

Opportunity Youth Academy Charter Petition Material Revision



Santa Clara County Office of Education
January 4, 2021



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Board of Education
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Board of Education,

On behalf of Opportunity Youth Academy (OYA), I submit this petition renewal with gratitude for the opportunity OYA has been given to serve the students in Santa Clara County. We firmly believe that renewal of the OYA countywide dependent charter petition will continue to provide access to a quality educational pathway for students who are not currently enrolled in school and have not yet earned a diploma. We strive to prepare each graduate to be a successful member of the 21st century workforce who will benefit the greater Santa Clara County Region.

We look forward to working with you, your staff, and the Santa Clara County Board of Education in the hope and expectation that OYA can continue to live up to our commitment to provide a path to success in school and beyond for all students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Olmos", is written over a large, light gray watermark that says "DRAFT".

Steve Olmos, Ed.D.
Assistant Superintendent
Student Support & Services Division

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

In 1992 the California Legislature enacted the Charter Schools Act of 1992. Section 47605.6 of the California Education Code states that:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.


The Charter Schools Act (or “the Act”) (Education Code Section 47600, *et seq.*) requires each charter school to have a “charter” that outlines the mandatory items of the Act. The following provisions of this charter coincide with the requirements of a charter petition as required by Section 47605.6 of the Act.

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Steve Olmos, hereby certify that the information submitted in this petition for a California public charter school to be named Opportunity Youth Academy (OYA), to be located at multiple locations within the boundaries of Santa Clara County, and to be authorized by the Santa Clara County Board of Education is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, OYA will follow any and all federal, state, and local laws and regulations that apply, including but not limited to:

- OYA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)]
- OYA shall follow all provisions of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- OYA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(d)(1)]
- OYA shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- OYA shall admit all students who are eligible to attend, and who submit a timely application; unless OYA 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 47605.6(e)(2), admission to OYA shall not be determined according to the place of residence of the student or his or her parents within the county. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of OYA in accordance with Education Code Section 47605.6(e)(2)(c)(i). [Ref. Education Code Section 47605.6(e)(2)(B)]
- OYA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of “hate crimes” set forth in Section 422.55 of the Penal Code -, including immigration status, or association with an individual or group with one or more of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- OYA 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 Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- OYA 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)]
- OYA shall ensure that teachers in the Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code Section 47605.6(l)]

- OYA takes full and complete responsibility for its use of non-credentialed employees to provide services throughout the school day, including any impacts its use of such employees may have on OYA's funding.
- OYA shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil who is of high school age is expelled or leaves OYA without graduating or completing the school year for any reason, the OYA 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.
- OYA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- OYA shall, on a regular basis, consult with its parents and teachers regarding its education programs. [Ref. California Education Code Section 47605.6(c)]
- The OYA shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605.6]
- OYA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- OYA shall comply with the Family Educational Rights and Privacy Act.
- OYA shall comply with the Public Records Act.
- OYA shall comply with the Ralph M. Brown Act.
- OYA shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- To the extent that OYA provides independent study programs, it shall comply with Education Code section 51745 et seq. and all implementing regulations.



Steve Olmos, Ed.D.
 Assistant Superintendent
 Student Services & Support Division

INTRODUCTION

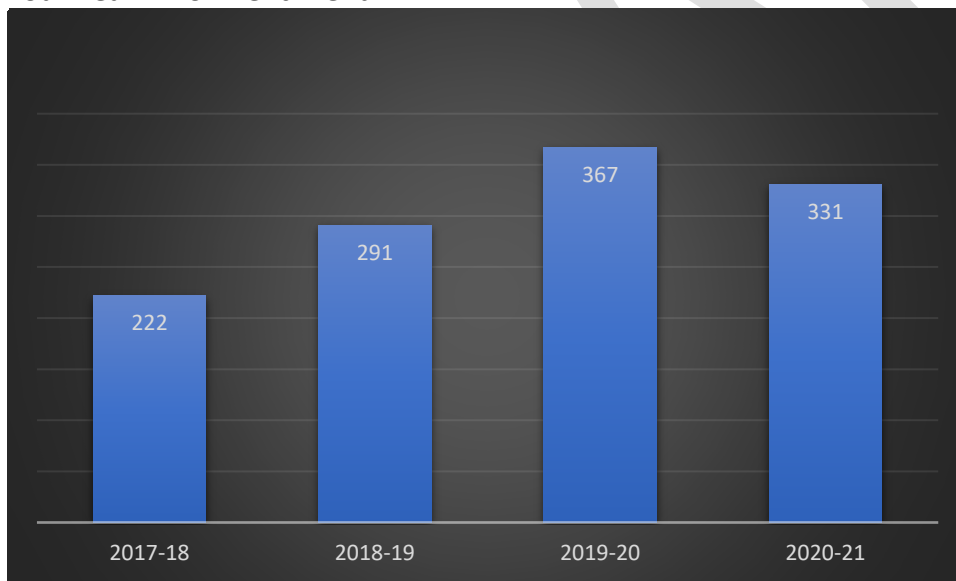
The staff and leadership team of the Opportunity Youth Academy (OYA) are pleased to submit this charter school petition renewal to extend the OYA program that began in August 2016, to address the needs of at-risk youth and young adults in Santa Clara County. OYA re-engages disconnected and overwhelmingly economically disadvantaged students through an innovative curriculum that integrates technology with academics and provides the opportunity to earn a high school diploma¹.

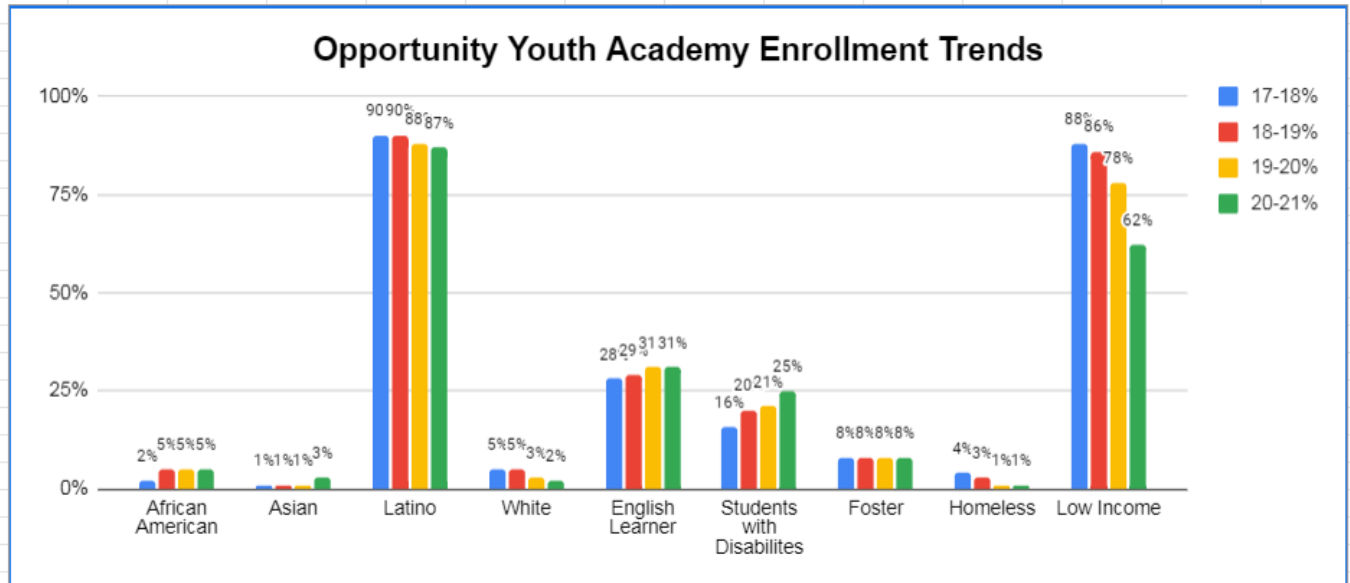
As a countywide dependent charter, OYA is designed to offer services to a pupil population that will benefit from proven innovative strategies that provide students a renewed opportunity to earn a diploma and realize their full potential. This renewal is in the best interests of our students because the needs of students who attend OYA cannot be fully served by a charter school that operates in only one school district in the county.

Our Students

Opportunity Youth Academy opened its doors in August 2016 for the 2016-2017 school year. At that time the youth of Santa Clara County who had been disengaged from school for a minimum of six months and between 16-24 years of age were the targeted population. During the 2017-2018 school year a significant growth in student numbers as well as a shift to include students in the county who had disengaged from their home school, regardless of length of disengagement. The numbers swelled and OYA increased enrollment to over 360 students at six sites throughout the county.

Four Year Enrollment Trend





Student Parents

Opportunity Youth Academy enrolls students with various challenges and experiences. One student group includes students who are parenting or are about to be first time parents. Over the past three years we have seen a consistent number of students who represent this group of students. Although there has been a slight increase in the number of parenting students over the past three years, the percentage when compared to the overall population is decreasing. During the 2017-2018 school year our percentage of parenting students stood at 22.1%. In the 2018-2019 school year the percentage was 17.5%. In the 2019-2020 school year the downward trend continued as we had 64 parenting students, or 16.8% of our total student population. To better support our parenting students we began to work with Second Harvest Food Bank to bring food, diapers, and other items to the school sites. Additionally, to encourage networking between students and offer guidance from outside agencies, we formed the OYA Parenting Collaborative. Our inaugural meeting was held on November 20, 2019. Our goal is to support parenting students with basic needs, parenting skills and building a network of individuals who support each other with their goals.

Foster or Homeless Students

The student population within Opportunity Youth Academy is dynamic with changes occurring monthly. Over the past four years we have seen a consistent 8 % of youth who are in foster care. Our homeless student population has decreased by 3% over the past four years. OYA works closely with a number of organizations to meet the needs of all students, particularly our foster and homeless youth. Organizations currently supporting our foster and homeless youth include [The Bill Wilson Center](#), Santa Clara County [Foster and Homeless Youth Services Department](#), social workers, probation offices, and outreach through [Seneca](#) and [Pivotal](#).

Opportunity Youth Academy teachers also work closely with our foster and homeless youth and our community agencies. Teachers ensure students are linked to the Foster and Homeless Youth liaison and our OYA Navigator. The liaison provides clothing, bus passes, guidance to housing and other resources free of cost. If a student comes to school hungry or in need of clothing, each site is able to meet these immediate needs and connect students to support personnel.

Special Needs Program

Opportunity Youth Academy currently serves a total of 81 students with an Individualized Education Program (IEP). This population of students make up approximately 25% of our student population. When compared to the 2017-2018, 2018-2019 and 2019-2020 school years we have seen a 9% increase in the number of students with disabilities. This increase represents an additional 8 students per year which has impacted caseloads. In previous years case managers had no more than eight students on their caseload. This year many case managers have a total of nine students.

All students with special needs are on a regular diploma track. We have eight teachers who hold a Professional Clear Level II Education Specialist Instruction Credential with three teachers having their Preliminary Level I Education Specialist Instruction Credential. Nine of our ten teachers have been trained in blended learning strategies and all para-educators were trained in Universal Design for Learning (UDL) through the SCCOE Inclusion Collaborative in the fall of 2019. Para-educators worked with the Inclusion Collaborative on a monthly basis and five of the six para-educators completed training and became certified in UDL practices. OYA teachers will receive training during the 2020-2021 school year and partner with the para-educators to fully implement UDL practices for all students.

