



Options For Youth

Public Charter Schools

Options For Youth-Glendale Charter Petition

Submitted to:
Glendale Unified School District

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Term: 5 Years

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Executive Summary

Like many other school districts in Southern California, Glendale Unified School District (GUSD) has a large percentage of youth who can be classified as "disconnected" as defined by Measure of America. According to this organization's data, approximately one in nine (11.8%) of young people in the communities of Glendale, La Cañada Flintridge, and La Crescenta-Montrose are neither in school nor working.¹ Options For Youth (OFY), a network of charter schools who serves, supports, and educates disengaged students, would like to partner with the GUSD to serve the district's disconnected youth.

The education model upon which OFY is established has been implemented in traditional public and charter schools throughout California for almost 30 years. Originally operated as a contracted service to the Los Angeles Unified School District, OFY was awarded its first charter in 1993 and has since grown to five charters with over thirty school sites throughout California. OFY's founding group is represented by experienced professionals with diverse backgrounds, all of whom are committed to helping at-risk students reach their potential. Founding members all have extensive experience in developing, managing, and evaluating educational services and are connected by a common desire to see OFY achieve its mission.

The mission of OFY schools is to create an educational choice for all students. OFY staff will connect with students to empower and inspire them to achieve their goals and make their dreams a reality.

OFY will assist students as they develop supportive relationships that enable them to manage work, life, and familial responsibilities. Our vision is to re-engage students in their education by giving them the skills and the confidence to become self-motivated and competent lifelong learners who contribute to their community.

OFY has served 7th-12th grade students living in or near the GUSD at a school site in La Crescenta for over five years. The existing school site operates on a year-round, multi-track calendar to better accommodate the scheduling needs of students who are not successful in a more traditional educational environment. The La Crescenta school site has served over 200 students during the 2016-2017 school year, 61% of whom enrolled to recover credits. In addition, 17% of the students receive special education services and 4% are classified as English Learners. Currently, the racial demographics of the school site are split between two significant subgroups: White (36%) and Hispanic or Latino (45%); in addition, 9% of the student population identifies as multi-racial.² The student median household income is \$37,167, and 60% of the student body are eligible for free or reduced meal plans.³

OFY provides at-risk students with a comprehensive and holistic educational model. Students who attend OFY school sites receive instruction that is aligned to the Common Core State Standards, highly personalized, and presented in both small group and one-on-one formats. To support students' social-emotional needs, OFY builds community partnerships, links students with wrap-around services, and provides character education, leadership development, and off-site, multi-day experiential learning opportunities. Together, OFY's academic and non-academic supports prepare students to compete in educational and career settings with their peers.

OFY's proposed charter school authorized by GUSD will serve approximately 300 students in grades 7–12, up to 22 years of age. By partnering with OFY, GUSD will receive immediate and long-term benefits, including:

¹ Lewis, K., & Burd-Sharps, S. (2015). Zeroing in on place and race: California congressional district 28. *Measure of America*. Retrieved from <https://www.measureofamerica.org/youth-disconnection-2015/>

²Internal data provided by EDI Analytics. Tableau platform. Demographic Analysis (2.0). 2015-2016 School Year. OFY-San Gabriel Charter. La Crescenta Center. (Retrieved 03/02/2017)

³Internal data provided by EDI Analytics. Tableau platform. Demographic Analysis. 2015-2016 School Year. OFY-San Gabriel Charter. La Crescenta Center. (Retrieved 03/02/2017)

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

Above all, a charter partnership between OFY-Glendale and GUSD would benefit the students and community that GUSD serves. In addition to academic opportunity, OFY provides an economic benefit to the communities the school serves. Dr. James S. Catterall of UCLA found that for every one dollar invested into Options For Youth there would be an estimated three dollars of return in societal benefits.⁴ The overall positive impact of OFY on students and communities is best described by Edgar Garcia, Ph.D. and Neubauer Assistant Professor of English Language and Literature, University of Chicago:

“The opportunity that OFY gave changed my life. Not only did attending OFY take me away from the very negative experience of a crowded public school and its social pressures, it also let me study—for the first time in my life—whatever I wanted to, without any disciplinary pressure. Taking a class on poetry, reading through the packets on my own, I was absolutely blown away. I had never read poetry before that time but I immediately knew that it was what I wanted to do with my life. OFY gave me that opportunity and I ran with it, reading as much poetry, literature, and philosophy as I possibly could.”⁵

⁴Catterall, J. S. (2011). The societal benefits and costs of school dropout recovery. *Education Research International*, 2011.

⁵ Options For Youth. *Annual Review* (2015).

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LIST OF EXHIBITS

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- Exhibit O:** Budget
- Exhibit P:** School Calendar
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- Exhibit R:** Facility Documentation
- Exhibit S:** Middle and High School Course List
- Exhibit T:** Committed Teachers and Students

Affirmations/Assurances

Options For Youth-Glendale (OFY-Glendale or the Charter School) hereby certifies that the information submitted in this petition for a California public charter school submitted to the Glendale Unified School District (GUSD or 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 awarded, 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 Options For Youth for purposes of the Educational Employment Relations Act (EERA). [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)]
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)]

Affirmations and Assurances

10. Shall at all times maintain all necessary and appropriate insurance coverage.
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]

Affirmations and Assurances

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. Options For Youth Mission

The mission of OFY-Glendale is to create an educational choice for all students. OFY-Glendale’s staff will connect with students to empower and inspire them to achieve their goals and make their dreams a reality.

OFY-Glendale believes that every student deserves a teacher who believes in them and an educational program that supports their individual needs. This belief is derived from the organization’s core values of mutual respect, mutual trust, integrity, and compassion. It is through these core values that students cultivate deep and meaningful relationships with teachers and staff members, developing valuable life skills such as trust, independence, accountability, and communication. Students often enroll with a variety of unmet academic and non-academic needs. Teachers meet these students at their academic and social levels, focus on individual strengths and opportunities, and identify specific strategies for setting and meeting goals. Student advisors provide social supports and access to wrap-around services so that outside distractions do not impede learning. Principals and assistant principals operate on a first name basis with every single student, coaching them through challenges and celebrating victories small and large. These positive, affirming interactions create a safety net for students that have been left behind and provide them a sense of belonging and hope. As students are able to develop confidence in their ability and a plan for their future, they are more likely to commit the time and effort needed to make high school graduation a reality.

The names, addresses, phone numbers, and credential numbers of teachers who believe in the mission OFY-Glendale and wish to teach at the charter school are included in **Exhibit T: Committed Teachers and Students**. A list of committed students, the name of each student’s parent or guardian, and the grade level of each student is included in **Exhibit T: Committed Teachers and Students** as well.

B. Community Need for the Proposed School

OFY-Glendale will meet the intent of the Charter Schools Act by providing a comprehensive alternative high school education to at-risk students that will lead to students’ attainment of a diploma and acceptance to college or pursuit of a career. OFY-Glendale will be part of a network of public charter schools which provide at-risk youth with a public, alternative educational option. Authorization of OFY-Glendale by the

Glendale Unified School District will give students who have dropped out or who are at risk of dropping out of school the opportunity to re-engage with their education. Students at OFY-Glendale may earn the credits needed to resume their education at a traditional school or continue their education at and graduate with a high school diploma from OFY-Glendale.

The Glendale Unified School District is part of California Congressional District 28, a region in which 11.8% of youth aged 16-24 are designated “disconnected”—that is neither in school nor working—as determined by Measure of America.⁶ Using the data from Measure of America and the United States Census Bureau, OFY-Glendale estimates that 1,498 teenagers, ages 15 to 19, live within the boundaries of the Glendale Unified School District who would benefit from the proposed educational program. OFY-Glendale will recruit, re-engage, and progress these students toward graduation. Table A.1 below provides a breakdown as to how OFY-Glendale determined this number.

Table A.1: Estimate Need in Glendale Unified School District Zip Codes

| Zip Code | Disconnected Youth Rate for Congressional District 28 ⁷ | Number of Youth (ages 15-19) per 2010 U.S. census ⁸ | Estimated Number of Disconnected Youth (ages 15-19) ⁹ |
|--|--|--|--|
| 91201 | 11.8% | 1,405 | 166 |
| 91202 | 11.8% | 1,257 | 148 |
| 91203 | 11.8% | 736 | 87 |
| 91204 | 11.8% | 986 | 116 |
| 91205 | 11.8% | 2,536 | 299 |
| 91206 | 11.8% | 1,732 | 204 |
| 91207 | 11.8% | 455 | 54 |
| 91208 | 11.8% | 942 | 111 |
| 91210 | 11.8% | 10 | 1 |
| 91214 | 11.8% | 2,635 | 311 |
| Total Number of Disconnected Youth (ages 15-19) in the District | | | 1,498 |

Furthermore, studies demonstrate a correlation between high rates of student truancy and suspensions with students dropping out of school.¹⁰ The Glendale Unified School District had a truancy rate of 25% and suspension rate of 3% in the 2014-2015 school year.¹¹ In comparison, the OFY charter with a school site in La Crescenta had a truancy rate of 2% and suspension rate of 0%.¹²

C. Alternative Education Options for At-Risk Youth

The Glendale Unified School District operates two alternative education schools—Allan F. Daily Continuation School and Verdugo Academy. Enrollment numbers at these schools, however, are low and do not meet the community need demonstrated in Table A.1 above. In the 2015-2016 school year, a total of 312 students in grades 7-12 were enrolled at these district-run alternative campuses—a number far fewer than the estimated 1,500 students between the ages of 15 and 19 who have become disconnected from educational opportunity in the Glendale Unified School District.

⁶ Lewis, K., & Burd-Sharps, S. (2015). Zeroing in on place and race: California congressional district 28. *Measure of America*. Retrieved from <https://www.measureofamerica.org/youth-disconnection-2015/>

⁷ Ibid.

⁸ United States Census Bureau. (2017) Retrieved from factfinder.census.gov

⁹ Formula: Number of Youth (15-19) per 2010 U.S. census*Disconnected Youth Rate for Congressional District 28

¹⁰ Losen, D. J., & Martinez, T. E. (2013). Out of school and off track: The overuse of suspensions in American middle and high schools. *K-12 Racial Disparities in School Discipline*.

¹¹ California Department of Education. Retrieved from dq.cde.ca.gov/Dataquest. (Retrieved 02/28/2017)

¹² Ibid.

D. How the School Will Meet the Needs of the Community

OFY's school site in La Crescenta has served over 200 students in the 2016-2017 school year, 61% of whom enrolled to recover credits and return to their cohort at their home school. OFY-Glendale's academic program will give these students the opportunity to catch-up with their classmates and graduate from their neighborhood school. Students may enroll at OFY-Glendale for reasons other than credit recovery as well. Reasons for enrollment may include: bullying at their current school; need for more individualized curriculum; health issues that make daily school attendance difficult; or familial or personal responsibilities. Regardless of reason for enrollment, OFY-Glendale will provide each student with a flexible, personalized education program which is built around a student's immediate academic needs, personal responsibilities, and long-term academic and professional goals.

E. Students Served

OFY-Glendale will serve approximately 300 students in grades 7-12, ages 13-22, who reside within the Glendale Unified School District. Nothing in this section precludes the Charter School from eventually offering a traditional educational program for all grade levels (K-12) or an independent study educational program serving grades K-6.

OFY-Glendale's primary student demographic is students who have dropped out or are at risk of dropping out of school. These students may include single parents without childcare, expectant mothers, individuals in the juvenile justice system, students with chronic absenteeism, foster care students, homeless students, students with behavioral problems, students that have been expelled, and students with an Individualized Educational Program (IEP) or Section 504 Plan.

F. Alternative Schools Accountability Model

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

G. Attendance

The average daily attendance (ADA) guidelines to which OFY-Glendale will adhere are defined in 5 CCR Section 11960 which states that attendance in charter schools occurs when "charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools." Students will sign-in when they arrive at OFY-Glendale's school site, and teachers will take attendance during small group instruction or teacher appointments.

To accommodate students' varying schedules, OFY-Glendale's school site will be open Monday through Friday from 8:00 am to 5:00 pm. OFY-Glendale may stay open later in the evening and on the weekends, depending on student need. The school site will be open year-round and will offer a minimum of 240 instructional days per year. Students will meet with their guided independent study teacher at least twice a week to review course materials, get additional academic support, complete assessments, and address any other academic or personal issues. Students will be expected to complete four to six hours of academic work per day.

H. Educational Philosophy

OFY-Glendale believes that an educated person in the 21st century is a self-motivated, competent, and lifelong learner who possesses the academic and life skills necessary to contribute meaningfully to society.

