferences may be permitted consistent with law

The staff of the Charter School makes every effort to place students in resource centers conveniently located near their homes. Placement takes into consideration other issues such as gang territory, place of work, and childcare needs. The District shall make reasonable efforts to accommodate the growth of the Charter School and, in no event, shall take any action to impede the Charter School from expanding enrollment to meet student demand and needs within the locations authorized in the charter and provided that the charter school's growth is not so large as to materially change its program and/or operations without District approval.

Upon enrollment, and as part of the admissions process, the Charter School requires that prospective students consent to the acquisition of their records from their prior school, including all special education files. Teachers review the transcripts to determine courses the students must take to meet graduation requirements and to gain further understanding of the students' academic abilities. When a student transfers out of the Charter School, the Charter School forwards all student files, including special education, files to the school or district requesting the student files within ten days of notification.

All students entering the Charter School must, along with a parent or legal guardian, participate in an enrollment meeting with a teacher. The parent or guardian must be present to sign the necessary enrollment forms and agreements (see Exhibit H: Student Master Agreement) In the case of minors, only the parent or legal guardian may sign the Agreement Form to enroll his or her child into the Program. When enrolling unaccompanied homeless youth under the McKinney-Vento Act, the Charter School's policy is for the teacher to co-sign the enrollment paperwork and to 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."

During this meeting, the teacher attempts to determine the student's motivation for enrolling at the Charter School. The intake teacher attempts to understand what the student believes is needed to be successful in the program. The teacher discusses the dreams and aspirations of the student and what he or she hopes to accomplish beyond high school. The Charter School strongly emphasizes to all students the importance of having a dream. The students' dreams and aspirations are used as hooks to keep the students in school, motivated, and on track. In addition, this initial discussion between the student and teacher is crucial in creating strong teacher-student relationships, which research has shown to increase

academic achievement and improve social-emotional adjustment for low-income youth, as well as encourage high-risk students towards their graduation goals and beyond.^{24 25 26 27}

The orientation discussions also provide the teacher with an opportunity to assess the student's communication skills as well as the student's views about schooling and the reason the student left his or her previous learning environment. Subsequent to the orientation discussion, periodic discussions explore the level of student satisfaction with the Charter School, changing attitudes toward school and learning, and perceived progress toward educational goals. Parents are also asked to complete questionnaires regarding their children's progress.

In addition, the teacher explains how the Charter School works and the Charter School's expectations of the student. This portion of enrollment is focused on the student's responsibility to complete the required work each week, show up for the appointments, and call when unable to attend. The teacher explains that the student is expected to treat his or her education like a job. This is also why the student, rather than the parent, is required to make appointments and call when an appointment cannot be kept.

Either at the conclusion of the enrollment meeting or on the first day of attendance, the student takes the Renaissance STAR assessments to ascertain current skills and knowledge in ELA and math. The teacher uses the results of these assessments to determine what type and level of courses are appropriate upon enrollment. Students can begin taking classes on the day of enrollment.

²⁴ Murray, C., & Malmgren, K. (2005). Implementing a teacher–student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology, 43*(2), 137-152

²⁵ Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning.

²⁶ Brush, C., & Jones, B. (2002). Student voices: Why school works for alternative high school students. *Salem, OR: Oregon Department of Education*, 629-640.

²⁷ Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological inquiry, 71*(2), 241-255.

Element I: Financial Audit Processes

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

A. Audits

The Charter School prepares and submits the following reports to the District:

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

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

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

The audited financial statements include a complete set of financial statements showing revenues, expenses, assets, liabilities, equity, and cash flow. Additionally, the financial statements 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 test student records and to verify that the stated ADA is calculated and reported accordingly as set forth in the California Education Code and California Code of Regulations. This compliance audit will be conducted by the Certified Public Accounting firm of Vicenti, Lloyd & Stutzman (VLS).