Low Income

In the past four years, the percentage of families qualifying for free and reduced lunch has fluctuated between 88% and 62%. A decrease in numbers for 2019-2020 and 2020-21 occurred because of staffing and procedural changes. The process for enrolling changed hands and with this came a change in procedure. A concentrated effort to have all FRLP forms completed occurred in the month of September. Title I funds have aided in the purchase of student laptops, internet hotspot devices and [Smartspot Kuta Software](#) licensing for math support, consumable math support workbooks, as well as document cameras and dual-action magnetic standing whiteboards for each classroom.

Our Community

Opportunity Youth Academy's population racial makeup is determined by the state data below which delineates the California cohort demographics for the dropout population to be targeted for this program. Although Latino students make up the preponderant numbers of students who have not met the criteria to obtain their high school diploma, White, Asian, and African American student populations are also represented.

2016-17 Santa Clara County Office of Education For All Students Dropouts by Grade, Ethnicity

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	13	11	820	91	106	848	8	1,873	32,328	5.8%
American Indian/Alaska Native, Not Hispanic	2	0	0	2	1	3	0	6	248	2.4%
Asian, Not Hispanic	10	3	6	7	9	75	4	101	23,914	0.4%
Pacific Islander, Not Hispanic	1	0	0	0	1	7	0	8	300	2.1%
Filipino, Not Hispanic	1	1	0	3	3	36	1	43	4,073	1.1%
African American, Not Hispanic	1	0	2	4	7	37	1	51	1,903	2.7%
White, Not Hispanic	9	3	15	14	25	92	5	151	17,601	0.9%
Two or More Races, Not Hispanic	0	0	7	2	3	27	1	40	2,765	1.4%
None Reported	0	4	2	1	1	7	0	11	285	3.9%

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
County Total	37	22	852	124	156	1,132	20	2,284	83,507	2.7%
Statewide Total	1,453	1,130	7,690	5,743	7,873	25,641	294	47,249	1,945,401	2.4%

Six geographically different locations make up OYA's classroom locations throughout Santa Clara County. These are regularly called school sites. The school site farthest south is aptly named South County Annex. This site is located at Anthony Del Bono Elementary School in Gilroy. The population of Gilroy stands at about 59,000. Although a rural and mostly agricultural area, Gilroy is quickly expanding as residents from San Jose relocate there to find cheaper housing. The population during the last census is represented by 44% having a primary language other than English. There is also a high percentage of the adult population without a high school diploma. This number represents 21% of Gilroy's non-school aged (adult) population. Many of our students in Gilroy use public transportation or walk to the school site. It is also true that a large percentage of our students are the first in their family to graduate high school. The South County Annex site has a single teacher and one para-educator.

There are 38 miles between our South County site and OYA's northern most school site in Milpitas, CA. The town of Milpitas is proud of its agricultural and manufacturing past. Up until 1983 it housed the Ford Automobile manufacturing plant, now known as the Great Mall. The area is now the center of fast growing high density housing with the new BART station to set to open in early 2020. Students attending the OYA Sobrato site come from various locations in the northern parts of Santa Clara County including the cities of Sunnyvale and Cupertino. Challenges at this site include arranging transportation, which for some students can be a 20-25 mile round-trip. Bus tokens are offered to all OYA students at all locations and are freely given to students upon request. The Sobrato site has a single teacher, one para-educator and the office of our mental health therapist.

Four additional OYA sites are located at various locations within the city of San Jose. The ConXion site is housed in a building with other county support agencies. This site in the heart of San Jose's Little Saigon neighborhood with a rich history and culture. ConXion has two teachers and one para-educator to support approximately 76 students. At ConXion we also have Second Harvest Food Bank deliver food for the community. They always offer our students to come through ahead of others. Many of our students are parents who also work while attending classes.

A second site within the San Jose city limits is Washington. This site is located near the downtown area. Although new development is beginning around this area of San Jose, more than 16% or 1,234 of households are low-income and qualify for assistance. We also recognize the presence of gang activity within this area of San Jose. The Washington site is located within the Washington United Youth Center

nestled between a public library and Washington Elementary school. Throughout the week three teachers and one para-educator serve approximately 114 students in a large classroom. Second Harvest Food Bank delivers to the youth center twice a month.

The Hub is our third San Jose site. Located within a large county office building, this small classroom serves approximately 80-85 students with two teachers and one para-educator. This OYA classroom site is named after the Bill Wilson Centers' Hub located in the same building. The BWC Hub is a community space offered to foster youth of San Jose. A large number of our students at the Hub classroom site are foster youth. Having our site located here offers foster youth an opportunity to receive support services as well as spend a few hours a day in the classroom.

Our fourth and final San Jose site is located on Snell Avenue in the Communication Hill and Seven Trees area of San Jose. Approximately 2000 households in this area are single-parent with mom as the primary income provider. There are a number of students at each of our OYA sites who work to help with monetary needs of the family. Approximately 28% of the homes in this area are multi-family dwellings. This type of living situation presents a number of challenges to our students and is common across the county. The OYA Snell site houses our administrative team as well as two classrooms. One teacher and para-educator serve the needs of approximately 55-70 students in the classroom.

Support staff are housed at the OYA Snell site. Staff include the director, assistant principal, registrar, counselor, administrative admin IV, navigators, college liaison, and space for our community partners such as Year-Up who run our Career Labs Cohorts.

Our Partnerships

OYA students have access to a dynamic ecosystem of partners to increase opportunities for disengaged, underrepresented, and disadvantaged youth in Santa Clara County to reconnect with education and career pathways. Through our partnerships with the Santa Clara County Opportunity Youth Partnership, San Jose Job Corps (SJJC), San Jose/Evergreen Community College district, Year Up, Pivotal, San Jose Works, and San Jose Aspires, we can offer students the opportunity to earn a OYA WASC accredited CA High School Diploma while garnering cutting edge STEM knowledge, industry recognized manufacturing, Information Computer Technology and Digital Media (ICT/Digital Media), Health training and certifications, College and Career pathway options, internships, and job training, along with college credits through articulation and co-enrollment agreements with local Community Colleges.

1 http://www.siatech.org/about/about_story.php

Santa Clara County Board of Education as Authorizer

To the extent that this charter petition refers to the “County” as authorizing body of the Charter School, or otherwise references the authorizer of the Charter School, such language shall be interpreted to reference the Santa Clara County Board of Education.

Term of Charter

The current five-year term of the Charter is from July 1, 2016 through June 30, 2021.

Date of Opening and Students to Be Served

Opportunity Youth Academy (OYA) opened for instruction in 2016.

CRITERIA FOR RENEWAL

AB1505

Dashboard Alternative School Status (DASS) charter schools have their own renewal criteria and therefore are not included in the AB 1505 data file. Opportunity Youth Academy was DASS Certified in 2017 and recently renewed its certification in 2020. DASS charter schools renewal criteria are based on:

- California School Dashboard state and local indicator data, and
- Performance on alternative metrics, based on the student population served, as agreed upon with the authorized during the first year of the charter school’s term.

Opportunity Youth Academy has provided an important school choice for students in the Santa Clara County community since 2016. Our blended learning model offers students a comprehensive program of study consisting of core academic and elective courses that lead to a high school diploma. To meet the varying academic needs of all students we offer a number of ways students can gain credits. The primary learning management system is Schoology where we house our SIATech curriculum. All students are enrolled in Schoology and access the core content as well as electives on this platform. Students can also receive up to 20 semester credits for work through our work experience course with a valid work permit. Additionally, we offer up to 5 semester credits for participating in one of our three week Career Labs cohorts through our community partner, Year-Up. OYA also offers Career and Technical Education (CTE) pathways which offer semester credit as well as certifications in some cases.

Also, OYA sites are designed as small, individualized, and relevant to today’s workforce needs. OYA uses a competency-based approach. Students can enroll in OYA when the student is ready, not just in September when traditional schools are ready. Support staff creates an Individualized learning plan, based on student’s needs, interests, and academic history that charts an accelerated path to graduation and beyond. No time is wasted, and every student can advance as rapidly as possible. Students stay engaged using an individualized, online curriculum and with support from a team of educators who are prepared to address every student’s needs.

Our rigorous, standards-based academic program includes components to reach all students regardless of ability or learning style. All learners benefit from a highly individualized method of teaching that emphasizes frequent means of assessment, flexible scheduling, and a richly varied repertoire of teaching practices. Special programs and accommodations are available for students who require extra support, whether enrichment or remediation. All students with special needs are taught through

a collaboration of staff efforts. A Program Specialist, School Psychologies, and para-educators are provided to help support teachers and students.

OYA’s charter renewal is in the best interest of our students because we are a dynamic and engaging learning community where students are challenged and inspired to develop as learners, leaders, and citizens of their school and community. We have grown into a thriving school community since opening our doors 5 years ago. We believe that each and every student can be academically successful, and that each and every student is unique. Our instructional environment is led by teachers and para-educators with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student.

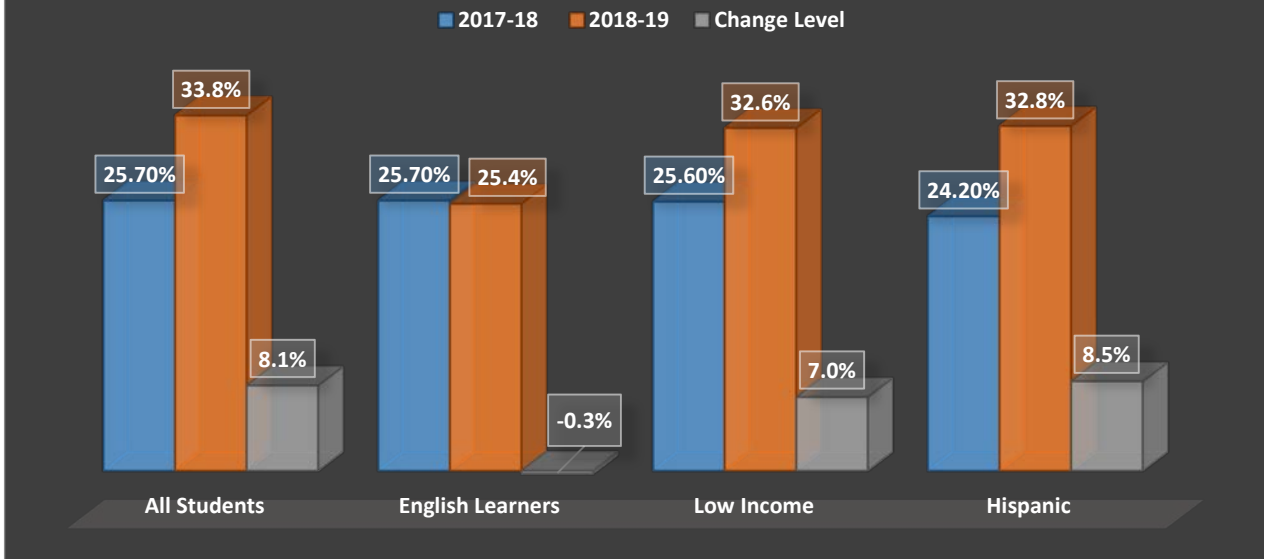
CALIFORNIA DASHBOARD INDICATORS
Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Green	Red	Red	None	None
English Learners	None	Green	Red	Red	None	None
Foster Youth	None	Blue	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Green	Red	Red	None	None
Students with Disabilities	None	Blue	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Green	Red	Red	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Student Graduation Rate