Element A: Description of Educational Program

OFY-Glendale’s students will learn academic skills through a personalized learning program that is tailored to each student’s current academic abilities and long-term educational goals. The curriculum will be aligned to Common Core and California State Standards. OFY-Glendale’s students will learn academic skills that enable them to:

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

OFY-Glendale will offer experiential learning and character education courses to build students’ resilience and social-emotional skills. These courses will be offered at OFY-Glendale’s school site, through community service opportunities, during multi-day excursions to Rocky Mountain Pathways Ranch (RMPR) and Blackbird Farm, and on local, national, and international trips. OFY-Glendale students will learn life skills that enable them to:

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

I. Description of How Learning Best Occurs

1. Educational Program

OFY-Glendale will provide educational opportunities to those students most at risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. OFY-Glendale will support each student’s individual academic needs, as well as their social and emotional needs, which research has shown to be equally important toward making high school graduation a real possibility for at-risk students.¹³ OFY-Glendale will provide an education that 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 Options For Youth and its sister network of public charter schools, Opportunities For Learning, had a societal economic benefit of three-to-one. Meaning, that for every one dollar invested in the program there would be an estimated three dollars returned in societal benefits.¹⁴ These benefits include increased tax revenue due to the higher wages high school graduates make and decreased expenditures on incarceration and social service supports (e.g. housing aid, Medi-Cal, WIC).

The goals of OFY-Glendale will be: (i) to offer students a comprehensive learning experience under Common Core and California State Standards; (ii) to identify students who are not succeeding in the traditional school environment and provide them educational services; and (iii) to help students become self-motivated, competent, and lifelong learners.

OFY-Glendale’s educational program will reflect 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

¹³ 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

¹⁴ Catterall, J. S. (2011). The societal benefits and costs of school dropout recovery. *Education Research International*, 2011.

Excellent Education for all America’s Children,” Belfield, Levin, Muennig, and Rouse identified seven key indicators of high-quality schools that address the needs of at-risk student populations. All seven indicators are incorporated into the comprehensive educational program at OFY-Glendale:

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

Many at-risk students have difficulty focusing simultaneously on the multiple courses that comprise a standard student schedule at a traditional comprehensive high school. The students then become overwhelmed trying to effectively manage their time for each course (Levin, 2007).¹⁵ Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Therefore, OFY-Glendale’s students, on average, will work on two or three courses at a time, allowing them to focus their attention and progress through these courses at their own pace. Students will 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 will be held will reinforce self-discipline and productive work habits.

a) *Sample Student and Teacher Schedules*

Provided below are two sample student schedules that illustrate how OFY-Glendale’s educational program can be individualized to accommodate each student’s needs. Sample schedules for small group instruction and guided independent study teachers are included with **Exhibit P: School Calendars**.

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

| | | | |
|------------------|------------------------------------|---|--------------------------------------|
| Monday | 8:30-9:30: GIS teacher appointment | 10:00-12:00: Algebra 1 SGI class | 3 hours of independent academic work |
| Tuesday | 8:30-9:30: student advisor meeting | 10:00-12:00: 10 th grade English Foundation SGI class | 3 hours of independent academic work |
| Wednesday | 8:30-9:30: GIS teacher appointment | 10:00-12:00: Algebra 1 SGI class | 3 hours of independent academic work |
| Thursday | 8:30-9:30: math tutoring | 10:00-12:00: 10 th grade English Foundations SGI class | 3 hours of independent academic work |
| Friday | 12:00-1:00: Leadership opportunity | 5 hours of independent academic work | |

Student Two is an 18-year-old, 11th grader who scored at grade level on the initial math and below grade level on the English language arts Renaissance STAR assessments. Student Two works to

¹⁵ 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.

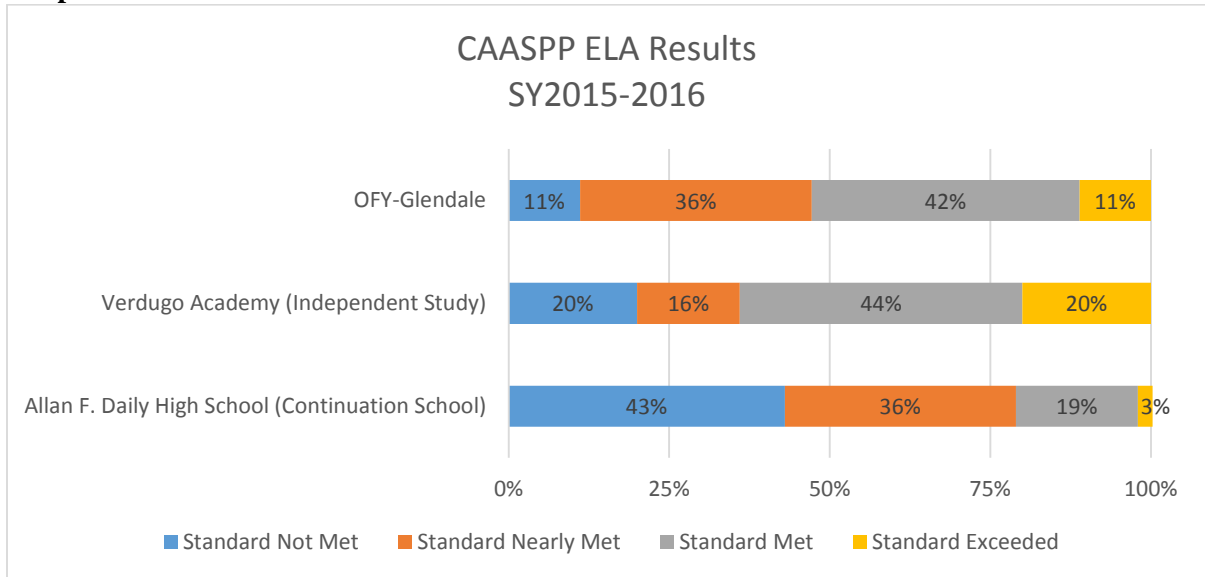
help support his family; however, conversations between the student and his parents, teacher, and employer have resulted in Student Two receiving an extended lunch hour to allow for school attendance. This extra time helps Student Two achieve his goal of high school graduation.

| | | |
|------------------|---|--|
| Monday | 4 hours of independent academic work (e.g. Student Activity Workbook, online class, projects) | |
| Tuesday | 12:30-1:30: GIS teacher appointment | 2:00-4:00: English Foundations SGI class |
| Wednesday | 4 hours of independent academic work (e.g. Student Activity Workbook, online class, projects) | |
| Thursday | 12:30-1:30: GIS teacher appointment | 2:00-4:00: English Foundations SGI class |
| Friday | 4 hours of independent academic work (e.g. Student Activity Workbook, online class, projects) | |

2. Unique Accomplishments and Data

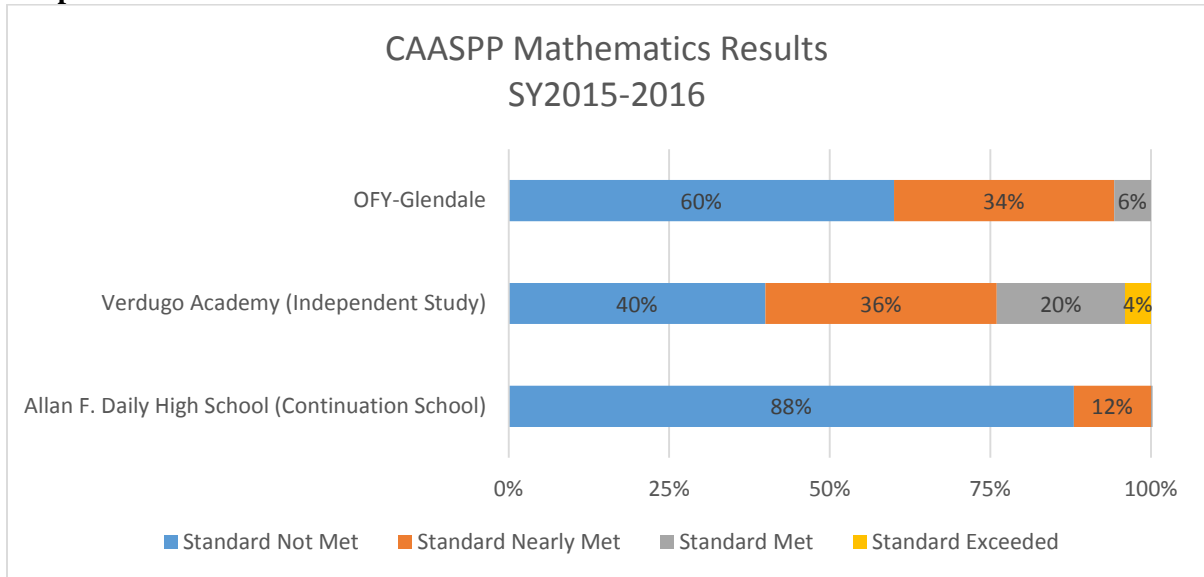
During the 2015-2016 school year, 64% of the student population at the OFY school site in La Crescenta qualified for Free or Reduced Price Meals (FRPM). This exceeds the FRPM student demographic at Verdugo Academy by over 30 percentage points. A lower percentage of students at the OFY school site in La Crescenta scored “Standard Not Met” and a higher percentage of students scored “Standard Nearly Met” on the assessment than students at Verdugo Academy. For a more detailed comparison of 2015-2016 ELA CAASPP results, see Graph A.1 below:

Graph A.1: OFY-Glendale and Similar Schools SY2015-2016 CAASPP ELA Results



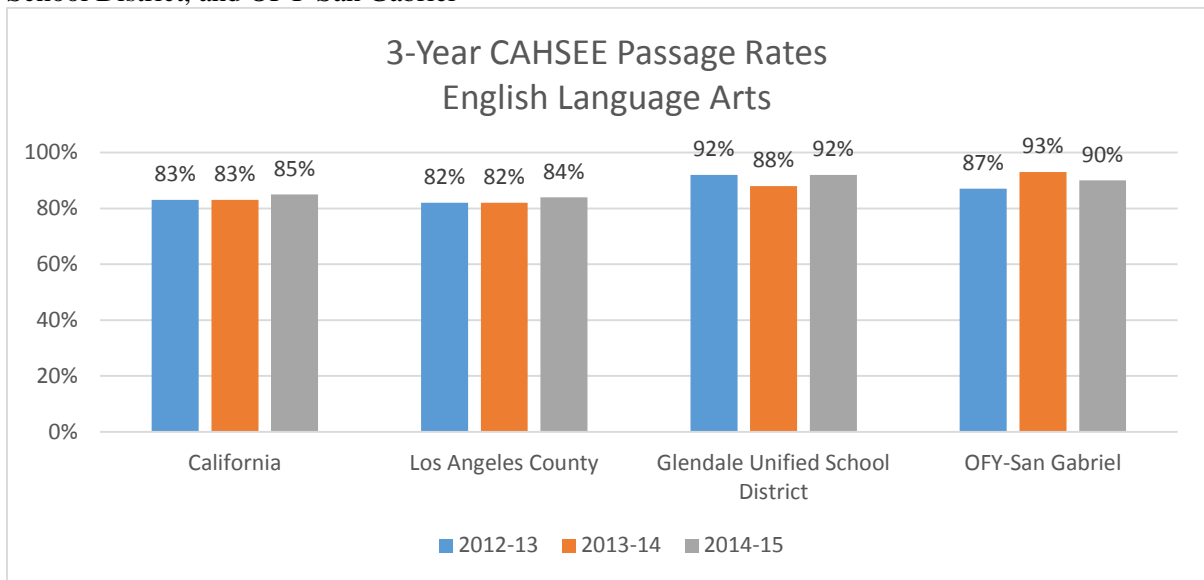
Allan F. Daily High School, a continuation school in the Glendale Unified School District, had 62% of its students qualify for FRPM in 2015-2016—an amount almost equivalent to that of the OFY school site in La Crescenta. Both schools serve students who have not had success in more traditional educational environments. Despite the overlapping student population, the OFY school site in La Crescenta outperformed Allan F. Daily High School on both the ELA (see Graph A.1 above) and math (see Graph A.2 below) sections of the 2015-2016 11th Grade CAASPP assessments.