Element J: Suspension and Expulsion Policies

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| Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J). |
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A. Suspension/Expulsion Procedures

Student behavioral expectations are described in the Charter School's Student Handbook, provided in Exhibit F. This handbook is distributed to parents and students upon enrollment, and a copy is available online for those students and parents who are considering the program. Students are expected to conform to the customary rules of conduct and the normal manner of operation of the resource center. The teachers and staff at the resource center monitor student behavior during the Charter School's hours of operation, 8:00 a.m. to 5:00 p.m. Monday through Friday. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

Attached hereto as "Exhibit N", and incorporated herein by this reference, is a copy of the Charter School's policies and procedures regarding student discipline (see Exhibit N: Pupil Suspension and Expulsion Policy). Among other things, the policy sets forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with Federal law. Parents, students, and staff may provide input on the design and implementation of the Charter School discipline policies to the Charter School's Board of Managers, and the Board of Managers may periodically amend the policy, develop additional criteria, and add alternative methods of discipline; provided, however, that all such amendments and additions ensure that students are afforded due process to the extent required by applicable law.

If a pupil 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 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 transcripts or a report card and health information.

Element K: Staff Retirement System

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

A. Retirement Benefits

All staff members of 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.

Element L: Attendance Alternatives

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

A. Attendance Alternatives

The Governing Board of the District shall not require any pupil enrolled in the District to attend the Charter School.

Pupils in the areas served by the Charter School have many schools available to them and are free to return to their home district or district schools at any time pursuant to applicable State law and District policies.

Element M: Description of Employee Rights

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

A. Rights of Employees

No public school District employees 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 as may be required by law. Any employee of the Charter School who chooses to leave shall have a right to return to work for the District.

Element N: Dispute Resolution Process

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

A. Resolving Disputes Relating to Provisions of the Charter

1. Meet and Confer:

In the event that any dispute arises between the Parties relating to this charter, except disputes identified by the District as subject to revocation proceedings, the Parties hereby agree to initially attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute.

2. Mediation:

If a dispute cannot be resolved through meeting as provided in subparagraph 1, then, before resorting to litigation, arbitration, or some other dispute resolution process, the parties agree first to attempt to resolve the dispute by mediation before any mediator agreed upon by both parties. The Demand for Mediation (Mediation Demand) must be in writing. The mediation shall commence within thirty (30) calendar days from the date of receipt of the Mediation Demand and shall be concluded no later than sixty (60) calendar days from the date of receipt. Date of receipt shall be determined pursuant to the Notice provisions as described in Required Supplemental Information, Section L below. The administrative costs of conducting the mediation, including, but not limited to, the mediator's fees, will be shared equally by the parties. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement between the District and the Charter School.

3. Location of Proceedings:

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

4. Continuous Payment Obligation:

The Charter School's entitlement to receive funds pursuant to this Charter and State law shall be continuous throughout the term hereof. In the event of any disputes between the Parties, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of 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.

Element O: Closure of Charter School

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

A. Closure Protocol

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

Closure of the Charter School will be documented by official action of the Charter School's Board of Managers. The action will identify the reason for closure.

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

The Charter School will ensure that the notification to parents and guardians provides information to assist parents and students in locating suitable alternative programs.

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

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

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

The Charter School will prepare final financial records as soon as reasonably practicable and will have an independent audit completed no more than six months after closure. The Charter School will pay for the

final audit. The audit will be prepared by a qualified CPA selected by the Charter School and will be provided to the District upon completion.

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

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

Required Supplemental Information

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

A. Administrative Services

1. Independent Contractor Status and Liability

The Charter School shall perform its duties as an independent contractor, and its employees, officers, and directors in their capacity as the Charter School employees shall not be considered officers, employees, or agents of the District.

Except as otherwise provided in this Petition, the Charter School acts as its own LEA and fiscal agent to the fullest extent of the law. The District shall not be liable for the debts or obligations of the Charter School.

2. Indemnity and Hold Harmless

The Charter School 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.

3. Oversight Fees and ADA Payments

a) 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 supervisorial 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.

b) 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 supervisorial oversight of the Charter School in an amount not to exceed three percent (3 percent) 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.

c) 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 that 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.
- 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 reports payments to the Federal and State taxing authorities as required by law. 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.

B. Projected Budget

For the projected budget see Exhibit P: Projected Budget.

C. 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 Q: School Calendar). In addition, nothing contained herein shall prohibit the Charter School from having a different apportionment date than the 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:

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

The Charter School determines the specific days the holidays will be observed and include these days in the Student Handbook (see "Student Holidays" in Exhibit F: Student/Parent Handbook).