Opportunity Youth Academy’s student population can be described as fluid. We have students who start and stop our program several times while they attempt to achieve their high school diploma. This fluid nature of our student population and how we had placed students within their grade level has resulted in a very low California Dashboard indicator for graduation rate. In December of 2018, OYA changed how it placed students. We now place students in a grade level based upon credits earned and not age. As a result, the graduation rate in 2018 was 33.8% an increase by 8.1% as indicated on the California Dashboard indicator for graduation rate. We also saw an increase in two student groups Hispanics increased by 8.5% and Socioeconomically Disadvantaged increased by 7%. Our English Learners maintained at -0.3%

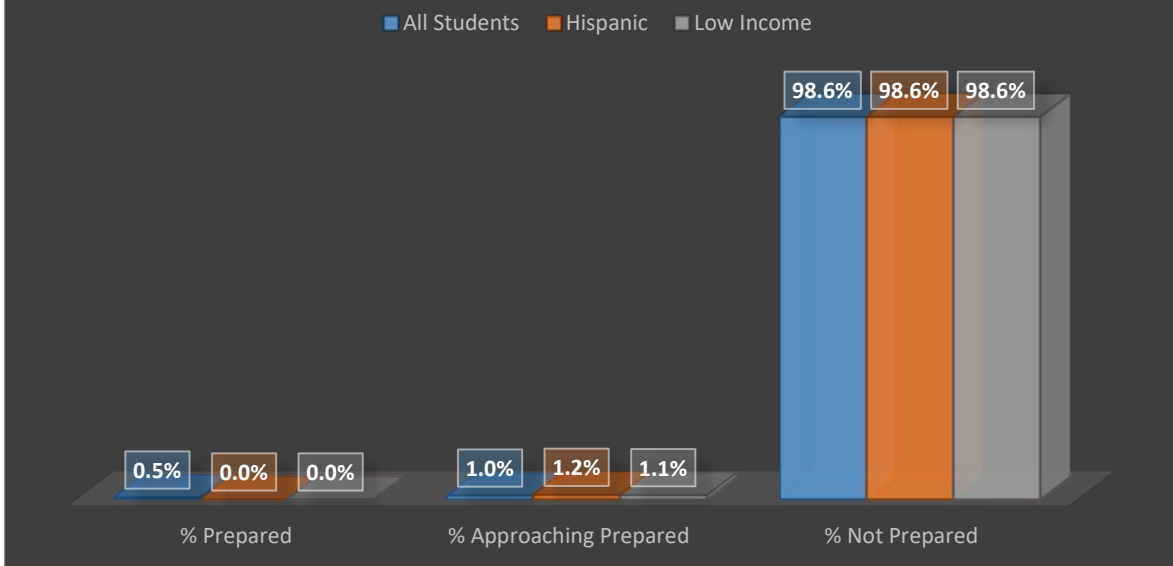
GRADUATION RATE INDICATOR



College and Career Readiness

2018-2019 College/Career Measures Reports & Data

COLLEGE AND CAREER READINESS (2018-2019)



OYA has been working together to shift from supporting students as a credit recovery program to a college and career readiness program. In doing this we have expanded the courses we offer to students by offering more college and career oriented elective courses such as UPATH, 21st century Workforce skills, Driver's training, CTE courses in advanced manufacturing, physical education and healthcare, and advanced transportation. These one-semester courses are intended as a practical, hands-on guide to help familiarize students with the professional skills required in the workplace. These courses focus on success in the workplace. Each unit contains multiple lessons and activities written to CTE and Common Core State Standards. The courses cover essential topics such as Work Ethic, Teamwork, Problem Solving, Employability Skills, and Communication Skills. Our SIATech

Economics course offers life skills lessons involving real life situations, such as budgeting, buying a car, renting or buying a house.

We have also expanded our career labs by offering more sessions per year. Career Labs is a 40 hour paid career readiness boot camp that is designed for students to master employability skills in communication, collaboration and critical thinking. After completing the course students will receive a \$600 stipend (\$15/hr), will interview with employers seeking to hire, Film a 7 second video resume, and soft skills training & interview preparation. At the end of the career labs program students are set up with interviews with popular chains and companies to hire interested students. The Santa Clara County Office of Education and OYA have even hired two of our students as full time paras and now work full time at our sites supporting students in our program.

In the 2019-2020 school year, fifty-four OYA students were dual enrolled in a community college. Students enrolled in credit barring or non-credit barring courses. Types of courses taken varied from introduction Math and English courses to psychology and counseling courses.

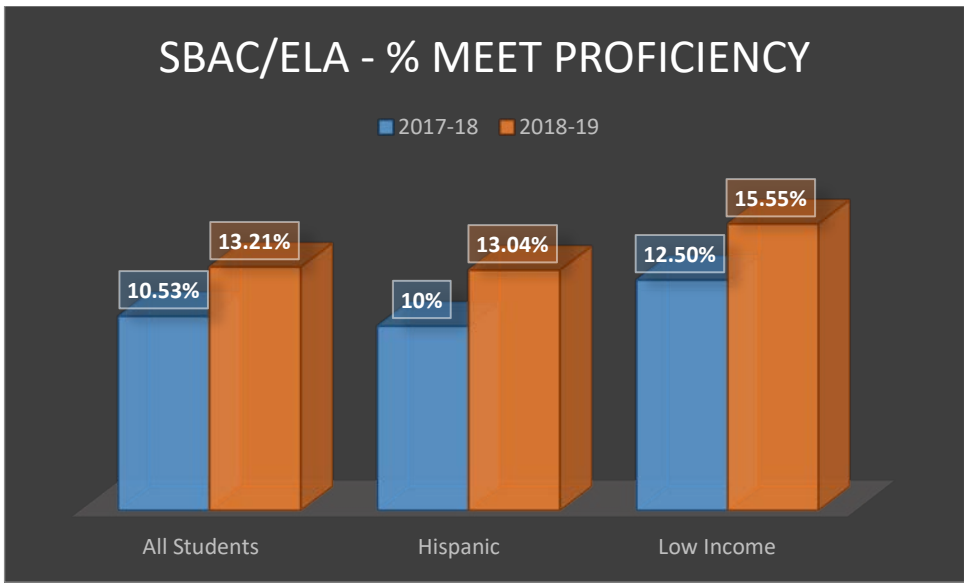
California Assessment of Student Performance and Progress (CAASPP)

Given OYA's mission to help students complete their high school diploma and take initial steps toward college and career readiness, as well as its focus on serving the highest-need students in Santa Clara County neighborhoods, it is critical that our students show growth toward college and career readiness as a next step to reaching longer-term life and career goals.

English Language Arts (ELA) Proficiency Rates

Based on ELA SBAC scores from 2018-19, 13.21% of students met or exceeded proficiency in ELA standards. That is an overall gain of 3% from the 2017-18 ELA proficiency rates on the California Assessment of Student Performance and Progress (CAASPP). Additionally, the SBAC ELA data shows positive growth within our Hispanic or Latino student group from 10% in 2018 to 13% in 2019 in the percentage of students scoring at standard met or standard exceeded. This student group represents the majority of our English Learners. Our Reclassified fluent English proficient (RFEP) student group also had a 26.19% gain in scoring at standard met or standard exceeded proficiency in ELA standards.

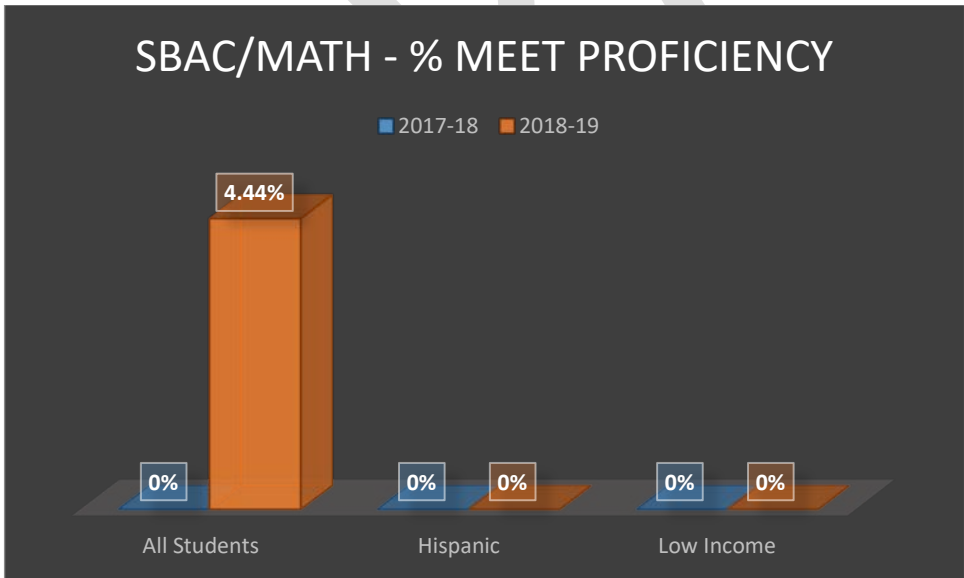
Due to the pandemic, CAASPP testing was canceled in 2019-20, and as a result there are no official SBAC results for 2019-20.



Mathematics Proficiency Rates

Based on Mathematics SBAC scores from 2018-19, 4.44% of students nearly met proficiency in Math standards and 95.59% of students did not meet proficiency in Math standards. Our Reclassified fluent English proficient (RFEP) student group had a 16.67% standard nearly met and 83.33% standard not met in Math standards.

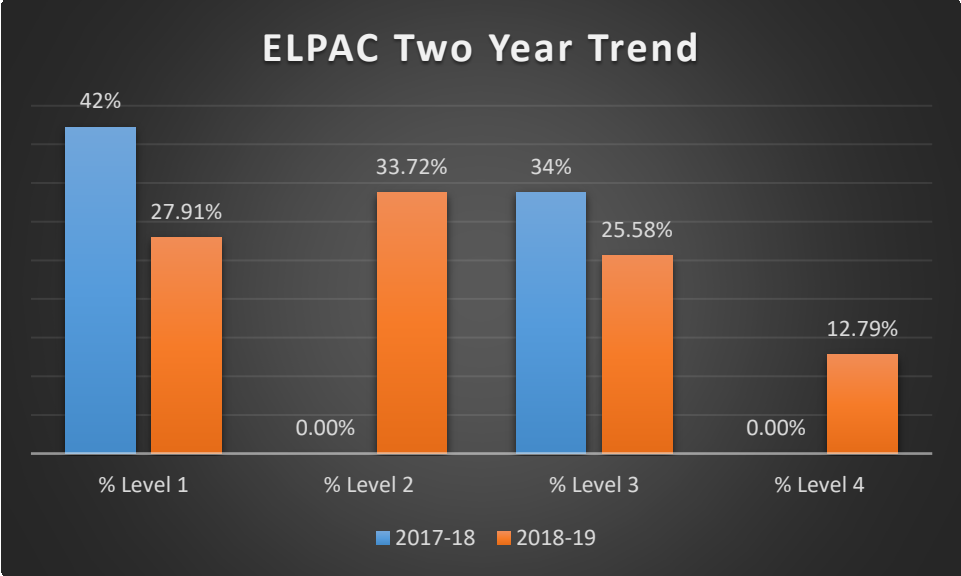
Due to the pandemic, CAASPP testing was canceled in 2019-20, and as a result there are no official SBAC results for 2019-20.