Graph A.2: OFY-Glendale and Similar Schools SY2015-2016 CAASPP Mathematics Results



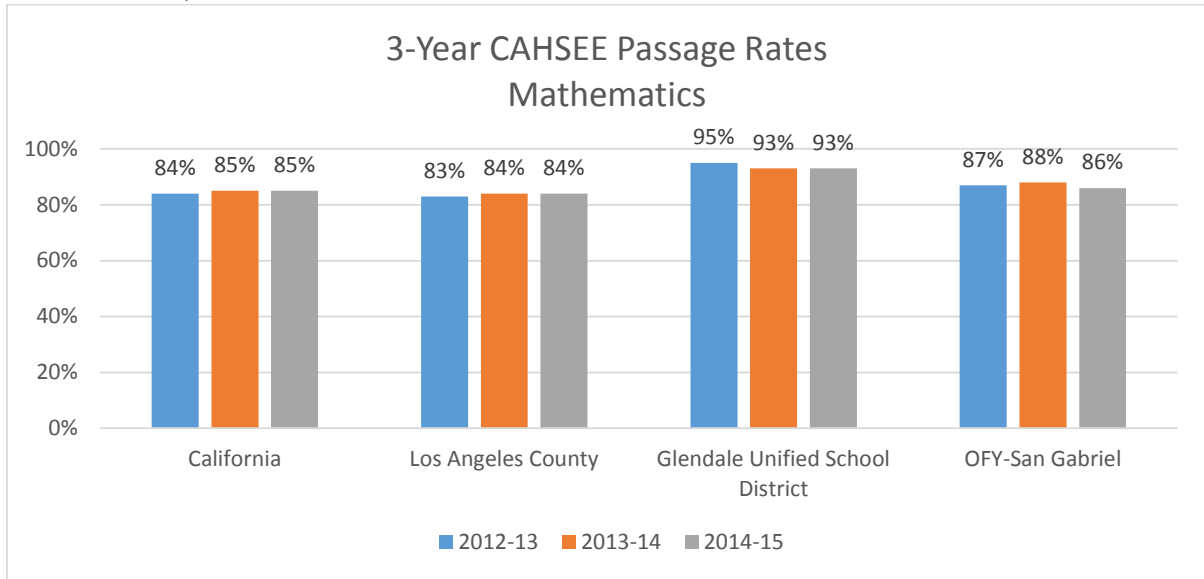
The OFY charter school that serves students in the Glendale Unified School District also has an established history of success serving at-risk and disadvantaged students. Graphs A.3 and A.4¹⁶ provide a three-year overview of the OFY charter school’s success on the California High School Exit Exam (CAHSEE). For all three years, the OFY charter school outperformed the state of California and the county of Los Angeles in both English language arts (ELA) and mathematics. These results are significant because a majority of OFY’s students enroll in the school behind their peers academically.

Graph A.3: CAHSEE ELA Combined Results for California, Los Angeles County, Glendale Unified School District, and OFY-San Gabriel



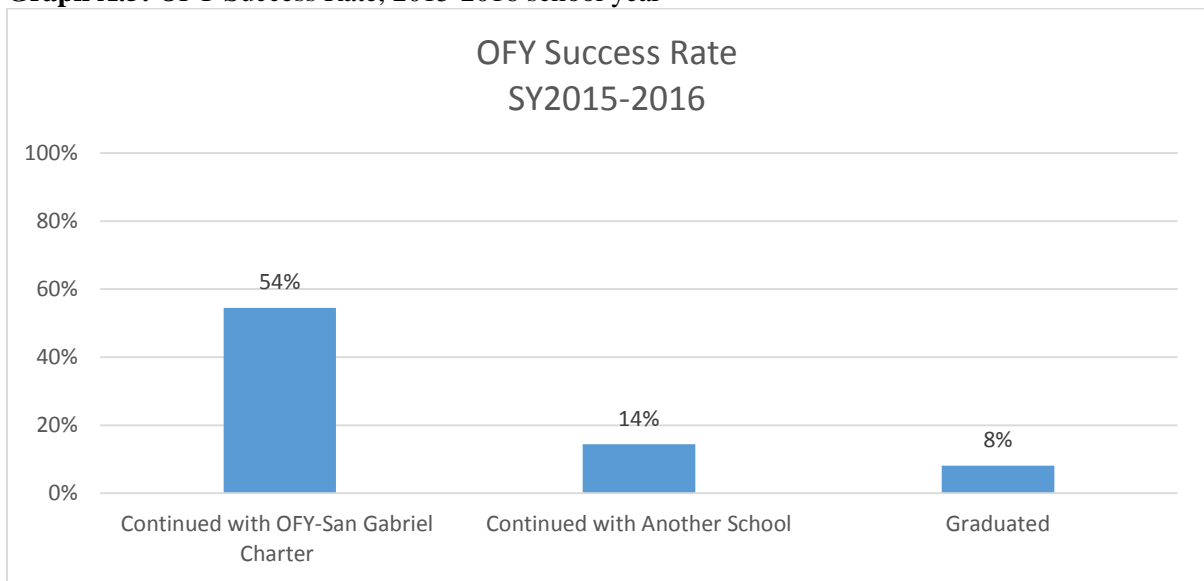
¹⁶ CAHSEE data retrieved from <http://cahsee.cde.ca.gov>. (Retrieved 02/28/2017).

Graph A.4: CAHSEE Math Combined Results for California, Los Angeles County, Glendale Unified School District, and OFY-San Gabriel



OFY’s ability to improve the academic performance of at-risk students translates into the school’s students becoming re-engaged in their education. Students express this recommitment in a variety of ways, including transferring back to their home school or another traditional school, continuing their education at OFY, or graduating with a high school diploma from OFY. OFY considers all these forms of reengagement as successes. In 2015-2016, the OFY school site in La Crescenta served 225¹⁷ students and had an overall success rate of 76%—that is, over 170 students become recommitted to their education during the school year. A detailed breakdown of the OFY school site in La Crescenta’s success rate¹⁸ is shown in Graph A.5 below:

Graph A.5: OFY Success Rate, 2015-2016 school year



¹⁷ Internal data provided by EDI Analytics. Tableau platform. Student Count/Enrolls/Drops. 2015-2016 School Year. OFY-San Gabriel Charter, La Crescenta Center. (Retrieved 02/28/2017).

¹⁸ Internal data provided by EDI Analytics. Tableau platform. Student Outcomes. 2015-2016 School Year. OFY-San Gabriel Charter, La Crescenta Center. (Retrieved 02/28/2017).

Furthermore, OFY’s education program prepares students for a range of post-secondary education or career options. Of the 68 students who graduated from OFY’s school site in La Crescenta during the 2014-2016 school years, an average of 64% graduated with a clear plan for their future. Of the students who graduated, 80% enrolled in community college, 15% entered a university, 2% joined the military, and 2% enrolled in a vocational education program.

3. Curriculum and Instructional Design

OFY-Glendale will provide students with the opportunity to complete academic work and credits through a variety of means, including small group instruction, and personalized learning. OFY-Glendale will be defined as a non-classroom based program and will comply 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, OFY-Glendale shall also be a forum for piloting and implementing new instructional methodologies and curricular materials, using current research to guide the school’s decision-making. OFY-Glendale will seek the best and most recent educational research and data that then leads to the development of effective and inspiring curriculum.

a) Curriculum

Curriculum will align with Common Core State Standards (CCSS), Next Generation Science Standards, and California State Content Standards. Curriculum will focus 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 CAASPP assessment system.

Curriculum offerings will include English, math, science, social studies, physical education, health, art, music, and other subjects. In addition, advanced courses and electives will be available for those students who desire to engage in more challenging opportunities beyond the core subject areas. Rigorous courses will be differentiated and presented in various formats that align with student learning styles. Courses will be designed to provide structured learning and individualized support for students who may be struggling academically. Standard coursework will be framed around the University of California/California State University (UC/CSU) A-G approved courses, and electives will be available for all students. A middle and high school course list is included in **Exhibit S: Course List**.

(1) Early College Program

As part of the comprehensive curricular offerings at OFY-Glendale, students will have access to an Early College Program that will allow them to earn college credits while working toward their high school diploma. The Early College Program will blend 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 Learners, 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. The Early College Program will further OFY-Glendale’s ability to reengage students in their education and view college as a viable and affordable option after graduation.

(2) Career Technical Education

OFY-Glendale will offer Career and Technical Education (CTE) coursework in the areas of Arts, Media, and Entertainment, Building and Construction Trades, Marketing Sales, and Service, Information and Communication Technologies, and Health Science and Medical technologies. The CTE program will help students determine careers they may choose to pursue in the future as well as make professional connections. OFY-Glendale's CTE program will provide students with opportunities to gain industry certification and work experience through internships and work-based learning. CTE's hands-on coursework will provide students with the practical and relevant skills they need to enter into their careers.

An essential component of OFY-Glendale's program will be the opportunity for students to participate in dual enrollment with local community colleges. These courses will be a vital indicator of college and career preparedness and give students a head start toward earning a post-secondary degree or career-relevant certification.

b) Pupil Grade Level Promotion and Retention Policy

OFY-Glendale 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 benchmark assessment 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 benchmark assessments administered by OFY-Glendale. The grade level placement of any incoming student shall be at the sole discretion of OFY-Glendale's leadership staff.

The retention of a student in a particular grade level will be based solely on whether or not the student has successfully mastered the courses and concepts that OFY-Glendale has prescribed for that grade level. The grade level promotion or retention of any student enrolled with OFY-Glendale shall be at the sole discretion of OFY-Glendale's leadership staff.

c) Transferability of High School Credit

OFY-Glendale will seek accreditation by the Western Association of Schools and Colleges (WASC). OFY-Glendale will apply for WASC accreditation in the second semester of the first school year. Accreditation will allow credits awarded by OFY-Glendale to be transferable to the Glendale Unified School District's schools, other accredited public and private schools, and all accredited colleges. Students and parents will be informed about the transferability of courses to other public high schools and the eligibility of designated courses to meet UC/CSU A-G college admissions criteria during the enrollment meetings, in newsletters, and in the Student Handbook.

d) Instructional Design

OFY-Glendale's instructional design will create 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 will 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. Overall, the instructional design of the program includes, but is not limited to:

- individualized learning plans

- guided independent study
- focused learning and subject matter concentration
- targeted intervention
- small group instruction
- computer-based learning
- experiential learning
- extended learning time
- parental involvement

(1) Individualized Learning Plan

Each student at OFY-Glendale will be assigned to a guided independent study teacher with whom they meet will at least twice per week. In a collaborative effort, the student, parents/guardians, guided independent study teacher, and counselor will develop an Individualized Learning Plan (ILP) to help ensure student success. The ILP will document the student’s past academic performance, identify their current academic needs, and detail their responsibilities outside of school (see **Exhibit F: Individualized Learning Plan**). The ILP will empower students to reengage with their education by providing a roadmap towards achieving the student’s academic goals. The guided independent teacher and the student advisor will oversee the ILPs and facilitate the academic progress of each student. Student Advisors will be the primary resource for students regarding post-secondary goals, resume writing, job applications, scholarship applications, and college and financial aid applications.

ILPs will be an essential element to OFY-Glendale’s educational program because they contribute to the development of strong teacher-student relationships. Research has shown that strong teacher-student relationships increase student academic achievement and help low-income youth build social-emotional skills.¹⁹ 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.²⁰ Moreover, the authors underscore the far-reaching value of social-emotional skills because of long-term behavioral and attitudinal effects.²¹ 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 at-risk students toward their graduation goals.^{22 23}

(2) Guided Independent Study

OFY-Glendale’s Student Master Agreement will require that students attend guided independent study appointments at least twice per week (see **Exhibit G: Student Master Agreement**) and will allow the scheduling of additional guided independent study appointments as needed. The Student Master Agreement provides an overview of the student’s course schedule and articulates student responsibility to ensure adequate academic progress. The guided independent study format will permit each student to tailor his or her work pace to meet individual personal needs and goals. Students will be encouraged to complete a set number of assignments per week and to attend regular appointments for assistance and

¹⁹ 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

²⁰ Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning.

²¹ Ibid.

²² Brush, C., & Jones, B. (2002). Student voices: Why school works for alternative high school students. *Salem, OR: Oregon Department of Education*, 629-640.

²³ Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological inquiry, 71*(2), 241-255.

assessment. Each student will be required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). Each student's self-guided units will be completed in student activity workbooks (SAWs). SAWs will contain rigorous curriculum and include internet activities, essay writing, and other various methods of assessing student learning per subject matter.