D. Nonsectarian, Non-Tuition, Non-Discrimination

The Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations. The Charter School does not charge students tuition and does not discriminate against any pupil on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Except as required by Education Code 47605(d)(2), admission to the Charter School is not determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. The Charter School complies with all applicable State and Federal non-discrimination laws.

E. Terms of Charter

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

The Charter School will submit a renewal of the Charter Petition pursuant to California Education Code Sections 47605 and 47607 (Renewal Charter Petition) to the District prior to the expiration of the charter term. Upon physical delivery of the Renewal Charter Petition to the District offices, District will place

receipt of the Renewal Charter Petition on the agenda for the following Governing Board meeting, subject to compliance with the Ralph M. Brown Act.

F. Amendments

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

G. Interpretation

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

Throughout this Charter and any attachments, exhibits, and appendices hereto, any and all references to Opportunities For Learning-William S. Hart, OFL-William S. Hart, OFL-William S. Hart, LLC, Opportunities For Learning, OFL, or the Charter School shall apply with full force and effect to each of the others. For all purposes set forth in this Charter and any attachments, exhibits, and appendices hereto, each of the above-listed entities are deemed one and the same and, to the extent that they are separate legal entities, they shall have joint and several liability for all obligations of the Charter School and each of the other entities listed above as set forth in this Charter, and any attachments, exhibits, and or appendices hereto, and each of the entities shall be fully obligated to comply with the provisions of this Charter, and any attachments, exhibits, and or appendices hereto, without regard to the name or designation used in referring to Opportunities For Learning-William S. Hart, Opportunities For Learning, OFL-William S. Hart, LLC, OFL-William S. Hart, or the Charter School in any or all of the documents.

H. 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.

I. Resource Centers

The Charter School uses stand-alone spaces that don't work for traditional school models. Resource centers are typically configured into three classrooms, one administrative office, an open student work space, a conference space, a student meeting space, a kitchen area, a science wet lab, and appropriate restroom facilities for staff and students. The space required to implement the educational model ranges from 5,500 to 9,000 square feet. The Charter School will also seek out larger spaces that can accommodate more than one science lab.

The Charter School will inform the District in writing of its intention to establish new centers 30 days prior to opening the center. The Charter School shall comply with applicable provisions of Education Code Sections 47605 and 47605.1 as to the location of its resource centers.

Required Supplemental Information

The satellite resource centers or target neighborhoods as of the time of this petition are:

- 18824-18830 Soledad Canyon Rd. Canyon Country, CA 91355
- 900 N. Norma St. Ridgecrest, CA 93555
- 27616 Newhall Ranch Rd. #A15 Valencia, CA 91355

No later than August 1, 2017, the Charter School will 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 resource center by the Charter School and will be based on the type and amount of insurance coverage maintained in similar settings.

J. 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 the IDEA, the Charter School will find appropriate transportation accommodations for students with disabilities as detailed in the students' IEPs.

K. Notices

1. Communication Between Parties

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

To the Charter School:

OFL-WSH, LLC
320 N. Halstead Street Suite 220
Pasadena, CA 91107
Facsimile: (626) 921-8250
Attention: John Hall, President

With a copy to:

OFL-WSH, LLC
Attention: Legal Department
320 N. Halstead Street Suite 220
Pasadena, CA 91107
Facsimile: (626) 628-3078

To the District:

William S. Hart Union High School District
21380 Centre Pointe Parkway
Santa Clarita, CA 91350
Attention: Vicki Engbrecht, Superintendent

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.

L. Governing Law and Construction

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

M. Entire Agreement

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

N. Waiver

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

O. Counterparts

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

P. Time is of the Essence

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

Q. Alternative Education Programs

Required Supplemental Information

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 the Charter School.

R. [Conflict of Interest](#)

The Charter School shall at all times comply with the applicable law concerning conflicts of interests.

S. [Exhibit Alterations](#)

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

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

OFL-WSH, LLC, dba

Opportunities For Learning Public Charter School-William S. Hart

By: _____
John Hall, President

Date: _____

William S. Hart Union High School District

By: _____
Vicki Engbrecht, Superintendent

Date: _____