English Language Proficiency Assessments for California (CELDT/ELPAC)

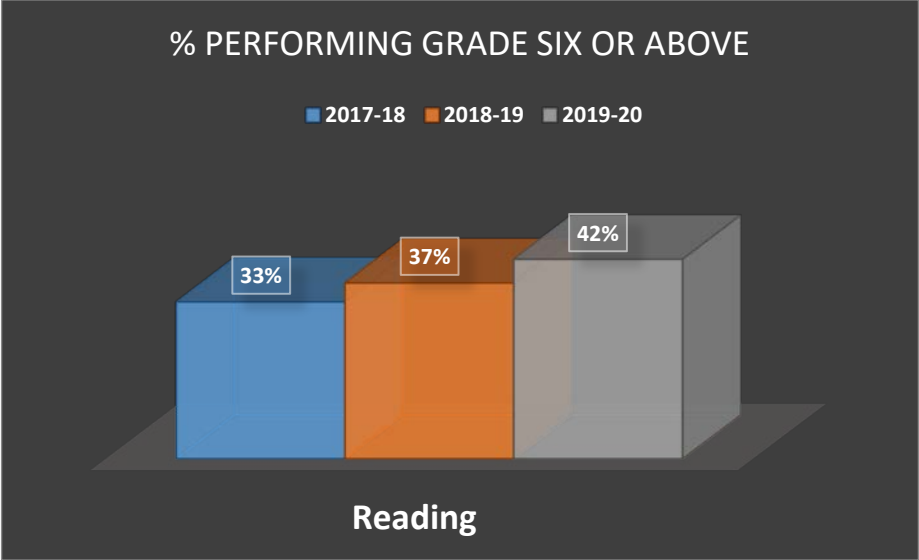
English language proficiency data is retrieved from ELPAC 2018 and 2019 spring testing as well as the CELDT from 2017 spring testing. The CELDT data indicates that 42.25 % of students scored at Level 1 and 33.80% scored at Level 3. The ELPAC data from 2018-19 indicates that 27.91% of students scored

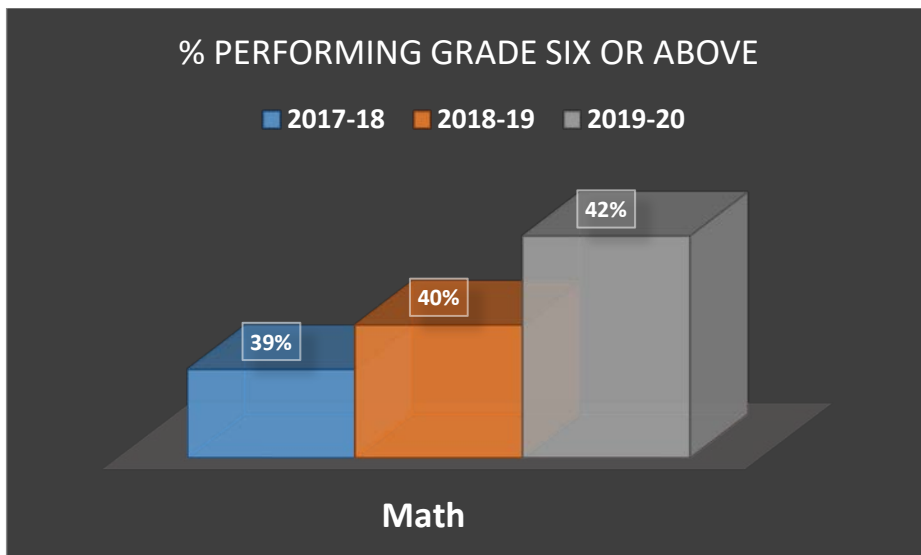
at Level 1, 33.72% scored at Level 2, 25.58% scored at Level 3, and 12.79% scored at Level 4. Analysis of ELPAC scores from 2018 and 2019 reveal 47.07% of students making progress and 45.04% of students progressed at least one level of proficiency.



Renaissance STAR Reading and Math Performance

As is typical of students in underserved student groups, most OYA students enter OYA significantly below grade level. We use Renaissance STAR Reading and Math, a nationally normed, computer adaptive assessment to assess student and school-wide growth in reading and mathematics. As seen below, students have shown growth in performing at or above six grade level in reading and mathematics.





Areas of Challenge and Improvement

OYA takes great pride in its accomplishments. However, we are constantly striving to improve, and know there are critical needs that must be addressed. The following are key issues we are working on as of this renewal submission:

English Learner Reclassification

OYA has been focused on how to best serve our EL population (currently 103) and ensure timely reclassification of students. In 2018-19, we implemented ELLoquence for learning and engagement. ELLoquence is an effective instructional online model for teaching English language development (ELD) and literacy. ELLoquence is a standards-based ELD instructional model that promotes high levels of academic language and achievement for students at all levels of English proficiency. ELLoquence structures for learning and engagement have proven to be a powerful tool for teachers to promote interaction, communication, and cooperation in the classroom, thus increasing both language acquisition and academic language usage for all students.

However, despite implementing ELLoquence, OYA recognizes that reclassification of EL students remain at zero. OYA will focus on providing EL students with small group in-class and virtual targeted intervention supports. In addition, teachers will participate in Universal Design for learning professional development opportunities to refine practices for English Learners.

College and Career Readiness

Indicator on the California Schools dashboard indicate a need to increase OYA's student college and career readiness. As such, we shifted from a credit recovery high school completion program to a college and career going culture. Students now have access to a number of college and career readiness events, opportunities, and support services. A College Liaison provides direct services to students such as college and career consultations, assistance with college applications, financial aid/scholarship application forms, college campus tours, and bridging students to counselors at the respected college. The College Liaison tracks the number of students that have had consultations, applied to college, submitted financial aid forms, registered for classes, and the completion of first and second semesters once they are accepted and attending.

Utilize Naviance for all students. Naviance is a college and career readiness software that we implemented within our curriculum for all students schoolwide. Students are able to explore different career pathways, create resumes, research colleges, plan their academic courses, and learn more about their personal strengths. This is done by a number of assessments built in such as the Strengths Finder Assessment to capture their strengths and Social and Emotional Learning style as well as the Career Key Assessment which helps students identify their career and college major interests are by matching their interests, traits, and skills. They are given Career Clusters to explore on Naviance to learn more about the different careers that are accessible to them.

[Development of Linked Learning College and Career Pathways \(ICT and Health\). Linked Learning Pathways move a school's traditional alternative school program of study into a program of study aligned with best practices around getting Graduates College and career ready. This will allow OYA to provide its students with viable options for future success by giving them opportunities to enter into aligned college programs and gain a continuum of work-based learning experiences all of which will leave them better positioned and prepped for success.](#)

Graduation Rates

OYA has had a slight increase in graduation rates overall and among student groups. A variety of interventions have been implemented to increase our graduation rates. We are currently utilizing the academic and transition planning tools in Naviance to better track student progress. In addition, staff will be meeting students quarterly to review grades, attendance, STAR assessment results, and graduation progress.

ELEMENT A: 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 47605.6(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 47605.6(b)(5)(A)(ii).

Governing Law: If the proposed charter school will enroll high school pupils, information as the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii).

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv).

Governing Law: A school district, a county office of education, or the state board shall not authorize a charter school to increase its enrollment above the number of pupils authorized as of January 1, 2020, unless a previously approved charter petition authorized a greater number of enrolled pupils at that charter school. Education Code Section 47602(3)(A).

Opportunity Youth Academy Educational Program

The Opportunity Youth Academy (OYA), a member of the Opportunity Youth Partnership of Santa Clara County, serves an Opportunity Youth student population, predominantly former school dropouts. The need for all students in California and America to meet high school graduation standards has not lessened over the years, but rather continues to rise. The value of a high school diploma has the power to change lives, especially in the hands of a family's first graduate. It creates a wave of personal, social, and economic benefits – from boosting earnings and purchasing power to increasing responsibility for the broader community. It helps stabilize the family and create aspirations among family members who follow.

OYA has chosen to re-invent education and transform lives by igniting the spark to learn. All of OYA's core content courses contain core academic courses that are University of California (UC)/California State University (CSU) a-g certified, and OYA offers courses that meet all of the UC/CSU a-g requirements, demonstrating the rigor of courses and our belief in all of our students' ability to become college and career ready.

The OYA leadership team has a blended experience base from the classrooms and administrative offices of traditional, alternative, and continuation high schools throughout Santa Clara County and, California. Through firsthand knowledge and hard work, we have shaped an effective pioneering educational strategy for our Opportunity Youth student population. With the guiding hand of the Santa Clara County Office of Education, and the OYA Governance Council, we are setting our sights on a long-term vision of re-engaging more 16 – 24 year olds and closing the graduation gap. Our students have chosen to come back to re-engage in school and reinvest in themselves.

Because re-engaged students come back to school with varying degrees of work and family responsibilities, OYA offers a Blended Learning program, providing various curricular selections (online, and subject-specific supplemental materials.), attendance options, and work completion choices. This is so that all students have access to an academic path that will allow them to progress towards obtaining their high school diploma, regardless of their circumstance. All students are required to attend or show proof of having worked on their agreed upon course work for a minimum of 20 hours a week.

Students have opportunities to access teachers by agreeing to a daily attendance program; this choice will be highly suggested to high school-aged students (16, 17 and 18) and to those students who score

low in their pre-assessment or are facing a significant credit deficiency. For those students that due to life circumstances cannot attend on a daily basis, they will also be afforded the option of setting up regular weekly meeting to report work carried out at home or to come in for face-to-face tutoring appointments. These students will be able to attend weekly/semi-weekly content specific small group sessions that will be carried out in both morning and afternoon schedules. These intensive labs are designed to provide students direct instruction in the subjects or integrated mathematics, algebra and language arts. And of course, phone tutoring is available during all scheduled times that the site is open.

Each OYA site has classroom space where students can work and receive additional help from teachers and qualified paraprofessional educators. While most instruction and content is delivered online, OYA teachers provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Providing access to learning labs, which grew from a classroom-based model, allows students to attend academics full-time, if desired, and time where they work with teachers in a classroom on a daily basis or to split their time with trade or career classes. A Blended Learning model encourages and supports students to be on site daily to promote their engagement and progress towards graduation.

OYA thus defines blended learning as a formal education program in which students learn, at least in part, through delivery of content and instruction via digital and online media with some element of student control over the time, place, path, or pace that their learning takes. This “flex” model works best with students who have issues with regular attendance, are managing work or family obligations beyond schooling, or who are considered at risk. Figure 1 describes 10 reasons or “drivers” behind the decision to utilize a Blended Learning approach with OYA students.

Highly qualified, subject-certified teachers and their paraprofessional assistants are physically present in the learning environment as students work both online and offline to complete their courses. OYA aims to maintain a lower than state average adult-to- student ratio in the classrooms, meaning smaller class sizes than traditional schools. Students submit work through the learning management system or in the classroom utilizing interactive and engaging real-world assignments and tasks, where teachers access it, review it, and then report grades. The face-to-face staff provides synchronous, as-needed help and instruction to complement the online learning components.