Additionally, all SAWs will:

- focus on college and career readiness and learning for life
- reflect an understanding of 21st Century Skills, as adopted by California and other states
- encourage higher-order thinking skills and depth of knowledge
- include scaffolding of foundational skills to close learning gaps
- require internet use for research, skill practice, and exploration
- incorporate in-depth vocabulary study
- allow frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback
- teach narrative, analytical, and expository writing techniques

The guided independent study format will provide 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 teachers an opportunity to assess and provide feedback on student work at least twice each week, or more frequently if the student needs targeted assistance. Teachers and other support staff (e.g. tutors, center coordinators, specialists for English Learners, the Special Education Department and assigned aides, and student advisors) will collectively support and coach students towards their individual goals while encouraging academic and personal growth.

(3) Focused Learning and Subject Matter Concentration

Students may enroll in one to three courses at a time. This focused approach enables students to master content thoroughly; complete a course at their own pace and acquire regular and timely feedback from teachers.

(4) Targeted Intervention

OFY-Glendale's students will be matched with caring teachers and supported by involved and knowledgeable administrators and staff members. Frequent, one-on-one interactions between teachers and students will enable OFY-Glendale to intervene as problems arise. OFY-Glendale's teachers will be trained on specific academic interventions such as scheduling additional tutoring at the school site, the development of study skills, and the implementation of study groups. OFY-Glendale may also offer foundational courses in math and literacy. These courses will re-introduce OFY-Glendale's students to math and literacy skills that they have forgotten or never mastered. By rebuilding their base of knowledge, OFY-Glendale's students will be able to perform better in grade-level math, English, science, social science, and elective courses.

When students experience unusual economic or personal hardship, OFY-Glendale will provide non-academic interventions such as positive reinforcement of incremental student behavior improvements, support for transportation, meetings with school psychologists, and collaborative meetings between teachers, support staff, parents or guardians, and students that

result in student contracts. OFY-Glendale’s teachers, administrators, and staff will consult with local government, health, and charitable entities in an attempt to ensure that the student receives all necessary economic, social, and emotional support available to him or her.

(5) Small Group Instruction

Students who are struggling to meet the demands of the curriculum or who desire more classroom-based hands-on learning may enroll in small group instruction courses taught by a single-subject credentialed teacher in a classroom of no more than 15-20 students. Students may enroll in a variety of different small group instruction courses that meet UC/CSU A-G requirements. Each small group instruction course will be taught at least twice a week in 90 to 120 minute instructional blocks that run between 10 and 14 weeks. Each student will earn up to 60 Carnegie Units (5 Credits) for each small group instruction course passed. Small group instruction will enroll between 10 and 20 students per course. Small group instruction and tutoring will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum and to provide additional support to students as they matriculate through their ILP.

(6) Computer-based Learning

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

(7) Experiential Learning

OFY-Glendale will prepare students for college and careers through meeting the needs of the whole student. Social-emotional learning through experiential activities and community service projects will be 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 grow their leadership skills.

- Students will build a social awareness of others, including the ability to care for one another.

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

Another component of experiential learning will be off-campus trips and activities that expose students to various environments and aspects of society that they may otherwise not experience. For example, Rocky Mountain Pathways Ranch (RMPR), a nonprofit organization located on 56 acres near the edge of Rocky Mountain National Park, offers experiential learning camps in which students will take over operations on an existing dude ranch. This will enhance 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 will care for ranch animals and learn to saddle and ride horses. While on hikes, students will be educated on the nature surrounding RMPR. Students will also participate in team building, leadership, and personal growth activities.

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

OFY-Glendale will offer students national and international travel opportunities as well. Students may travel to Washington D.C. to see the history and government of their own country first-hand. Students may also immerse themselves in cultures and histories different than their own by traveling to countries such as Cuba and Italy.

Lastly, students will have the opportunity to visit colleges throughout California. These trips will introduce students to the college application process, the availability of financial aid, and college culture. Students may visit California State, UC, community college, or vocational and technical college campuses to learn more about post-secondary options available to them.

OFY-Glendale's experiential learning programs are critical to a student's social-emotional development. So that all students have an equal opportunity to participate in OFY's experiential learning programs, OFY-Glendale will offer the experiential learning programs for free to all participating students.

(8) Extended Learning Time

OFY-Glendale will offer an extended school with a minimum of 240 instructional days. The extended school year will allow students to work year-round to achieve their academic goals. In addition, OFY-Glendale will work cooperatively with the Glendale Unified School District to offer summer school courses to students.

(9) Parental Involvement

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

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

Parents may provide feedback to OFY-Glendale via scheduled parental focus group meetings and the school’s website—www.ofy.org. OFY-Glendale will have a number of parent information sessions scheduled throughout the year, including back to school nights and Local Control and Accountability Plan (LCAP) informational meetings in both Spanish and English.

e) Professional Development

A study by John Tyler and Magnus 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.²⁴ OFY-Glendale’s teachers will be trained and vigilant about identifying logistical or personal issues that may hinder students from making academic progress. OFY-Glendale has partnered with the School Improvement Network to implement Edivate, an online and 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, within teams or groups, or across wide geographic distances—creating an environment where learning goals can be met.

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 model strategies 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. Observation templates have been customized to meet the needs of our staff and are used as a tool to help administrators support and develop their instructional staff. With these tools, OFY-Glendale will provide support to instructional staff to improve their instructional practices and have tangible impacts on student achievement.

OFY-Glendale will provide 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 will focus on maintaining high expectations for all students and implementing effective intervention strategies for struggling students. OFY-Glendale will structure and implement Professional Learning Communities (PLCs) to effectively use data to drive instruction, and to identify needs for training, support, and guidance. All teachers will be trained in

²⁴ Tyler, J. H., & Lofstrom, M. (2009). Finishing high school: Alternative pathways and dropout recovery. *The future of children*, 19(1), 77-103.

the PLC methodology of collaboratively improving their practice through the analysis of student work and performance data. This method allows teachers to reflect on their practice and take the lead in the on-going improvement of that practice. The PLCs will work on designing asset-based strategies to increase the number of students who meet or exceed standards on the CAASPP assessment and increase the graduation rate for all students.

4. Students Performing Below Grade Level

OFY-Glendale will serve students who have experienced a great amount of school failure and often have skill gaps due to absences or ineffectual learning experiences. Interventions for students who perform below grade level on English language arts and math benchmark assessments will include enrollment in remedial courses and access to tutors to help them learn or relearn the foundational skills needed to succeed in grade-level courses. Remedial courses and tutoring will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum and to provide additional support as they matriculate through their ILP.

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

Students will regularly be assessed for mastery of skills and content. Students who experience academic difficulty will be provided with additional time at OFY-Glendale. This additional time will be used 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 will be able to reduce their course load and concentrate on the number of courses in which they can be successful. This will help avoid the problem that students sometimes face in a traditional public school, wherein 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 successfully complete their coursework.

Every effort will be made to encourage and support student academic and personal growth. As part of this effort, teachers and staff will determine whether there are logistical problems or personal issues that hinder students from completing their coursework. The personalized interaction between teachers and students will make it possible for such issues to be discovered early on. Support will then be provided to help each student have his or her basic needs met while. This support will ensure that students are able to continuously work toward achieving their academic goals.

5. Gifted and High-Achieving Students

Academically high-achieving students are defined as those learners who, because of a natural proclivity for learning, can accelerate their program of study. Accelerated study will allow a student to advance into grade levels above their age-specific requirements. By completing advanced coursework, students will be prepared for College Prep or Advanced Placement coursework in their junior and senior years.

The individualized nature of student-teacher interactions will allow for a differentiated curriculum that is tailored to the student's individual academic needs. Gifted and high-achieving students will be able to advance through courses at an accelerated rate. Students may reach graduation requirements earlier

than expected or take additional courses to be better prepared for college or other post-secondary learning environments. Eligible students may also take college preparatory or Advanced Placement courses through a computer-based platform. These courses will be available to students who demonstrate their ability to succeed in a computer-based learning environment.

6. *English Learner Services*

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

a) Student Enrollment and Initial Designation

Identification of and instructional support for ELs will begin upon enrollment and continue throughout the time a student is enrolled at OFY-Glendale. OFY-Glendale will administer the Home Language Survey upon a student's initial enrollment. If a student is identified as an EL or a potential EL based on the results of the home language survey, the EL specialist will meet with the student and parent or guardian to review language services available at OFY-Glendale and develop a language support plan. The EL specialist will work in conjunction with the assessment department to administer the CELDT to students who meet the criteria for an Initial Assessment. The CELDT will be administered within 30 calendar days of the date of enrollment. Once the CELDT is completed, the EL specialist will perform a local scoring of the initial assessment to determine language proficiency levels and commensurate language support. The EL specialist will submit the CELDT results and answer document to the assessment department, and the assessment department will submit the answer document to the test vendor for official scoring. Test scores will be considered official when the test vendor returns the results to OFY-Glendale.

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

b) Curriculum and Instruction

English Language Support Professionals (ELSPs), which include EL specialists and Regional EL Coaches, assist in the development of independent study curriculum, small group instruction curriculum, and instructional strategies (e.g. specially designed academic instruction in English [SDAIE]) designed to support OFY-Glendale's ELs. The ELSPs will 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 instructional 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. In accordance with ELD standards, supports or modifications provided to students will not be lower than the levels of achievement required to pass a course nor reduce the course's rigor. The ELD standards will not replace any Common Core or California State Standard for any subject.

Students' self-guided assignments will be completed in student activity workbooks (SAWs). SAWs will be given to all students and will be available in all subjects. ELs will work from the same SAWs as English Only students; however, ELs will receive additional language intensive instruction from ELSPs on a daily basis. Furthermore, the SAWs of ELs will be supplemented by additional EL curriculum. ELs will also access the same A-G curriculum as English Only students.

OFY-Glendale will use 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, small group instruction classroom format, and student assessment and placement. In addition, ELs at OFY-Glendale will receive support from an English Language Support Team (ELST) comprised of multiple staff members, including: teachers, small group instructors, online facilitators, intervention specialists, tutors, and ELSPs. All ELs enrolled at OFY-Glendale will access core curriculum with carefully designated ELD support from ELSPs. The overall level of support an EL student needs will be determined through by Renaissance STAR assessments results, the CELDT, and the reclassification process. These scores and observations will be used to determine course placement and support language acquisition. ELs who show deficiencies in oral and written language will receive intensive, one-on-one support from ELSPs.

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

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

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

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

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

c) *Reclassification*

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

- overall proficiency level of Early Advanced or Advanced and a minimum score of Intermediate in each domain
- score of Basic or higher on district-adopted, standards-based ELA assessments or standards-based common final ELA exam
- a study by OFY-Glendale'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:
 - o evaluation of student's listening, speaking, reading, and writing skills using a proficiency rubric
 - o authentic student work samples, including writing samples
 - o teacher evaluation.
- parent or guardian consultation and opinion

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

- CELDT annual assessment results
- CAASPP scores
- Renaissance STAR scores
- student performance 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
- current course grades and academic disposition

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

student demonstrates a need for language support, the ELST will determine and provide appropriate interventions to the student. Students who are reclassified, along with parents and staff, will be invited to an annual reclassification awards event at the end of the school year to celebrate their achievement.

OFY-Glendale's ELs will receive ELD instruction until they meet reclassification criteria; however, language development is a different journey for every student. ELs who have not met reclassification criteria by the beginning of their sixth year will be considered Long-Term ELs (LTELs). To address the delay in language development, OFY-Glendale will assemble a team consisting of the student, parents or guardians, 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 will be notified in their primary language of the RFEP procedure and updated on their child's progress. OFY-Glendale's open door policy will provide 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 child's academic support and identify any additional support needed at home.

d) Staffing

OFY-Glendale will meet 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, OFY-Glendale will require all teachers—including out-of-classroom teacher positions—to possess an appropriate authorization to teach ELs. The requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s) or by passing exams approved by the California Commission on Teacher Credentialing. An EL authorization allows the teacher to provide ELD and SDAIE instruction to ELs, but a teacher with a single-subject ELD credential is preferred.

e) Parental Involvement

Parents and guardians of students will be invited to OFY-Glendale for an annual Bilingual Scholars Night. This event will highlight OFY-Glendale's EL program and show parents or guardians how the EL program improves student learning and academic performance. OFY-Glendale will also host an annual Celebration Ceremony to recognize students who have been reclassified or have made substantial progress in their acquisition of the English language. Parents and guardians will be informed of both events by phone calls, emails, and letters home. Communication with parents or guardians will be conducted in the preferred home language.