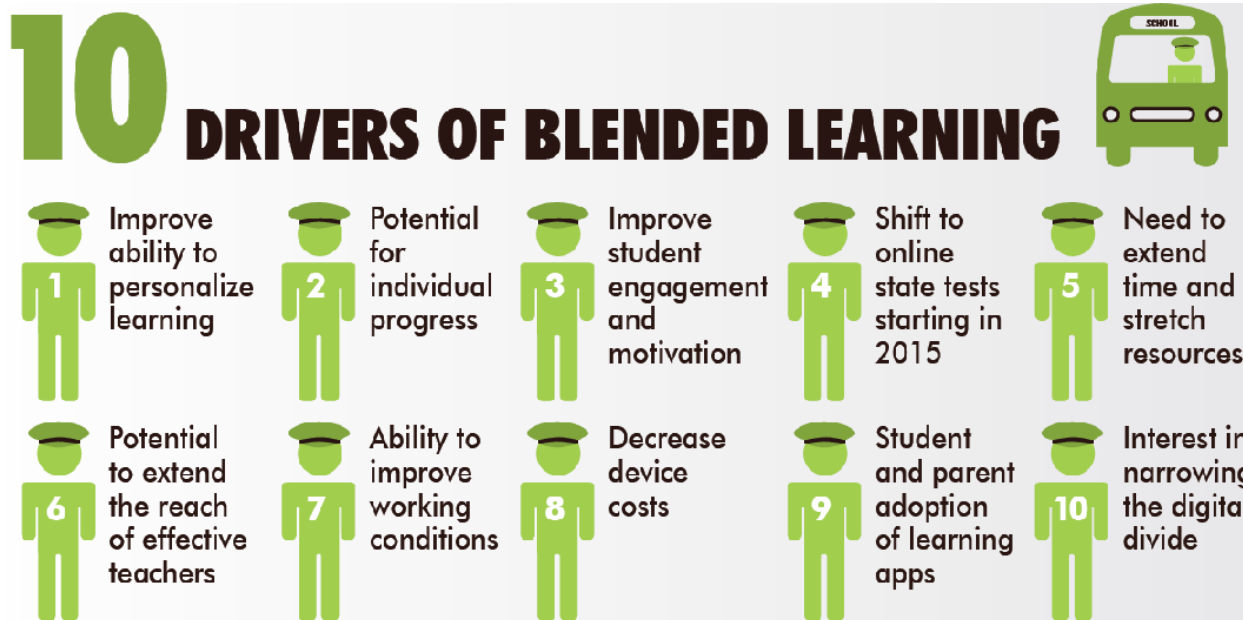


Figure 1: The rationale, or “drivers”, for the Opportunity Youth Academy Blended Learning Model.

Students complete the program at an individually determined pace. Resources are available – just in time - to allow for either an accelerated or remedial pace. Differentiation is provided in several ways. Advanced courses are offered in all core content areas, as are foundational or remedial courses, but the real strength lies in the teachers’ ability to differentiate assignments for students according to their skill levels and needs. For example, one student may complete a basic inquiry for U.S. History while another completes an advanced multi-level inquiry project with analysis of primary documents, documentaries, and historical speeches.

Competency is demonstrated through benchmark and summative assessments, for each course, and culminates in the presentation of Senior Projects that represent a broad sampling of student learning. As students work through the standards-based curriculum in the California state standards content areas, the mastery of these standards and skills showcase themselves in the Senior Projects. The application of these college and career anchor standards, so essential in the core content areas, lend themselves to the Senior Projects and Creative Technology as well as the Final Presentation where students practice their listening and speaking skills. Assignments are aligned to the California state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students leave OYA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a WASC accredited high school diploma. The value and reward of this program is its proven ability to dramatically improve the career opportunities and quality of life prospects for this student population.

Description of How Learning Best Occurs

OYA provides a dual pronged approach to student re-engagement. One aspect of this re-engagement is our dually credentialed teaching staff, with the support of the OYA counselor and paraprofessionals, guiding and supporting students until they complete all graduations requirements. Simultaneously, our OYA Navigators and Liaisons work with our students to identify and foment possible career pathways and supporting them on their quest to pursue college and university goals.

The counselor and teacher engages the student in identifying their existing high school credit profile, which results in proposed academic goals setting a detailed path to graduation. An accompanying needs assessment, facilitated by the Navigator, helps identify voids or any lack of support for the student as well as possible hindrances present that may impede the meeting of the student's academic goals. The Navigator and Liaison then set about to locate the missing resources and link the student to them to assure that OYA is doing everything possible to undergird the student's efforts. Once the student meets his/her initial goal of securing a high school diploma, the Navigators and Liaison support them into their first semester of college, university, or in the establishment of a workforce connection.

OYA's distinctive and innovative program integrates standards-based academic knowledge within real-world applications in a work-like setting. OYA's blended model is designed to address three significant needs common amongst its unique student population:

- Personal learning – timely assessment (formative and summative).
- Engaging curriculum – content and instruction that is engaging, current, rigorous, and relevant
- Accessibility – learning that is available to any student, anytime, anywhere, including students with special needs or constraining circumstances

OYA believes that learning is personal and different for each student. Therefore, by offering a blended learning model, it is better able to help students personalize their learning by offering choices and flexibility, such as the number of courses taken at a time, order of courses, access to specific remediation topics, individual tutoring, small group work, etc. The need for blended learning developed from a desire to enhance good teaching by engaging every student enrolled in OYA in meaningful, rigorous, and personalized learning opportunities. In addition, OYA acknowledges the need to prepare students for 21st century skill attainment.

Personal learning requires the active direction of the student. A number of important studies (Lee, et al., 1995; Newmann, et al., 1992; Stigler & Hiebert, 1999) have pointed to the importance of active participation in learning as a major determinant of performance on tests and in grades.

Previous dropouts benefit from personalized instruction and learning opportunities. With technology, it is easier to allow for student choice, for meeting individual interests, for ensuring that assignments are at appropriate level, and allowing for prior experience to support learning. OYA students graduate with digital proficiencies that prepare them for success in college or career pursuits.

OYA has provided students with opportunities to access curriculum, receive immediate feedback on performance, gain access to interventions, and research and locate resources with technology. Early technology included one-to-one desktop computers, Internet connectivity, interactive software programs, assessment software, and assistive technology for students with special needs.

Schools that provide individually paced, online curriculum have demonstrated an ability to retain more students due to having fewer discipline problems and increased student engagement helping to mitigate the high dropout rates found in schools serving students who have previously dropped out of school. There is also a higher rate of college attendance than schools with a higher ratio of students to computers, according to the results of a study from Project RED (Revolutionizing Education), a national

initiative that aims to prove that when properly implemented; investing in technology can boost student achievement.

Sixty-nine percent of the schools in the study reported that their students' achievement scores on high-stake tests were on the rise; among schools with 1-to-1 computing programs, that figure was 70 percent. But it was 85 percent for schools with 1-to-1 computing programs that employed certain strategies for success, including electronic formative assessments on a regular basis and frequent collaboration of teachers in professional learning communities. "Students in reading intervention, special education, [and] Title 1 [programs] ... benefit from the individualized instruction that technology can provide best, according to Project RED."

The blended learning model that OYA will employ centers on every student having developed a student agreement and a computer workstation with high-speed connectivity (more similar to an office environment than a traditional classroom). This format supports active rather than passive learning. The blended model at OYA includes variations of delivery to support other learning program needs, too. For example, an independent study program loans laptops and/or tablet PCs with cellular internet access to students to accommodate their need to complete schoolwork while away from the classroom.

OYA will use content-specialists who will collaborate together on the design of the program content, combining the best and most appropriate elements from myriad content sources. OYA will also outsource some of the online development of these courses where designers use Flash-based components to make the content highly interactive. Every OYA pupil will have access to standards-aligned instructional materials that are updated and refined on an ongoing basis.

Each core content area will have a plethora of online instructional materials and resources specific to each course. Each content area course will be housed in a Learning Management System. Each content area course will utilize note taking guides, which students are required to complete as they work through interactive tutorials, videos, and labs.

Rather than adhere to seat-time metrics, OYA will focus on students demonstrating competency. A course is complete when a student achieves a minimum of 80 percent mastery, based on embedded benchmark assessments and summative evaluations as they move through the curriculum. Students get real-time feedback on skill mastery through the short-term cycle assessments built into the learning management system. In addition, fully online courses are available for high-stakes test preparation.

OYA classrooms are equipped with state-of-the-art hardware and are workplace environments designed to meet students' instructional needs. OYA sites will provide an environment that allows students to become confident in a 21st Century workplace setting and also offer comfortable quiet areas for reading and meeting for small group projects and discussions. Students may work at a high-end computer workstation with high-speed Internet capability and sophisticated software tools to access the curriculum and complete assignments.

OYA classes accommodate individual learning needs through an environment that supports individual learning styles and pacing. OYA teachers have subject-specific expertise through education and

credentialing, however they are expected to be educational generalists as well since they must integrate essential elements of core academics. The student-as-worker/teacher-as-coach is a central concept of the program. Students move in and out of small group learning activities facilitated by the instructor. Outside of the classroom walls, or whenever appropriate, the students have access to high quality instructional content that allows them to continue their learning. Students also have access to online teachers via a Helpline through the Learning Management System. This empowers the student to take ownership of their learning and learn to direct their learning pace independently from others.

The OYA educational program supports the use of technology to make learning accessible beyond the walls of the classroom. Availability of laptops and/or tablets, automated alerting for virtual students, live pace charting, and technical support for distance learners will be some of the processes that will comprise our delivery model.

OYA will provide high-quality professional development. Teachers and staff learning will be supported through regular content-specific Round Tables (professional development, collaborative trainings) for teachers, onsite trainings, virtual meetings, capacity-building courses, webinars, and technology training in learning conferences.

OYA's implementation of blended learning will include meaningful and outcome-focused integration of mobile learning devices (including consideration of Bring Your Own Device capabilities), consolidation of IT systems for improved and sustainable technical support, and data dashboards to support decision-making for instructional staff.

The blended learning model is an integral part of OYA's program delivery contributing directly to student achievement, as well as narrowing the achievement gap. Access to technology facilitates engagement, communication, interaction, and understanding. The blended learning practice provides the flexibility to individualize and personalize learning leading to individual gains in math and reading.

Please see **APPENDIX Q** for school calendar and **APPENDIX R** for a daily schedule.

Subject Areas to be Taught

OYA offers a unique educational program to its students which emphasizes core academics and workplace and college readiness skills. The integrated academic curriculum embeds California State Standards into industry-standard software programs such as Microsoft Office Suite, AutoCAD, Macromedia Flash, and Adobe Creative Suite. This custom curriculum requires that students learn to manipulate sophisticated software applications in order to move through their learning plans. Teachers provide orientation and tutorials to support students learning how to use the software. OYA's flexible program blends both online and classroom instruction, customized to meet the needs of a variety of students.

OYA offers all required courses necessary for students to obtain a high school diploma and meet college entrance requirements. This includes the following: English offers four years of college prep; math offers Intro to Algebra, Algebra 1A, Algebra 1B, Geometry, Algebra 2, Liberal Arts Math, and Math for College Readiness (*higher level math courses are available as needed*); science includes Biology, Physical Science, Earth and Space Science, Anatomy and Physiology, Physics, and Chemistry—

all of which include labs; and social studies requires World History I and II, U.S. History I and II, American Government, and Economics.

In addition to the core classes, students are offered electives in the form of Senior Projects to include Small Business Ownership, Computer-Aided Drafting/Design, Composition, Desktop Publishing, and Multimedia Production. Other electives include the following: Business Technology, Graphic Communications, Computer Literacy, Applied Computer Technology, Digital Art, Health Education, Physical Education, Intensive Reading, Foundational Math, and Spanish 1. All core content courses are fully aligned to California State standards and are continuously updated and revised on an annual basis with the help of the content area teachers (see **APPENDIX C** for OYA curricular materials and graduation requirements, and **APPENDIX W** for a course catalog).

Partnership between OYA and Work2Future Foundation

One of the most significant opportunities the OYA will provide is the opportunity for students over 18 to re-engage through career training partnerships between OYA and San Jose area Workforce Innovation and Opportunity Act (WIOA) programs such as Work2Future Foundation.

Work2Future Foundation provides a comprehensive Youth Employment and Training program to help OYA students secure employment through intensive case management, training services, educational programs, and supportive services.

Participants will have access to the following services:

- Career coaching
- Job Developer consultations
- Vocational assessments
- Career Technical Training
- Job Search guidance and training
- Remediation software
- Supportive services
- Incentives
- Job leads
- Job fairs
- Computer labs

The complete Summary of the young adult co-enrollment partnership between the OYA and Work2Future Foundation is provided in **APPENDIX D**.

OYA Mission and Vision

The Opportunity Youth Academy (OYA) strives to break the cycle of poverty by providing students, who have dropped out of school or are otherwise disengaged from school, the opportunity to complete their high school education. OYA views disengaged students as 'At-Promise' as opposed to 'At-Risk'. To that end, OYA's organizational mission is to provide a premier high school reengagement program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in students and graduates being "**Ready to Learn, Ready to Work and Ready to Live**". OYA believes that the program should support the following principles:

- Students viewing their future with optimism, finding success as self-directed learners, and contributing to society;
- Staff being empowered to make a difference in an environment of respect, recognition and professional growth;
- And communities benefiting from the success and contributions of OYA students.

Additionally, OYA will infuse its program delivery with greatly needed softs skills –such as persistence, perseverance and mindset of investment- which must be co-developed along with academic skills to assure maximum reward of efforts for our students.

Pathways through Post-Secondary

In the longer term, the ambitious vision offered by OYA goes well beyond high school credit recovery. The program will embody what *Jobs for the Future*, a national nonprofit that works to ensure educational and economic opportunity for all, calls “Pathways through Post-Secondary”. OYA will help young people become college and career ready by simultaneously building transparent and supported pathways into and through postsecondary education.

Based on its work with such programs and with the national organizations and networks that support many of them, *Jobs for the Future* has developed a *Back on Track* model to drive growth and scale in this emerging field of practice. This model will be used in enhancing the developing OYA diploma-granting and high school equivalency programs. The *Back on Track* model articulates three program phases and accompanying features that help young people achieve their postsecondary and career ambitions (see Figure 2). In the three-phase model, each phase has distinct elements but will naturally overlap in terms of timing, resources, and staffing. This model is intended to set a higher standard for the OYA program that will bridge into post-secondary education and careers, but it is also aspirational in nature. It assumes that most schools and programs do not have all phases or features fully in place. OYA leaders and staff can thus use the model as a framework to assess the strengths of their designs and partnerships and to plan focused improvements, building toward fully operational pathways that substantially improve college completion rates for young people who are off track to postsecondary success.

The three phases envisioned are as follows:

PHASE ONE: ENRICHED PREPARATION

College-Going and Career-Ready Culture

- OYA staff deliver consistent messages, from intake through graduation, that students are “college material” and postsecondary credentials and career success are attainable goals.

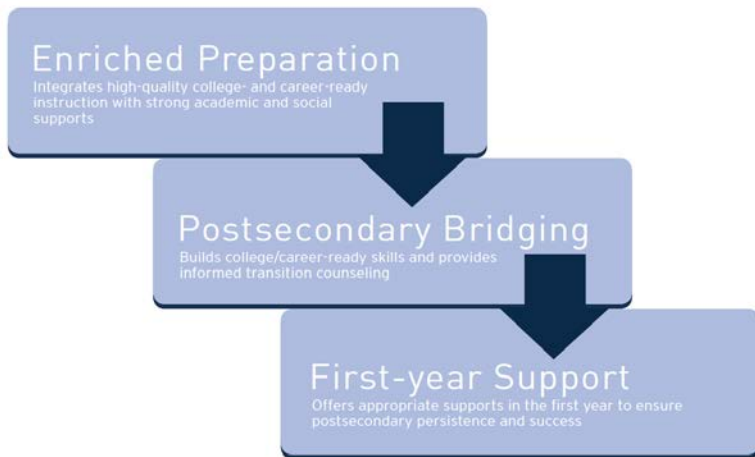


Figure 2: The Jobs to the Future three-phase Back on Track model will guide the future enhancement of Opportunity Youth Academy’s diploma-granting and high school equivalency programs.

- Staff continually assess progress through strategic use of data, using postsecondary access and completion as the key measures of program success.
- Staff create a climate focused on acculturation to academic and professional norms, mindsets, and practices as well as personal responsibility for one’s own learning, career and life goals.
- The physical setup and artifacts in the building, and opportunities to experience college classes and college life, enable students to perceive themselves as college students.
- Staff support students to explore a range of career options and to understand their connections to postsecondary programs of study.

College- and Career-Ready Curriculum & Instruction

- Curriculum emphasizes deep learning over test preparation, focusing on a solid understanding of key concepts within the core disciplines as well as in technical fields within high-demand career sectors, and on key 21st century (meta-cognitive) skills such as critical thinking and problem solving, self-directed learning, collaboration, and effective communication.
- Curriculum is aligned/sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework and/or career pathway programs of study.
- Staff embed in the curriculum ongoing opportunities to practice college-ready and professional skills and behaviors such as effective time management, team work, and problem solving.
- Students have opportunities to engage in work-based learning, such as internships or job shadows.

Intentional Use of Time, Technology, and Assessment to Customize Instruction & Accelerate Learning

- Program organizes time flexibly to enable older youth to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Program is of sufficient length and intensity to enable youth to both gain a secondary credential and/or get adequately prepared for postsecondary education and careers.

- Staff use regular and various assessment methods (face-to-face and web-based), including college placement exams, to diagnose students' specific learning needs and customize instruction to accelerate learning.
- Staff utilize student data to understand patterns of learning for individual students and customize the course/curriculum to ensure opportunities for acceleration and additional academic supports.
- Technological tools enhance instructional strategies, provide skill-building support and facilitate "anytime, anywhere, any pace" learning.
- Students are coached and supported to use time in supplemental learning, online learning, work, and service activities to accomplish learning goals and develop independent work and study habits.

Personalized Guidance and Support

- Students develop a clear, realistic, and detailed postsecondary and career plan.
- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish or master to achieve college and career readiness.
- Program provides leadership, service and work opportunities to build students' agency, self-advocacy and key academic and career behaviors, such as persistence and time management.
- The program works to strengthen students' care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff develop students' abilities to have greater responsibility and voice in their own learning and life choices.

PHASE TWO: POSTSECONDARY BRIDGING

Note: The **postsecondary bridging phase** can be provided by an affiliated college or delivered through a partnership of OYA and a college or other postsecondary program, and may incorporate some elements of enriched preparation. OYA staff will collaborate to provide information and ensure a smooth transition from OYA to postsecondary training.

Supported Dual Enrollment

- Students enroll in credit-bearing courses to gain exposure to college experiences and expectations. First courses can be those that reinforce essential skills within a career context, prerequisite math and English courses, or first coursework towards a technical certificate.
- Where appropriate, program takes advantage of accelerated or streamlined developmental education courses to build student skills and reduce time to completion.
- First college courses explicitly model college instruction through the use of, for example, syllabi, out-of-class assignments, college-style pedagogy and assessments (e.g. sophisticated papers, research projects, and presentations) and blended or on-line approaches.
- The program provides formal, intense academic supports and scaffolding to ensure students are successful in their early postsecondary courses.

A Focus on College Knowledge and Success Strategies

- Program coaches students to develop college and career-ready skills and behaviors, including study and other self-directed learning skills, digital literacy skills, time and stress management, persistence, and awareness of performance.

- Students gain postsecondary and career navigation skills, learning about general and technical programs of study, admissions requirements, financial aid, college culture, campus resources, and building relations with professors.
- Program continues to develop the mindsets and key cognitive strategies and content knowledge required for college success, such as formulating hypotheses, problem-solving, analyzing and evaluating findings, and understanding key foundational content in core subject areas.

Personalized Guidance and Connection to Best Bets

- Counselors use data such as attendance and course performance to monitor student progress toward the goal of entry into credit-bearing coursework and/or technical programs of study.
- Whenever possible, program utilizes a cohort-based approach to leverage peer connections, expand students' social networks, and build additional postsecondary support, using both face-to-face and online strategies.
- Program integrates intentional career exploration and planning that takes into account students' career aspirations as well as local labor market demand to help drive toward "best bet" postsecondary programs resulting in credentials with labor market value.
- Program graduates who are currently enrolled in college mentor students in the bridge phase to guide their key decisions as they transition to postsecondary (face-to-face and/or online).

PHASE THREE: FIRST-YEAR SUPPORT

Note: This phase can be delivered solely by an affiliated college or through a partnership between the OYA and the college or other postsecondary program.

Support for Students to Earn Credits Predictive of Completion

- Designated staff use data to monitor student progress, with particular attention to performance in the first few months of classes.
- Students are connected to campus resources, networks, and support providers, especially those targeted for first-generation college-goers, expanding their social capital and their awareness of formal and informal supports and resources.
- Students, particularly those who are struggling, receive intensive supports to help them succeed in credit-bearing general or technical program coursework.
- Students are offered performance-based incentives, such as scholarships, to motivate them to accomplish personal and academic benchmarks.
- Staff create individualized plans with students who are not on track to earn a credential after the first year, including self-assessments and additional customized supports.
- Staff anticipate and work with students to address obstacles, such as loss of childcare, housing, or financial aid, and provide additional referrals and follow-up as needed.

Building Attachment to Postsecondary Education

- Program enables students to develop increasing independence and self-agency as learners, drawing on academic mindsets and behaviors they began to develop in the Bridge Phase (e.g., self-regulation and study skills, time and stress management, persistence, and ability to self-assess performance).

- Staff leverage technological tools, particularly social media, to provide follow-up and coaching support to students who have transitioned to postsecondary/career training.
- Student mentors provide key information on college courses and professors to help first-year students make more informed choices.
- Students engage in small cohort-based learning and leadership communities whenever possible.

Targeted School Population

OYA provides educational services for Santa Clara County students, ages 16 to 24, who have not yet obtained their high school diploma due to lack of success in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The OYA Academy will be one charter operating at multiple sites in Santa Clara County strategically situated to afford student populations in need of our services convenient access to our programs. A key component of the facility locations are accessibility to public transportation and access to partner resources. Each site will have at least two teachers assigned to it, each with a capacity to enroll up to thirty-eight students per teacher. OYA enrollment per teacher is different than California limits on ADA ratios of students to teacher (See **APPENDIX E** for California Education Code guidelines for charter schools and Independent Study programs). Because OYA operates in exclusive partnerships as authorized pursuant to Education Code Section 47612.1, the minimum age for enrollment at OYA is 16 years.

The vast majority of our students come from situations of poverty. The OYA program brings job training and additional resources provided through partnership with federal and state-sponsored job training organizations, and Workforce Innovation and Opportunity Act (WIOA) programs. WIOA partners provide OYA with referrals to a 100% disadvantaged student population. These students dropped out of school for many different reasons, but three consistently top researchers' lists: a difficult transition to high school, deficient basic skills, and a lack of engagement. This is why we designed our educational ecosystem to create empowered learning environments that compel high school students to master the skills, knowledge, and attitudes that will support their educational efforts and provide opportunities for them to pursue successful and productive lives.

The Opportunity Youth Academy (OYA) offers a unique educational experience specifically designed for Opportunity Youth, young adults who have not been successful in school and have re-committed to improving their lives and continuing their education, and who meet the requirements for enrollment set forth in Education Code sections 47612(b) and 47612.1. OYA specifically targets students who have previously dropped out of school without receiving a high school diploma.

Student Enrollment and Attendance

Enrollment in OYA shall be consistent with California Charter School Act and federal Law. The overall enrollment for the six sites was 350 students for the 2020-21 school year. Six sites are currently in full operation. Additional sites are possible for upcoming school years, as need develops. OYA will accept any Santa Clara County student seeking educational re-engagement and who will be eligible to pursue a high school diploma, as well as those from contiguous counties. This is in accordance with standard independent studies compliance guidance from the state. Enrollment projections for the next five years could reach 2000 students.