7. Services to Students with Disabilities

OFY-Glendale recognizes the importance of providing educational opportunities to all students regardless of the special needs they face. A smaller and more intimate learning environment, personal connections with the general and special education staff, clear expectations, the ability to work on fewer

classes at one time, and a less distracting environment have all been identified as contributing factors to the success of students with disabilities.

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

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

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

For purposes of IDEA compliance only, OFY-Glendale shall be deemed a public school of the District. Notwithstanding the foregoing, OFY-Glendale reserves the right to establish itself as an LEA (the LEA Election) at any time, and then to contract with, participate in, or otherwise utilize the services of any Special Education Local Plan Area (SELPA) including, but not limited to, SELPAs that are specifically designed to serve the needs of charter school students. Until such time as OFY-Glendale exercises the LEA election, the parties shall comply with the terms of the existing Agreement to support the educational needs of students with disabilities enrolled in OFY-Glendale.

a) SELPA Representation

Once the charter has been granted LEA status with a SELPA, OFY-Glendale 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."²⁵

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

²⁵ <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=51001-52000&file=51745-51749.6>

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.

d) Services for Students under the IDEA

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

OFY-Glendale shall provide special education instruction and related services in accordance with the IDEA, California Education Code requirements, and applicable policies and practices of the authorizing District and SELPA. OFY-Glendale 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 student records.

OFY-Glendale 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 the Glendale Unified School District's special education population, 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% of the school day receiving special education services. OFY-Glendale will ensure that a full continuum of services based upon a student's IEP goals and objectives will be provided.

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

e) Staffing

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

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

Specific professional development for identifying, supporting, and evaluating the progress of special education students will be provided by OFY-Glendale and will include trainings on:

Response to Intervention (RTI), Individualized Transition Planning, and Behavioral Intervention Planning.

- RTI—Professional development in RTI will assist personnel in evaluating the progress of students in special education through research-based educational methodologies that address foundational, symbolic, and conceptual learning.
- Student Study Team (SST)—OFY-Glendale 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

OFY-Glendale shall follow District and SELPA policies as they apply to all District schools for responding to implementation of special education services. OFY-Glendale 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. OFY-Glendale will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. OFY-Glendale shall obtain parent or guardian consent to assess OFY-Glendale’s students.

h) Identification and Referral

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

OFY-Glendale 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 referrals exist. Every student who wishes to enroll in OFY-Glendale will take a benchmark exam to assist with developing the student’s learning plan. Should a student score low in the benchmark 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 student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (Education Code Part 30, Chapter 4, Article 1, Section 56303). If a student is deemed eligible, the SST develops goals and objectives that guide the student's education at OFY-Glendale. 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, OFY-Glendale shall comply and complete the request adhering to all required 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.

OFY-Glendale understands that students are diverse learners with a range of instructional needs. OFY-Glendale 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 will provide meaningful and actionable feedback regularly to assist students in identifying areas for improvement and motivate them towards high achievement. Similarly, teachers will create learning experiences to scaffold students into the expected outcomes.

Further, OFY-Glendale 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 at 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

OFY-Glendale shall arrange and provide prior written notice when holding an IEP meeting, and IEP team membership shall be in compliance with State and Federal law. OFY-Glendale 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 OFY-Glendale representatives who are knowledgeable about the regular education program at OFY-Glendale and/or about the student. OFY-Glendale 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

OFY-Glendale understands that the decisions regarding eligibility, goals and objectives, services, placement, program, and exit from special education shall be the decision of the IEP team and

parent or guardian approval, pursuant to the IDEA. Services, placements, and programs shall be provided to all eligible students enrolled in OFY-Glendale in accordance with the policies, procedures, and requirements of Federal law, State law, and District and SELPA policies.

k) IEP Implementation

OFY-Glendale shall be responsible for the implementation of the IEP. As part of this responsibility, OFY-Glendale shall provide parents with reports on the student's progress towards their IEP goals and objectives as provided in the student's IEP. These reports are provided as frequently as report cards are provided for OFY-Glendale's non-special education students. OFY-Glendale 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

OFY-Glendale shall comply with California Education Code Section 56325 with regard to students transferring into OFY-Glendale within the academic school year. In accordance with California Education Code Section 56325(a)(1), students who enroll in OFY-Glendale from another school district, whether within or outside of California, shall be provided a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed 30 days through a 30-day administrative placement, by which time OFY-Glendale 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 OFY-Glendale from the authorizing District, OFY-Glendale shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and OFY-Glendale agree to develop, adopt, and implement a new IEP that is consistent with Federal and State law. Within those first 30 days, OFY-Glendale 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 OFY-Glendale.

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

m) Non-Discrimination

It is understood and agreed that all students will have access to OFY-Glendale and no student shall be denied admission or counseled out of OFY-Glendale 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

OFY-Glendale shall follow State, District, and SELPA policies for responding to parental concerns or complaints related to special education services. OFY-Glendale 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. OFY-Glendale's designated representative shall investigate,

respond to, and address the parent or guardian concern or complaint consistent with District policies.

o) Due Process Hearings

OFY-Glendale may initiate a due process hearing or request for mediation with respect to a student if it determines such action is legally necessary or advisable. In the event that a student's parents or guardians file for a due process hearing or request mediation, OFY-Glendale 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 will maintain communication with the general education teacher, student, and parent to ensure the student is progressing both in their IEP and ILP goals. The general education teacher, special education teacher, and other related-services provider, will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student will meet with the special education teacher and/or related-services provider at OFY-Glendale's school site based upon a specified appointment time. Additionally, the school psychologist and special education teacher will monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education teacher will collect and monitor the student's data to assist with analyzing the effectiveness of the interventions and to determine additional action when needed.

For students receiving specialized academic instruction, the special education teacher will use OFY-Glendale'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 small group instruction courses through a collaboration model.

Student progress will be evaluated on a monthly basis and 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 OFY-Glendale's program, an IEP meeting will be scheduled to discuss further interventions and supports with the intention of improving student credit accumulation or progress towards IEP goals.

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

will be offered additional support by the general education staff and the special education staff. An assessment and an initial IEP meeting will be held if a parent or staff member requests reinstatement of special education services due to a suspected area of disability.

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

In the event that a student transfers out of OFY-Glendale, OFY-Glendale will forward all student 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

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

r) 504 Determination

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

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

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

special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

J. State Priorities

In accordance with California Education Code 47606.5, OFY-Glendale will comply 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. OFY-Glendale shall submit the LCAP to the Glendale Unified School District annually on or before July 1 of each year, as required by California Education Code 47604.33.

OFY-Glendale’s goals will be based on existing OFY LCAP goals (see **Exhibit D: 2016-2017 Local Control Accountability Plan**) and will align to address California’s eight state priorities. OFY-Glendale will modify the LCAP to address any local priorities as well. In accordance with Education Code 47606.5, OFY-Glendale will comply 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. Please see Table A.2 for OFY’s current annual LCAP goals, specific annual actions, and measureable outcomes.

Table A.2: OFY 2016-2017 LCAP Goals and the Eight State Priorities

| Teacher Assignments and Credentialing State Priority #1: Basic Services | |
|--|---|
| Annual Goals (Schoolwide and subgroup goals, as applicable) | All teachers will be fully credentialed in the subject that they are teaching according to state and federal law. |
| | Content-specific instructional coaches will be available to teachers. |
| | A pool of career and technical education (CTE) credentialed staff will be established. |
| Specific Annual Actions | Maintenance, retention, recruitment, and development of instructional staff. |
| Measurable Outcomes | Teacher Credentials. |
| | Sign-in sheets for professional development. |
| | Teacher Surveys. |
| Access to Instructional Materials State Priority #1: Basic Services | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | Students will have access to instructional materials that are aligned to the states standards. |

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| Specific Annual Actions | Additional student resources, including standards-aligned instructional material will be offered to 100% of the student population. |
| Measurable Outcomes | Curriculum is aligned to Common Core and California State Standards. |
| Facilities Maintenance State Priority #1: Basic Services | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | Facilities will meet all applicable building, safety and health codes. |
| Specific Annual Actions | Conduct daily spot checks and periodic inspections. Correct areas of need in a timely manner. |
| Measurable Outcomes | School Accountability Report Card (SARC). |
| Common Core State Standards State Priority #2: Implementation of Common Core State Standards | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | Standards-aligned CTE coursework will be made available to students. |
| Specific Annual Actions | Additional student resources, including standards-aligned CTE instructional material will be offered. |
| Measurable Outcomes | Curriculum is aligned to Common Core and California State Standards. |
| English Learners and Academic Content Knowledge State Priority #2: Implementation of Common Core State Standards | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | English Learners will be offered additional specialized instruction to move toward reclassification. |
| Specific Annual Actions | Additional student resources, including standards-aligned instructional material that supports English Learners, will be offered. |
| Measurable Outcomes | Internal benchmarks. |
| Achieving and Maintaining Parental Involvement State Priority #3: Parental Involvement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | Establish multiple avenues for parent involvement. Parent surveys and focus groups will be made available to establish CTE pathways. |
| Specific Annual Actions | Will provide opportunities to involve parents through orientation, school events, parent teacher conferences, meeting and surveys. |
| Measurable Outcomes | Focus group meeting sign-in sheets. Parent surveys. |
| Statewide Assessments State Priority #4: Student Achievement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | Smarter Balanced assessment scores in ELA and math will be increased for CBEDS students (including each individual subgroup) by at least 1%. |
| Specific Annual Actions | Maintenance, retention, recruitment, and development of fully credentialed and highly-qualified instructional staff. Teachers will be equipped to provide individualized instruction through access to content-specific instructional coaches. Ensure adequate special education resources and personnel to provide required services to students with a 504 plan or IEP. |
| Measurable Outcomes | Focus group meeting sign-in sheets. Parent surveys. |
| Statewide Assessments State Priority #4: Student Achievement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | Smarter Balanced assessment scores in ELA and math will be increased for CBEDS students (including each individual subgroup) by at least 1%. |
| Specific Annual Actions | Maintenance, retention, recruitment, and development of fully credentialed and highly-qualified instructional staff. Teachers will be equipped to provide individualized instruction through access to content-specific instructional coaches. |

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| | Ensure adequate special education resources and personnel to provide required services to students with a 504 plan or IEP. |
| Measurable Outcomes | CAASPP. |
| A-G Course/CTE Course of Study Completion Rate(s) [High School Only] State Priority #4: Student Achievement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | A baseline will be developed for student participation in CTE pathways. Will begin the development of community partnerships aligned to CTE pathways to increase pupil achievement and engagement. |
| Specific Annual Actions | Develop curriculum and provide standards-aligned course textbooks and material. Community events with partners. |
| Measurable Outcomes | CTE course availability. Community meeting sign-in sheets. |
| English Learner Adequate Progress Rate State Priority #4: Student Achievement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | CBEDS English Learners will advance one performance level on the CELDT or ELPAC each year English Learners will be offered additional specialized instruction to move toward reclassification. |
| Specific Annual Actions | Develop English Learner curriculum and provide standards-aligned course textbooks and supplemental instructional materials. Administer assessments to ensure adequate ELD progress. |
| Measurable Outcomes | Internal benchmarks. CELDT or ELPAC. |
| English Learner Adequate Progress Rate State Priority #4: Student Achievement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | CBEDS English Learners will advance one performance level on the CELDT or ELPAC each year English Learners will be offered additional specialized instruction to move toward reclassification. |
| Specific Annual Actions | Develop English Learner curriculum and provide standards-aligned course textbooks and supplemental instructional materials. Administer assessments to ensure adequate ELD progress. |
| Measurable Outcomes | Internal benchmarks. CELDT or ELPAC. |
| Advanced Placement Examination Passage Rate [High Schools Only] State Priority #4: Student Achievement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | All students and student subgroups will have access to standards-aligned Advanced Placement courses in core content areas. |
| Specific Annual Actions | Provide standards-aligned Advanced Placement coursework. |
| Measurable Outcomes | Advanced Placement assessments. |
| EAP College Preparedness Rate [High Schools Only] State Priority #4: Student Achievement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | All students will have access to standards-aligned college preparatory coursework. All students will have access to student tutors. |
| Specific Annual Actions | Increase literacy and math intervention through small group instruction. Increase professional development for tutors. |
| Measurable Outcomes | EAP results. |
| School Attendance Rate State Priority #5: Student Engagement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | At least 25% of CBEDs students enrolled for three 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. |

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| | For CBEDS English Learners, utilization will average at least 80% overall. |
| | For CBEDS low-income student subgroup, utilization will average at least 82% overall. |
| Specific Annual Actions | Upgrade to the Student Information System to include tracking and distribution of student course completion and attendance, and extra-curricular participation. |
| | Provide additional materials to improve student engagement, including, but not limited to food, school spirit wear, transportation assistance, etc. |
| | Provide 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. |
| Measurable Outcomes | Student records. |
| | Utilization rates. |
| Chronic Absenteeism Rate State Priority #5: Student Engagement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | All student subgroups will have a minimum number of absences throughout the school year. |
| Specific Annual Actions | Students and parents will be made aware of attendance and school work policy. |
| Measurable Outcomes | Utilization rates. |
| Dropout Rate [Middle and High Schools Only] State Priority #5: Student Engagement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | A metric will be developed to determine middle and high school drop-out rates for all students, including all significant student subgroups (Hispanic or Latino, Black/African-American, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities). |
| | Based on the student records and dropout rates, interventions will be provided to all students. |
| Specific Annual Actions | Analyze student data to ensure that students are attending teacher appointments, SGI classes (when applicable), and attaining credits at an appropriate pace. |
| Measurable Outcomes | Student records. |
| | Dropout rate. |
| Graduation Rate [High Schools Only] State Priority #5: Student Engagement | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | The foster youth subgroup will have an individualized learning plan aligned with an AB 216 planning guide. |
| | 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 for graduates. |
| Specific Annual Actions | 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. |
| Measurable Outcomes | Enrollment rate. |
| | Graduation rate. |
| Student Suspension Rate State Priority #6: School Climate | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | The school will maintain a low suspension rate. |
| Specific Annual Actions | A clear suspension policy will be implemented schoolwide. |
| | Students will receive life skills and social-emotional learning through various aspects of the program. |
| Measurable Outcomes | Suspension rate. |
| Student Expulsion Rate | |

| State Priority #6: School Climate | |
|--|--|
| Annual Goals (Schoolwide and subgroup goals, as applicable) | The school will maintain a low expulsion rate. |
| Specific Annual Actions | A clear expulsion policy will be implemented schoolwide. |
| | Students will receive life skills and social-emotional learning through various aspects of the program. |
| Measurable Outcomes | Expulsion rate. |
| Other Local Measures of School Climate State Priority #6: School Climate | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | A baseline for measuring pupil and parent perceptions of school safety will be developed utilizing surveys. |
| Specific Annual Actions | Create and conduct surveys focused on school safety. |
| | 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. |
| Measurable Outcomes | Parent and student survey data. |
| | Enrollment data. |
| | Student records. |
| Courses for Grades 7 th to 12 th State Priority #7: Broad Course of Study | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | SB-359 California Mathematics Placement Act will be implemented. |
| | Students will have access to a broad course of study aligned to Common Core and California State Standards. |
| Specific Annual Actions | Students, including all subgroups, will have access to core and non-core subject area coursework, including social emotional courses and experiential learning. |
| Measurable Outcomes | Student individualized learning plans. |
| State Priority #8: Other Student Outcomes | |
| Annual Goals (Schoolwide and subgroup goals, as applicable) | Students will demonstrate a Student Growth Percentile (SGP) of 35 or higher on the Renaissance STAR assessments. |
| Specific Annual Actions | Administer Renaissance STAR assessments to all students and student subgroups. |
| Measurable Outcomes | Internal benchmarks. |

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

Students at OFY-Glendale will have a diverse range of academic goals and needs. Many students will participate in the academic recovery program to catch-up on credits and return to their resident or neighborhood school. Other students will enroll at OFY-Glendale with the intent to graduate from the charter school. To ensure that the credits earned at OFY-Glendale will transfer to other middle schools, high schools, community colleges, colleges, and universities, OFY-Glendale will seek WASC accreditation. This accreditation will allow OFY-Glendale to meet the following program outcomes:

- **Credit Attainment:** OFY-Glendale will be authorized to award course credit to those students who successfully master OFY-Glendale’s coursework. To be considered mastered, all the coursework and assessments within a particular course must be completed with an average score of 75% or better (or as otherwise specified on a student’s IEP or 504 plan).
- **College and Career Readiness:** OFY-Glendale will encourage students to participate in college preparatory courses. Students will be offered a multitude of resources to assist in exploring post-secondary goals, identifying various career paths, researching colleges and financial aid opportunities, and designing a plan to transition from high school and into a college or rewarding career.
- **High School Diploma:** OFY-Glendale will be authorized to award high school diplomas to those students who successfully complete the academic and behavioral requirements established by OFY-Glendale.

1. High School Graduation Requirements

Students who choose to graduate from OFY-Glendale will be required to meet the graduation requirements listed in Table B.1:

Table B.1: Graduation Requirements²⁶

| | |
|--------------------------------------|--|
| ENGLISH | 40 Credits |
| SOCIAL SCIENCE | 30 Credits (World History (10 Credits); U.S. History (10 Credits); American Government (5 Credits); and Economics (5 Credits)) |
| MATHEMATICS | 20 Credits (Algebra 1 (10 Credits) and Geometry (10 Credits)) |
| PHYSICAL EDUCATION | 20 Credits |
| SCIENCE | 20 Credits (Biological Science (10 Credits); Physical Science (10 Credits)) |
| FOREIGN LANGUAGE OR FINE ARTS | 10 Credits (Students who earn 10 credits in foreign language must earn 5 credits in fine arts as well) |
| CAREER PREPARATION | 5 Credits |

²⁶ Retrieved from <https://www.gusd.net/Page/890> (Retrieved 03/02/2017).

| | |
|----------------------------|--|
| HEALTH AND GUIDANCE | 10 Credits |
| GENERAL ELECTIVES | 65 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 OFY-Glendale and students must submit verified hours on a letterhead from an approved service agency) |

OFY-Glendale understands that graduation requirements may change over time. All of OFY-Glendale’s students will complete all graduation requirements of the current school year per the requirements of the Glendale Unified School District or state of California.

2. College Preparatory Plan

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

OFY-Glendale will offer a diverse array of courses that meet UC/CSU A-G admission requirements. In addition, students at OFY-Glendale will be able to enroll in Advanced Placement courses. For a list of A-G and Advanced Placement courses that OFY-Glendale will offer, please see “A-G Approved Courses” in **Exhibit E: Student Handbook**. Finally, OFY-Glendale will pursue partnerships with local community colleges. These partnerships will enable OFY-Glendale to offer concurrent enrollment courses to its students.

B. Exit Outcomes Aligned to Common Core and California State Standards

1. Academic Outcomes

OFY-Glendale’s courses will be aligned with Common Core and California State Standards. Student performance will be monitored throughout the length of each course. Pupil outcomes will meet State content and performance standards in core and non-core courses, and all exit outcomes will align with the mission of OFY-Glendale as well as the charter school’s curriculum and assessments. Table B.2 lists examples of academic exit outcomes in core courses. Likewise, exit outcomes for 7th-11th grade courses will align with Common Core and California State Standards.

Table B.2: Examples of 12th Grade Academic Exit Outcomes

| 12th Grade Core Example 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. |

OFY-Glendale recognizes that exit outcomes and performance goals may need to be modified or changed over time. These changes may be caused by changes to Common Core or California State Standards; changes to curriculum or performance expectations by the Glendale Unified School District or the CDE; or changes initiated by OFY-Glendale’s board or leadership team. Any revisions to exit outcomes or performance goals will align with Common Core or California State Standards and meet or exceed minimum requirements put forth by the Glendale Unified School District or the CDE.

2. Character Outcomes

At-risk students sometimes have little or no positive relationship with community institutions (e.g. schools, local government, churches). OFY-Glendale will create 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.

OFY-Glendale will provide programs and activities for students to interact with and relate to one another. These opportunities will include student council, senior picnics, leadership camps, student recognition events, graduation ceremonies, and experiential learning classes. Experiential learning opportunities will 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 students will learn in these environments will 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.

Furthermore, OFY-Glendale will provide a four-to-five week, small group instruction course on Character Education. The course will align with Common Core State Standards in College and Career Readiness and will equip students with the mindset, knowledge, and skills needed to lead successful academic and personal lives. Students will study character traits such as gratitude, grit, optimism, and responsibility and participate in activities that help build self-confidence, self-esteem, and self-respect. By the end of the course, students will develop a deeper awareness of and knowledge about themselves,

their community, and the greater world around them. The leadership skills that OFY-Glendale’s students learn will 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.3 below:

Table B.3: Character Education Exit Outcomes

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

C. Performance Goals

In the LCAP for the 2016-2017 school year, OFY identified four major accountability goals and delineated these goals for the various subgroups the organization serves (see Tables B.4-B.7). These goals address all eight state priorities, and a detailed breakdown on how OFY intends to meet these goals is included in **Exhibit D: 2016-2017 Local Control Accountability Plan**.

Table B.4: Options For Youth 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 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.5: Options For Youth 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 better 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 OFY 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.6: Options For Youth 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. | |

Table B.7: Options For Youth 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 though 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. | |

OFY-Glendale’s LCAP goals will be updated annually to reflect the changing needs of the students the charter school will serve. In addition to LCAP goals, OFY-Glendale will monitor pupil achievement via multiple, measurable methods, including:

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

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

OFY-Glendale will be accountable for student progress based on student performance in Renaissance STAR assessments in English language arts and mathematics, CAASPP, and other California or Federally-mandated standardized tests. OFY-Glendale will also be evaluated 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.

OFY-Glendale will use 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 or ELPAC (movement from one proficiency level to the next)
- RFEP results (the number and percentage of ELs who have exited the EL program)
- Course Level Assessments (demonstration of proficiency in grade level courses using summative assessments)
- FITNESSGRAM (physical education exam for required grades)

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

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

B. Progress Assessment Methods

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

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

1. Unit and Course Assessments

Formal and informal assessments will be essential components of OFY-Glendale’s instructional model. Appropriately selected and administered assessment instruments will align to the mission, exit outcomes, and curriculum of OFY-Glendale. These assessments will provide information that is critical for:

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

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

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

| Subject | Assessment Tools | Frequency |
|------------------------------|----------------------------------|------------------------|
| English Language Arts | Renaissance Star ELA assessment | Three times per year |
| | Oral presentation | Ongoing |
| | Rubric-based performance tasks | Ongoing |
| | Unit assessments | Upon unit completion |
| | Summative assessments | Upon course completion |
| | SBAC | Annually |
| Mathematics | Renaissance Star math assessment | Three times per year |
| | Rubric-based performance tasks | Ongoing |
| | Unit assessments | Upon unit completion |
| | Summative assessments | Upon course completion |
| | SBAC | Annually |
| Science | Lab reports | Ongoing |
| | Rubric-based performance tasks | Ongoing |
| | Unit Assessments | Upon unit completion |
| | Summative assessments | Upon course completion |
| | CST | Annually |
| Social Science | Oral presentation | Ongoing |
| | Rubric-based Performance Tasks | Ongoing |
| | Unit assessments | Upon unit completion |
| | Summative assessments | Upon course completion |
| | CST | Annually |

| | | |
|------------------------|--------------------------------|------------------------|
| World Languages | Rubric-based performance tasks | Ongoing |
| | Unit assessments | Upon unit completion |
| | Summative assessments | Upon course completion |
| Health/PE | Rubric-based performance tasks | Ongoing |
| | Unit assessments | Upon unit completion |
| | Summative assessments | Upon course completion |
| Electives | Rubric-based performance tasks | Ongoing |
| | Unit assessments | Upon unit completion |
| | Summative assessments | Upon course completion |

OFY-Glendale students will also develop their social-emotional skills through experiences that foster critical thinking. Research supports the positive association between social-emotional skills and academic achievement, with these skills having positive long-term behavioral and attitudinal effects.²⁷ Methods for assessing the progress of the development of these skills include reflection activities and one-to-one student teacher meetings (see Table C.2).

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

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

C. Personalized Assessment

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

The teacher, student, and parents will work together to develop an ILP to help maximize the student's success in the program. OFY-Glendale 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. Students will be provided a balance between structure and flexibility in their learning process.

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

- an assessment of the academic strengths and weaknesses of the student, using both formal and informal assessment procedures
- a thorough examination of the expectations for each student

²⁷ 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.

- location of available resources and services so that an appropriate match between the expectations and the student’s knowledge base can be achieved
- the development of a personalized plan of action that is flexible, modifiable, and includes an evaluation procedure to determine achievement of desired outcomes

Students must demonstrate that they have met the standards required for the coursework. Attendance is calculated, and an audit trail of all coursework will be maintained for each student based on the California Education Code Sections 33050, 41420, 46301, and 47612 for charter schools.