The Opportunity Youth Academy actively identifies, recruits and provides a premier dropout recovery, WASC accredited high school program to an Opportunity Youth population. We define Opportunity Youth as youth between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market. This definition comes from the White House Council for Community Solutions and other prominent resources in the field, including Opportunity Road and The Economic Value of Opportunity Youth.

OYA will specifically recruit Opportunity Youth which include but are not limited to the following subgroups:

- Foster Youth
- Special Education Youth
- Justice Engaged Youth
- Pregnant and Parenting Youth
- Homeless Youth
- Unemployed Youth
- All other youth 16-24 who are considered economically disadvantaged and who qualify for federal Workforce Innovation and Opportunity Act (WIOA) job training with workforce partners

All OYA students are required to sign an attendance agreement upon enrollment (See **APPENDIX F**).

Who should apply to OYA?

A potential OYA student is someone who:

- Wants to return to school and complete their high school diploma;
- Wants to identify and explore possible college and career paths;
- Is not currently enrolled in a school or educational program (including a charter school);
- Is willing to create short- and long-term goals towards completing education, as well as transition plans that may include attending community college, taking part in job training and internships.

To provide an exceptional OYA educational program and to support the academic goals of the students enrolled, the OYA program will hire experienced, highly qualified certificated staff with the following qualifications. OYA teachers will:

- Possess a valid California Multiple or Single Subject Teaching Credential
- Possess, or be working towards, a valid California Education Specialist Credential with a Mild/Moderate authorization or equivalent California Special Education Credential (intern eligibility will be considered).

Program days and hours of operation

- The program will operate as a year-round (220 operational days) school to provide maximum opportunity to our students.
- Through flexible staff scheduling options, the program will provide an extended school day by providing access to teachers and learning labs a minimum of 8 hours per day.
- Evening hours and weekend hours may also be offered based upon student and local community needs.

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

There are many ideas from the global community that shape our ideas about the “educated person” in the 21st century; however, we consider our definition distinctively American. Touching the past with care and respect, while pushing the boundaries of conventional thinking to invent the future, have always been a part of the American experience. A complex diversity of cultures, the free-wheeling play of ideas, dedication to personal and community fulfillment, and the importance of discovery, change, and growth are key characteristics. For such people, the challenges of the next century are not problems, but widely expanded possibilities. This is the spirit that has infused American “know-how” for generations; this is the spirit and definition of our “educated person” in the 21st century.

The SCANS for America 2000 report suggests that students must demonstrate a new set of competencies and skills in order to succeed in the 21st century workplace.

“... the technology of mass production emphasized discipline to the assembly line. Today, the demands on business and workers are different. Firms must meet world-class standards and so must workers. Employers seek adaptability and the ability to learn and work in teams.”

The OYA’s competency-based instructional model is based on the learning organization work of Peter Senge (*The Fifth Discipline*), Michael Fullen's work on Professional Learning Communities (*Change Forces, Turnaround Leadership*), Ron Edmonds’ research on the school effectiveness movement, Robert Marzano's *What Works in Schools*, Larry Lezotte’s *Stepping Up!*, Reuven Fuerstein’s *Mediated Learning*, and Stephen Covey's *7 Habits of Highly Effective People*. Drawing on the foundational work of Abraham Maslow (*Maslow's Hierarchy of Needs*), Bloom's Taxonomy of Educational Effectiveness, and Covey's *7 Habits*, SIATech has created a curriculum model that has effectively transformed the lives of thousands of students by helping them to achieve the goal of a high school diploma and expanded opportunities for a meaningful career. OYA leveraged the proven success of the SIATech blended learning instructional model and curriculum to prepare our OY population to successfully transition to the 21st century workplace.

Using this theoretical framework, OYA provides high expectations within a highly structured and orderly atmosphere, placing a strong emphasis on skill acquisition, and providing for the frequent monitoring of student progress to promote student success. OYA’s use of this customized curriculum provides for:

- integration of California’s State Standards (CCSS and NGSS)
- high-interest projects and assignments revolving around Career Technical Education (CTE), careers, and college readiness;
- applied academic skills in math, science, English and history requiring real world application through projects (example: Using current events to support a scientific or historical concept);
- multi-media tutorials to learn the core academics and technology applications;
- basic skills embedded in learning high-end technology (example: math students utilize AutoCAD [drafting software] to not only learn drafting, but to reinforce, better illustrate, and to self-discover mathematical concepts); and
- Interwoven connections with Career and Technical Education (CTE), trades, and employability skills (multi-media tutorials to learn the core academics, technology, reading, writing, note taking, and speaking and listening skills and standards).

Competency-based learning allows teachers more freedom to use metacognitive approaches and differentiated instructional practices to foster student engagement. A competency-based delivery model considers each student as an individual with different learning needs. A look into working with Career Technical Education (CTE) students demonstrates that competency-based learning is a natural way to assist students' transformation from drop out to life-long learner. The workplace needs of a 21st Century economy demands that workers have actual task mastery of skills, not just time on task.

The Opportunity Youth Academy is an idea whose time has come. Never has it been more critical to the success of our students, our educational system, our economy, and our democracy. Competency-based education, with a focus on individual student growth, coupled with rigor, relevance, and relationship, in a high tech and high touch environment, facilitates a unique experience and meaningful transformation that creatively meets many of the needs of a 21st century economy and culture. Student success is ensured through small learning communities, lower than average student to teacher ratio, engaging and interactive curriculum, and an individual learning plan

Through a proven, innovative program OYA offers disadvantaged, At-Promise students the real opportunity to earn a high school diploma, transcend their previous situation, and step toward evolving into a "knowledge value" individual as described by David Thornburg.

OYA will leverage the knowledge and expertise of its partners to provide students with access to the middle class through an innovative curriculum and instructional model that prepares students to enter the 21st century workforce as vibrant contributing members of the community and the economy. OYA Students will grow in persistence, perseverance, and resilience as they celebrate the rewards that comes from effort. OYA graduates will transition into careers, advanced training, and college because through their own hard work, and the support of a myriad a dedicated and caring professional staff, OYA graduates are *"Ready to Learn, Ready to Work, and Ready for Life!"*

English Learner Services

Some of our students face an additional challenge of needing to develop language skills due to being English Learners (ELs). Other students upon enrollment and assessment are found to have below grade level academic skills that require remediation and support to access grade level high school curriculum. And other students arrive with exceptional skills and the ability to truly accelerate their learning. The blended learning model is an integral part of OYA's program delivery contributing directly to student achievement, as well as narrowing the achievement gap for all students. Access to technology facilitates engagement, communication, interaction, and understanding. The blended learning practice provides the flexibility to individualize and personalize learning leading to individual gains in math and reading.

For students needing supplemental English Language Development (ELD), the following supports are included in the instructional model:

- OYA follows the state mandated protocol and procedures for identifying students using CALPADS, the home language survey, and the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC).
- OYA develops a customized ELD program for each student as part of their individualized learning plan. . Their plan may include ELD-modified curriculum and supplementary instructional materials for differentiating instruction.

- The OYA ELD program includes a full immersion program that includes English Language acquisition and computer assisted programs designed to support English development.

EL students are scheduled into the regular high school academic classes as soon as they show evidence of growth in English Language Acquisition, with additional support and services so they may better access the curricula and successfully complete the program.

OYA will meet all applicable legal requirements for ELs including, but not limited to, annual notification to parents/caregivers; student identification, placement, research-based English Language Development (ELD) and core content instruction; progress monitoring and intervention; teacher qualifications and training; re-classification criteria, and a process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and, standardized testing requirements.

OYA emphasizes continual improvement dedicated to strengthening and expanding integrated and designated ELD strategies, and will ensure staff is qualified to serve Long-Term EL students and have the needed supports from the SCCOE Student Services Branch.

Home Language Survey

OYA shall comply with all applicable state and federal laws related to the education of EL students. OYA will follow the SCCOE policies and procedures for the provision of services to ELs including identification and assessment upon initial enrollment, the Home Language Survey will be administered to determine each student's primary language. Any student who is identified as having a primary language other than English, as determined by the Home Language Survey, and who has not been previously identified as an English Learner by a California public school, or for whom there is no record of results from the administration of an English language proficiency test, shall be assessed for English proficiency using the CELDT or ELPAC.

Assessments

All students who indicate that their home language is other than English will be administered the CELDT or ELPAC test within 30 days of initial enrollment, if they are entering a California public school for the first time for the school year, have no record of results, or have never taken a CELDT or ELPAC test for another reason. They will be tested at least annually to measure their language growth thereafter between July 1 and October 31 of each year until reclassified as fluent English proficient. EL students will also participate in other state mandated tests as required.

Reclassification Procedures

Reclassification procedures will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT or ELPAC. The minimum expectations are Level 4 or 5 on CELDT with no individual language domains less than a Level 3.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental/caregiver opinion and consultation, if applicable, achieved through notice to parents/caregivers of the language reclassification and placement process and encouragement of the participation of parents/caregivers in the school's reclassification procedure.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English).

OYA will notify parents/caregivers, if applicable, of the school's responsibility for CELDT or ELPAC testing under the ESSA for annual English proficiency testing. CELDT or ELPAC results will be given to parents/caregivers, if applicable, within 30 days of receiving results.

Outcomes

The goals of the OYA EL Program are to provide students:

- Development of proficiency in English and in the county adopted core curriculum.
- Ability to overcome language barriers and recoup any academic deficits.
- Ability to demonstrate English Language proficiency comparable to the average SCCOE student of the same age or grade level whose primary language is English.
- Equitable access to curriculum and instructional materials provided for all students. Using the curriculum, these students will make progress that is equivalent to their peers, experience success and will sustain adequate psychosocial adjustment.
- To have students function successfully in the English language.

The needs of English Learners will be met through:

- Progress monitoring and assessment of growth in attaining English proficiency and reclassification.
- Access to highly qualified teachers authorized to teach ELs, including integrated and designated ELD.
- Implementation of the California ELD Standards.
- Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and, development of literacy skills along with oral proficiency and literacy in English.
- Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
- Staff collaboration regarding best practices in working with EL students.
- Primary language support provided by teachers, as feasible.
- Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.
- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
- Use of higher order thinking questions, modeling thinking language by think alouds, explicit teaching, test and study skills, and high expectations.
- Use of the native language to increase comprehensibility.
- Total Physical Response (TPR).

- Language Experience (Dictated Stories).
- Scaffolding and activating prior knowledge.
- Use of realia and manipulatives.
- Project Based Instruction

In addition, if OYA enrolls more than 20 EL students, an English Learner Advisory Committee (ELAC) will be formed, comprised of parents, staff, and community members specifically designated to advise school officials on EL program services. Please refer to **APPENDIX Y** for a detailed English learner instructional plan.

Meeting the Needs of Gifted Students/Proficient Students

Students enrolled in OYA who are identified as gifted will have an individualized learning plan that will indicate the appropriate course pathway. . OYA will provide each student with a learning environment conducive to developing and expanding his/her individual areas of giftedness. OYA recognizes a gifted student as a student who has superior intellectual development and is capable of high performance and accelerated learning.

If a student enrolls with an IEP indicating that he/she was previously identified as “gifted/talented” under IDEA, then an IEP meeting will be held to determine FAPE (Free Appropriate Public Education). Placement may be appropriate at OYA, and goals, objectives, supports and services will be determined by the IEP Team.