D. Student Skill Growth

Comprehensive skill growth will be measured using multiple assessment measures. One metric used for individual and whole school tracking is the Renaissance STAR assessment system, which is nationally normed and aligned with the Common Core. Implementation of the Renaissance STAR assessments will allow OFY-Glendale to disaggregate data, evaluate curriculum, and compare students’ skill growth to that of students at other OFY schools.

The Renaissance STAR computer-adaptive assessment tool will provide staff with an accurate measurement of student skill levels shortly after enrollment and will track skill growth over time. These benchmark assessments will provide teachers with a snapshot of each student’s English language arts and math levels; the follow-up assessments will identify each student’s deficiencies so that the teacher can provide individualized, targeted interventions. Renaissance STAR testing windows will occur in (1) October, (2) February, and (3) May. By testing the entire student body, OFY-Glendale will be able to track the skills growth of the student population as a whole.

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

E. Student Credit Attainment and Mastery

Each student will be placed in the core subjects of English language arts and mathematics based upon his or her assessed achievement levels, transcripts of previous coursework, state test results, and other data. The Renaissance STAR assessment will provide a benchmark of student performance in these core courses and will allow OFY-Glendale to track student skills as they develop. Mastery of skills will be determined by one or more of the following: teacher observational data, work samples, unit tests, and formative and summative assessments. These assessments will be tailored to meet the specific learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Students will be required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). In order to earn course credit, a student must demonstrate mastery, which is defined as a score of 75% or higher, on both coursework and unit exams. Students who do not meet this requirement must review and revisit a differentiated instructional process, such as small group instruction, online coursework, or individualized tutoring at the school site in order to master the skills and content.

F. Success Rates

The goal of OFY-Glendale is to re-engage students in their education. The achievement of this goal may be demonstrated by a student recovering credits and choosing to re-enter a traditional educational environment, electing to continue their education with OFY-Glendale, or graduating from OFY-Glendale with a high school diploma. OFY-Glendale will internally measure graduation rates on a yearly basis. Because of the non-traditional nature of the program, OFY-Glendale will determine graduation rates by measuring the number of students who have earned enough credits to be considered seniors at the beginning of the school year and those who then graduate by the conclusion of that same school year.

G. State Mandated Assessments and Accountability System

Pursuant to California Education Code Section 60605, OFY-Glendale will administer all required State and Federal standardized assessments (e.g. CAASPP, CELDT or ELPAC, FITNESSGRAM) as they are developed and approved by State and Federal agencies. State mandated assessments will be used to measure student achievement, inform instruction, and provide guidance for development of LCAP goals and objectives. Data collected from the assessments will be analyzed, disaggregated, and shared with multiple stakeholders, including school staff, school leadership, the Board of Directors, students, and parents. Based on the data, students who score below proficient will be provided with further support interventions.

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

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| 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). |
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A. Governance Overview

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

OFY-Glendale will follow all applicable laws, including the Brown Act as it applies to charter schools. OFY-Glendale will comply with the Political Reform Act and Government Code 1090 to the extent that it applies to charter school. OFY-Glendale's Board of Directors will have multiple oversight responsibilities, including:

- development, review, or revision of OFY-Glendale's accountability and mission
- adoption of required policies specific to Independent Study, master agreement, and discipline policy
- development and approval of the annual budget
- participation in dispute resolution procedures and complaint procedures when necessary
- approval of charter amendments
- annual review of the LCAP and approval of LCAP revisions
- approval of annual fiscal and performance audits
- approval of personnel discipline (e.g. suspensions or dismissals) as needed

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

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

Board Members will be selected based on background and education, commitment to the mission of the school, and ability to carry out board duties. The Board Members will be selected by Options For Youth, CA—Inc., a nonprofit public benefit corporation. Unless a Board Member is removed or resigns, each Board

Element D: Governance Overview

Member will hold office until a successor is elected. The biographies of OFY-Glendale's Board Members are included in **Exhibit B: Board Biographies**.

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

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

B. School Leadership

Maricela Frymark will be principal of OFY-Glendale. Principal Frymark began her career as a teacher at the OFY-San Gabriel charter school in 2011. She has a Single Subject Clear Credential, and earned her Masters of Arts in Education and Curriculum from California State Polytechnic University, Pomona in December 2012 and was promoted to Regional Trainer a month later. Principal Frymark spent two years as Assistant Principal for the OFY-San Gabriel charter school before being promoted to Principal in June of 2015. In addition to providing administrative leadership to OFY-Glendale, Principal Frymark will serve as liaison between OFY-Glendale and the Glendale Unified School District.

Dr. Charles Pak will be Director of Instructional Operations and provide support and guidance to Principal Frymark. Before being promoted to his current role, Dr. Pak served as a teacher, mentor teacher, assistant principal, and principal for Options For Youth. He has an Administration Clear Credential. As Director of Instructional Operations, Dr. Pak has emphasized the importance of positive school culture and climate. Dr. Pak works closely with principals and leadership teams to develop plans to grow Options For Youth, acquire larger spaces to meet increasing enrollment, and ensure high student achievement. Dr. Pak holds a B.A. in Economics and a Minor in Education from University of California Irvine, an M.B.A from California State University Dominguez Hills, an M.S. in School Administration from Pepperdine University, a Single Subject California teaching credential and a California Administrative credential. Dr. Pak received his doctorate in Educational Leadership, Administration, and Policy from Pepperdine University.

The biographies of OFY's school and network leaders are included in **Exhibit A: Leadership Team**.

C. Parental Involvement

Parents of all students will be encouraged to participate in their child's education. Communication will take place through regular phone calls from teachers, open houses each semester, quarterly newsletters, LCAP and WASC surveys, and progress reports. Furthermore, OFY-Glendale will actively seek parental feedback on school operations and performance via scheduled parental focus group meetings and the school's website www.ofy.org. Parents will also be encouraged to participate in all OFY-Glendale school events (e.g. field trips, student council meetings, community service events, LCAP focus groups, WASC visits).

Element D: Governance Overview

OFY-Glendale will assemble an Advisory Council composed of school staff, interested parents, and community members. The Glendale Unified School District may appoint a representative to the Advisory Council. The Advisory Council will provide input and recommendations impacting school operations and student success to school administration, OFY-Glendale’s Board of Directors, and teachers. The Advisory Council will meet four times annually, including a meeting to review the Annual Program Evaluation.

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

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

Employees of OFY-Glendale will not be employees of the Glendale Unified School District, the State of California, or any political subdivision of the State. OFY-Glendale shall be the exclusive public school employer of all OFY-Glendale's employees, for all purposes, including, but not limited to, collective bargaining. OFY-Glendale will be responsible for hiring staff. All teachers will hold, at a minimum, a Bachelor's Degree, be appropriately licensed by the State, and demonstrate subject matter competency. In addition, all employees will be subject to the requirements in connection with criminal record checks and tuberculosis (TB) risk assessments and examinations, if necessary. All employees will be subject to State and Federal employment laws (see **Exhibit N: Employee Handbook**).

To the extent required by applicable law, core subject teachers at OFY-Glendale will meet all highly-qualified requirements as defined by the State Board of Education and ESEA, as applicable to their position, and shall be required to hold a credential or permit as required by the California Commission on Teacher Credentialing (see **Exhibit I: Job Descriptions**). These documents shall be maintained on file at OFY-Glendale and shall be subject to periodic inspection by the Glendale Unified School District.

In order to recruit and retain highly-qualified and experienced personnel, OFY-Glendale will offer a competitive salary and benefit package. OFY-Glendale is committed to maintaining a discrimination-free workplace to ensure the continued delivery of quality educational programs.

B. Employee Health and Safety Screening

OFY-Glendale will comply with all applicable laws regarding the health and safety of the students and employees. Every employee of OFY-Glendale will be required to furnish a criminal record summary as described in Section 44237 of the California Education Code and otherwise comply with the requirements of that code section. Volunteers and contractors must also provide OFY-Glendale with a criminal record summary. Any individual who has contact with students will be required to undergo a TB risk assessment and criminal record summary examination as required by law.

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

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

Job openings will be posted publicly on OFY's website as well as on education-oriented and general interest job sites. As part of the application process, candidates will be screened for experience and qualifications. If a candidate meets all the requirements for the position, an in-person interview will be conducted with OFY-Glendale's leadership staff. Before beginning employment with OFY-Glendale, selected candidates must pass a thorough background check, which includes screenings by the Department of Justice and the Federal Bureau of Investigation, past employment verification, reference checks, and a

Tuberculosis test. Newly hired teachers will participate in an induction program to learn OFY-Glendale's curriculum, instructional model, and data-tracking systems.

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 will be trained to provide emergency and first aid response to assist in providing a safe and healthy learning environment.

2. *Emergency Preparedness*

OFY-Glendale will adhere to an Emergency Preparedness Handbook (see **Exhibit M: Emergency Preparedness Handbook**) developed specifically for the school site. This handbook will include but not be limited to the following responses to: fire, flood, earthquake, terrorist threats, and hostage situations.

3. *Immunizations*

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

4. *Tuberculosis Risk Assessment and Examination*

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

5. *Bloodborne Pathogens*

OFY-Glendale will meet State and Federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. OFY-Glendale's Board of Directors will establish and implement an infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including Human Immunodeficiency Virus (HIV), and Hepatitis B Virus (HBV).

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

6. *Diabetes*

OFY-Glendale will 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 will include, but not be limited to, all of the following:

- a description of type 2 diabetes
- a description of the risk factors and warning signs associated with type 2 diabetes

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

7. *Vision, Hearing, and Scoliosis*

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

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

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

9. *Medication*

OFY-Glendale will adhere to Education Code Section 49423 regarding the administration of medication in school (see **Exhibit J: Medical Policy**).

B. Procedures for Background Checks

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

C. Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the Glendale Unified School District.

D. Comprehensive Discrimination and Harassment Policies and Procedures

OFY-Glendale will provide a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. OFY-Glendale will implement a comprehensive policy, including training for staff and students, to prevent and immediately remediate any concerns about discrimination or harassment at OFY-Glendale (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with OFY-Glendale's discrimination and harassment policy (see **Exhibit E: Student Handbook** and **Exhibit N: Employee Handbook**).

E. Facility Safety

OFY-Glendale will provide the staff and students safe facilities that meet or exceed local safety ordinances (see **Exhibit K: Emergency Preparedness Guide** and **Exhibit L: Job Safety Handbook**). The school site

will be accessible to all students. OFY-Glendale’s facility will meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act. A draft of the health and safety plan can be found in **Exhibit L: Job Safety Handbook**. OFY-Glendale’s Board of Directors may periodically amend the Job Safety Handbook or implement a new plan in compliance with applicable laws.

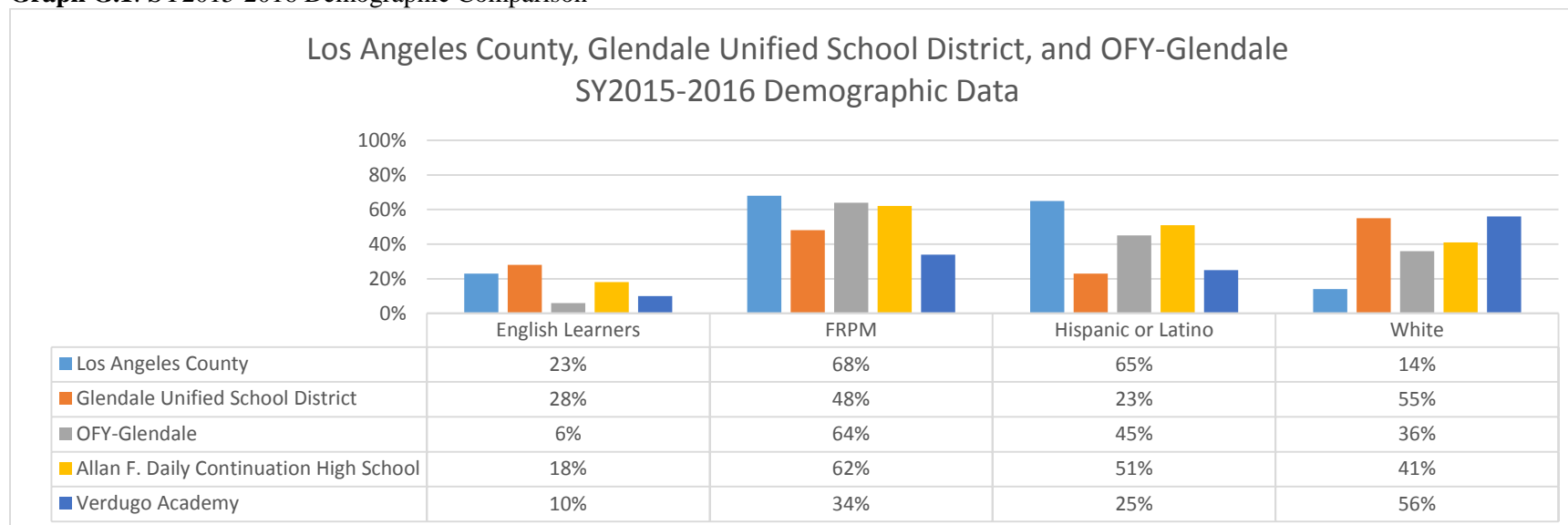
Element G: Means to Achieve a Reflective Racial and Ethnic Balance

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

OFY-Glendale will maintain a policy of non-discrimination in all areas of its operations and will make reasonable efforts to achieve a racial and ethnic balance among its students that reflects the racial and ethnic balance of the territorial jurisdiction of the Glendale Unified School District. Graph G.1 illustrates the similarities in student demographics between significant subgroups of the Glendale Unified School District and the current OFY school site in La Crescenta.

Graph G.1: SY2015-2016 Demographic Comparison²⁸²⁹



²⁸ All data, except OFY-Glendale, retrieved from ed-data.org; OFY-Glendale English Learners and FRPM data retrieved from internal data provided by EDI Analytics. Tableau platform. Demographic Analysis. 2015-2016 School Year. OFY-San Gabriel Charter. La Crescenta Center. (Retrieved 03/02/2017).

²⁹Race or ethnicity internal data provided by EDI Analytics. Tableau platform. Demographic Analysis (2.0). 2015-2016 School Year. OFY-San Gabriel Charter. La Crescenta Center. (Retrieved 03/02/2017)

OFY-Glendale will ensure that the racial and ethnic balance of the school site is reflective of that of the Glendale Unified High School District by tracking student demographics in a student information system. OFY-Glendale's principal and assistant principal will review demographic data annually to identify underrepresented subgroups. OFY-Glendale will also work with community-based organizations to create a reflective racial and ethnic balance. Practices for ensuring that OFY-Glendale's student population is reflective of the community may include, but is not limited to:

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

Element H: Admissions Requirements

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

A. Student Admissions Policies and Procedures

OFY-Glendale will not discriminate against any student and will admit all students who wish to attend. If the number of students who wish to attend exceeds the school's capacity, enrollment, except for existing students of OFY-Glendale, will be determined by a public random drawing. Preference will be given in the following order:

1. students who reside within the Glendale Unified School District and are between ages 13-19
2. other preferences may be permitted consistent with law

Upon enrollment, and as part of the admissions process, OFY-Glendale will require that prospective students consent to the acquisition of their records from their prior school, including all special education files. Teachers will review student transcripts to determine which courses students must take to meet graduation requirements. When a student transfers out of OFY-Glendale, OFY-Glendale will forward student files, including special education files, to the school or district requesting the student files within ten days of notification.

All students entering OFY-Glendale must, along with a parent or legal guardian (unless 18 years of age or legally emancipated), participate in an enrollment meeting with a teacher. The parent or guardian must be present to sign the necessary enrollment forms and the Student Master Agreement (see **Exhibit G: 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, OFY-Glendale's policy states that the teacher will co-sign the enrollment paperwork and include a note stating: "Minor represents that no parent or guardian caregiver is available, and that minor is an 'unaccompanied homeless youth' as defined under the McKinney-Vento Act."

Element I: Financial Audit Processes

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| <p>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).</p> |
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A. Audits

OFY-Glendale will prepare and submit the following reports to the Glendale Unified School District:

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

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

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

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

In addition, an independent audit will perform agreed upon procedures to review student records and verify that the stated ADA is calculated and reported accordingly as set forth in the California Education Code and California Code of Regulations. This compliance audit will be conducted by the Certified Public Accounting firm of Vicenti, Lloyd & Stutzman (VLS).

Element J: Pupil 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 OFY-Glendale's Student Handbook (see **Exhibit E: Student Handbook**). This handbook will be distributed to parents and students upon enrollment. A digital copy of the Student Handbook will be published on the OFY website. Students will be expected to conform to OFY-Glendale's rules and expectations. Teachers and staff will monitor student behavior during OFY-Glendale's hours of operation and during experiential learning trips. If a problem should arise, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

OFY-Glendale's policies and procedures regarding student discipline will be published in the Student Handbook. 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 (see **Exhibit M: Pupil Suspension and Expulsion Policy**). Parents, students, and staff may provide input on the design and implementation of OFY-Glendale's discipline policy to the Board of Directors. The Board of Directors may periodically amend the policy, develop additional criteria, and add alternative methods of discipline. However, any such amendments or additions must afford students due process to the extent required by applicable law.

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

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

OFY-Glendale may offer a 403(b) Tax Sheltered Retirement Account Plan to employees. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. The human resource department will be responsible for enrolling eligible employees and ensuring that appropriate arrangements for that coverage have been made.

Element L: Attendance Alternatives

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| <p>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).</p> |
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A. Attendance Alternatives

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

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

Element M: Description of Employee Rights

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| <p>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).</p> |
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A. Rights of Employees

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

Element N: Dispute Resolution Process

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| 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). |
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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, 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 of 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 Glendale Unified School District and OFY-Glendale.

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:*

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

Nothing stated herein requires the District to pay to OFY-Glendale those State and Federal funds designated for OFY-Glendale 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 apply regardless of the reason for the closure of OFY-Glendale. Mid-year closures will be avoided if possible, and OFY-Glendale and the Glendale Unified School District will work together to ensure that an appropriate, viable, and legally compliant educational program continues until the end of the school year. Closure of OFY-Glendale will be documented by official action of OFY-Glendale's Board of Directors. The action will identify the reason for closure.

OFY-Glendale will be the responsible entity to conduct closure activities and will fund closure activities. Upon determination of closure, OFY-Glendale will promptly notify parents or guardians of students, the Glendale Unified School District, the Los Angeles County Office of Education, the SELPA in which OFY-Glendale participates, the retirement systems that employees participate in, and the California Department of Education. These notices will include the following:

- the effective date of the closure
- the name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
- the students' districts of residence
- the manner in which parents or guardians may obtain copies of students records, including specific information on completed courses and credits that meet graduation requirements
- information to assist parents or guardians in the location of suitable alternative education programs
- any additional information required by 5 CCR 11962

OFY-Glendale will develop a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, which will be provided to the entity responsible for closure-related activities. All students' permanent records, state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. OFY-Glendale will provide parents, students, and Glendale Unified School District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232(g). The entity responsible for closure activities will store the original records of OFY-Glendale's students until such time as all students have transferred to a new school, whereupon OFY-Glendale will ensure that the respective new schools receive the students' permanent records.

OFY-Glendale will complete and file any annual reports required pursuant to Education Code 47604.33. In addition, OFY-Glendale will prepare final financial records as soon as reasonably practical and will have an independent audit completed no more than six months after closure. This audit will include an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school. OFY-Glendale will pay for the final audit. The audit will be prepared by a qualified CPA selected by OFY-Glendale and will be provided to the Glendale Unified School District upon completion.

Element O: Closure of Charter School

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

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. Management Services

OFY-Glendale will contract with Pathways Management Group (PMG) for administrative support services. PMG is a nonprofit public benefit organization focused on providing high-quality educational programs to students who have dropped out of school, are at risk of dropping out of school, or are over-aged and under-credited. PMG currently manages contract and charter schools located in Arizona, California, Illinois, Louisiana, and Tennessee and will manage an additional charter school in Idaho beginning in the 2017-2018 school year. PMG's address is 320 N. Halstead St. Suite 280 Pasadena, CA 91107.

2. Independent Contractor Status and Liability

OFY-Glendale will be a nonprofit public benefit corporation and will perform its duties as an independent contractor. The school's employees, officers, and directors in their capacity as OFY-Glendale employees shall not be considered officers, employees, or agents of the Glendale Unified School District.

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

3. Indemnity and Hold Harmless

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

4. Oversight Fees and ADA Payments

a) Oversight Charge

Except as set forth in subparagraph (b), below, as the chartering agency, the Glendale Unified School District may charge OFY-Glendale for the actual costs of the supervisorial oversight of OFY-Glendale in an amount not to exceed one percent (1 percent) of the revenue of OFY-Glendale 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 Glendale Unified School District may charge OFY-Glendale for the actual costs of supervisorial oversight of OFY-Glendale in an amount not to exceed three percent (3 percent) of the revenue of OFY-Glendale, if OFY-Glendale obtains substantially rent-free facilities from the Glendale Unified School District for use by OFY-Glendale.

c) ADA Apportionments

Pursuant to Education Code 47612, the Superintendent of Public Instruction shall make all of the following apportionments to OFY-Glendale 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 OFY-Glendale is generated by a pupil who is a California resident.
- For each pupil enrolled in OFY-Glendale 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 OFY-Glendale to the extent that any pupil enrolled in OFY-Glendale is eligible to participate.
- OFY-Glendale 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 OFY-Glendale.

The Glendale Unified School District will also be required to forward to OFY-Glendale the appropriate percentage of property tax revenues allocable to all public schools.

OFY-Glendale will report payments to the Federal and State taxing authorities as required by law. The Glendale Unified School District will not withhold any sums from revenue payable to OFY-Glendale. OFY-Glendale is independently responsible for the payment of Social Security and all other applicable taxes.

Payments shall be made to OFY-Glendale 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 OFY-Glendale or to an account held in the name of OFY-Glendale.

Notwithstanding the oversight provisions set forth herein, Glendale Unified School District shall not be entitled to receive any portion of income received by OFY-Glendale from private party sources.

B. Projected Budget

For the projected budget, see **Exhibit O: Budget**.

C. Calendar

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

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

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

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

OFY-Glendale has determined the specific days the holidays will be observed and has included these days in the Student Handbook (see **Exhibit E: Student Handbook**).

D. Nonsectarian, Non-Tuition, Non-Discrimination

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

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

F. Amendments

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

G. Attorney's Fees

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

H. Interpretation

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

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

I. 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.

J. School Site

School sites are typically configured into three classrooms, one administrative office, an open student work space, a conference space, a student meeting space, a kitchen area, a science wet lab, and appropriate restroom facilities for staff and students. The space required to implement the educational model ranges from 5,500 to 9,000 square feet. OFY-Glendale will also seek out larger spaces that can accommodate more than one science lab.

OFY-Glendale will comply with applicable provisions of Education Code Sections 47605 and 47605.1 regarding the location of the school site. The school site will be properly zoned and cleared for student occupancy by appropriate local authorities. OFY-Glendale will provide the Glendale Unified School District with a written agreement regarding OFY-Glendale's right to use the selected location for at least the first year of OFY-Glendale's operation (see **Exhibit R: Facility Documentation**).

No later than August 1, 2017, OFY-Glendale will provide documentation of adequate insurance coverage, including liability insurance, to the Glendale Unified School District. The insurance will cover all acquired or leased property intended for use as a school site by OFY-Glendale and will be based on the type and amount of insurance coverage maintained in similar settings. The school site as of the time of this petition is 2626 Foothill Blvd. La Crescenta, CA 91214.

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

K. Transportation

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

L. 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:

Options For Youth, Inc.
320 N. Halstead Street Suite 280
Pasadena, CA 91107
Facsimile: (626) 921-8250
Attention: Joan Hall, President

With a copy to:

Options For Youth-Glendale, Inc.
Attention: Legal Department
320 N. Halstead Street Suite 280
Pasadena, CA 91107
Facsimile: (626) 628-3078

To the District:

Glendale Unified School District
223 N. Jackson St.
Glendale, CA 91206
Attention: Winfred B. Roberson, Jr., Superintendent of Schools

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.

M. 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.

N. 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.

O. 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.

P. 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.

Required Supplemental Information

Options For Youth-Glendale Charter Petition

Q. Termination

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

R. Time is of the Essence

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

S. Alternative Education Programs

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

T. Conflict of Interest

OFY-Glendale shall at all times comply with the applicable law concerning conflicts of interests. A copy of OFY-Glendale's Conflict of Interest Policy is included as **Exhibit Q**.

U. 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 Petition has been executed by the Parties.

**OFY-Glendale, Inc., dba
Options For Youth-Glendale Public Charter School**

By: _____
Joan Hall, President

Date: _____

Glendale Unified School District

By: _____
Winfred B. Roberson, Jr.,
Superintendent of Schools

Date: _____