OYA will provide appropriate challenging coursework for all students along with opportunities to accelerate in order to maximize each student’s potential through a variety of options, including but not limited to, modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. All content areas offer opportunities for students to show mastery of skills and standards via Proficiency Exams, Challenge Tests, and Check Points. Students that are able to master these skills with an 80% proficiency or higher, may test out of all or parts of the curriculum to accelerate their learning pathway. In both math and ELA, gifted students may meet specific criteria to begin the Senior Project Prep modules (STEM for math and Writing and Technology for ELA), which consist of only those assignments needed to complete Senior Projects.

In addition to these pathways, OYA also offers several a-g advanced courses including American Government (A), Economics (G), U.S. History (A), World History (A), Algebra I (C), Geometry (C), Integrated Math II, Biology (D), and Spanish I (E).

OYA’s flexible learning environment is designed to challenge and nurture gifted learners. Independent projects, enrichment activities, learning styles, mentors, and leveling assignments are just a few of the strategies that are used to address the needs of all. Coursework will be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material is presented.

Providing Services to Below Grade Level and Other At-Risk Students

Students enrolled in OYA who are identified as below grade level will have an appropriate course pathway. OYA will provide each student with a learning environment conducive to developing and

expanding his/her individual areas of growth. OYA recognizes a below grade level student as a student who needs scaffolding to build basic, foundational skills before mastering the skills and standards of the high school core curriculum.

OYA will provide appropriate scaffolded coursework for all students along with remedial opportunities in order to maximize each student's potential through a variety of options, including but not limited to, modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, and/or enrichment. Supplemental curriculum and resources include PLATO Foundational Math and Reading Strategies; Intensive Reading; a Pre-module, which teaches parts of speech and basic sentence structure; educational videos; and modified curriculum and other resources; and the National Repository of Online Courses(NROC) Developmental Mathematics curriculum that was designed to remediate an adult learner from basic mathematics through college readiness in mathematics.

Meeting the Needs of Special Education Students

Upon enrollment, OYA provides all IEP services that are agreed upon in an existing IEP, and those services are provided either through special education, certified employees, or approved contracted services. Examples of services that are provided include speech & language services, counseling services, vision and hearing screenings, and instructional support. Students are provided with accommodations and/or modifications based on their IEP in the high school curriculum, alternative standards-based curriculum, remediation/supplemental materials, as well as various school settings. OYA has paper-based and computer-assisted curriculum that meets the needs of students who are not able to access the standard curriculum. Peer tutors, assistive technologies, and strength-based instructional planning/delivery are other examples of supports and services that may be used to meet the individual needs of students with disabilities.

OYA has consulted with, and will work in cooperation with, the SCCOE, local educational agencies (LEAs) and the Special Education Local Plan Area (SELPA), to ensure that a Free and Appropriate Public Education (FAPE) is provided to all students with exceptional needs. OYA will align practices and procedures with SCCOE's Special Education Program Policy Guide to support the same goal: maintain a high quality program delivery model that is fiscally sound and follows a fiscal allocation plan. Agreements will be negotiated to determine allocations of actual and excess costs, as well as OYA's responsibilities regarding any encroachment on general funds. The anticipated needs and costs associated with special education were based on a review of expenditures and programs similar in design to the OYA rather than comparisons to more traditional schools. Anticipated special education expenditures are based upon implementations of similar schools.

OYA will adopt SCCOE's special education policies as a guide in providing a continuum of specialized support and services while maintaining full compliance with district, state, and federal mandates and regulations. OYA administrative and instructional Special Education staff welcomes any opportunity to collaborate, grow professionally, learn from each other, and share best practices.

OYA has elected to function as a dependent charter of the SCCOE local educational agency that granted the charter for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

SELPA Membership

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It is understood that OYA shall not discriminate against any pupil in its admission criteria on the basis of disability.

OYA will be considered a school of Santa Clara County Office of Education, (SCCOE) for the purposes of special education.

OYA Responsibilities

OYA will deliver the required and appropriate special education services to enrolled students unless other agreements have been reached between the SCCOE or Santa Clara County SELPA regional providers.

Services shall include:

- Child Find.
- Initial, annual, and triennial evaluations.
- Individual Education Plan (IEP) development.
- OYA will utilize the county's comprehensive services to provide appropriate education services to all enrolled students.
- Submission of all required reporting, filings, etc. to fully comply with the Santa Clara County SELPA and California Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services Referral

OYA students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress;
- Social/Emotional development;
- Physical limitations; and/or,
- Behavioral history.

Students shall be referred for special education assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/independent study setting, (federal mandates require general education resources and services be exhausted before the OYA refers a student for special education testing) or if requested by a parent of a student under 18, or an adult student. Objective and complete data will be collected during an initial referral to ensure appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). A follow-up date is scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, more restrictive interventions will not be warranted. If progress is not noted, a Student Study Team (SST) may refer the student to a second tier where more intensive research-based curricular strategies are implemented or may refer the student for special education assessments.

A formal request from a parent or adult student to assess a student for special education supersedes the SST process and OYA staff will comply with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

Special Education Programs and Services

Upon enrollment of a student with an IEP, a representative from OYA staff will meet with the student and parent/caregiver, if applicable, to review the student's current IEP, review transcripts and discuss course assignment. Special education English Learners' IEP goals will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable successful participation in the core curriculum.
- Additional instructional time, as specified in the IEP, to provide students sufficient instruction and practice in order for them to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Collaboration between OYA, the SCCOE and the Santa Clara County SELPA to provide appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

OYA will adhere to the legal mandates outlined in the Individuals with Disabilities Education Improvement Act (IDEIA) in implementing regulations. When a student with an active IEP enrolls in OYA he/she is provided an interim special education placement and a new IEP will be written on the corresponding Santa Clara County SELPA forms within 30 days. After the interim placement, staff, parent/caregiver, and the student may revise the IEP with appropriate goals and access to services at the OYA program or to consider alternate placement options, if the student's needs cannot be met at OYA.

The IEP team is comprised of the student, parent/caregiver (and/or their requested representative[s]), if applicable, a general education teacher, special education personnel who will be working with the student, an administrative representative, and the student. Based upon areas of need, the goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California grade level standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents/caregivers as frequently as their general education counterparts (but no less than three times per year).

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, OYA will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel. Although not legally required, OYA staff will attempt to distribute written assessment reports to the parent/caregiver prior to the IEP meeting. In the event this is not feasible, OYA will

ensure copies of the reports are available at the meeting. OYA will utilize the Santa Clara County web-based SELPA Information Record and Analysis Support (SIRAS) system to complete all IEPs and report CASEMIS information.

At least once every three years, a student will be reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan is offered and if accepted, developed at the meeting.

Identification of Bilingual Special Education Students

Before a student whose native language is not English is referred for special education, their level of English proficiency will be determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Every attempt will be made to have personnel fluent in the student's native language and familiar with their native culture to participate during the SST process and during the referral, assessment and identification processes for determining the eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student will be used to determine the language that he/she will be assessed in when a formal referral to special education is made. This will be documented on the assessment plan. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested by a parent. All goals and objectives for bilingual students will be linguistically appropriate and are developed so that the student's language acquisition needs are taken into account. Special education personnel who assess and deliver services outlined on the student's IEP will have Cross-cultural, Language, and Academic Development (CLAD) certification authorizing them to provide instruction to English learners.

Dispute Resolution & Complaint Procedures

OYA shall comply with applicable federal and state laws and regulations. OYA shall comply with the Santa Clara County Office of Education's Uniform Complaint Procedure ("UCP") in compliance with California Code of Regulations, Title 5 Section 4600 *et seq.* in the processing and investigation of any complaints covered thereby. The UCP shall apply to the filing, investigation, and resolution of complaints alleging a violation by OYA of federal or state law or regulations governing educational programs, including:

1. Complaints of unlawful discrimination against, harassment, intimidation, or bullying against any protected group including 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 definitions of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual or group with one or more of the aforementioned characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, migrant education, career technical and technical education training programs, childcare and development programs, child nutrition program.

3. Complaints alleging noncompliance with Education Code Section 49010 and 490111 regarding pupil fees.
4. Complaints regarding instructional materials, teacher vacancy or misassignment, and school facilities, as described in the UCP.

Unless the OYA Board otherwise determines, the person(s), employee(s) or agency position(s) or unit(s) responsible for receiving complaints, investigating complaints and ensuring OYA's compliance with the UCP shall be the same as is(are) responsible for the Santa Clara County Office of Education's compliance. Parents also have the right to file a complaint with the county and/or the California State Department of Education.

LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups

OYA will observe and meet the state priorities listed in *Education Code Sections 52060 and 52066*. The OYA program will be planned in such a manner as to comply with each of the eight priorities as established in the Local Control Accountability Plan (LCAP). Goals will be established for each group in the following areas:

A. Conditions of Learning:

- **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

B. Pupil Outcomes:

- **Pupil achievement:** performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

- **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

- **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

OYA aims to prepare students for success by providing a supportive school environment focused on increasing academic and positive social skills and behaviors, while providing functional life skills instruction. OYA will operate as a charter school under the authorization of the Santa Clara County Board of Education, as a unique public school with the following overarching goals:

- To provide students and, when applicable, parents/caregivers with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- To reach students who have “dropped out,” are not currently enrolled in any school, or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- To educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning and/or who are credit deficient.
- To increase student learning and academic performance.
- To provide students with alternative methods to master core content standards.
- To foster rigorous learning experiences aligned to state standards.
- To increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- To stimulate students’ natural interests and curiosity.
- To develop learners who are self-motivated.
- To support students in identification of life and career goals and assist transition into employment.

OYA will be accountable for meeting these goals and achieving measurable pupil outcomes through a performance based system. The following annual goals and annual actions will be implemented with an eye to the overarching goals listed above. They will be further detailed in the school’s LCAP, to be submitted annually, and they may be revised and/or reorganized therein. OYA recognizes that the majority of our students will likely be socio-economically disadvantaged, and annual goals and actions will be developed to address the needs of this subgroup. The annual goals and annual actions below and future LCAPs to be developed shall reflect laws and regulations as applicable to charter schools, which have added flexibility in several of the state priority areas.

Goal #1- All OYA students will be prepared to transition successfully into subsequent educational levels and the work force.

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities.

- ANNUAL GOAL 1A, all years. All students: All teachers will possess credentials appropriate to their assignment, as applicable to charter schools.
 - ANNUAL ACTION 1Ai, all years: Ensure possession of appropriate credentials upon hiring.

- ANNUAL ACTION 1Aii, all years: Monitor validity of teacher credentials.
- ANNUAL GOAL 1B, all years. All students: OYA will utilize materials that support instruction in state standards, as appropriate to the nature of the program operated in Mathematics, Science, History-Social Science and English-Language Arts.
- ANNUAL ACTION 1Bi, all years: Procure instructional materials to support standards-based instruction.

STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners.

- ANNUAL GOAL 2A, all years. All students: All teachers of Mathematics, Science, History-social science and English-language arts will participate in professional development in implementing standards-based instruction.
 - ANNUAL ACTION 2Ai, all years: Provide teacher training as needed to support delivery of standards-based instruction.
 - ANNUAL ACTION 2Aii, all years: Monitor students' learning plans and provide ongoing support to teachers to refine implementation.
 - ANNUAL ACTION 2Aiii, all years: Monitor EL students English proficiency skills as developed through implementation of the California ELA/ELD Framework.

STATE PRIORITY 4: Pupil achievement as measured by all of the following:

A. Mandated statewide assessments

- ANNUAL GOAL 4A, all years. All students: Set and achieve targets for student performance on mandated statewide assessments.
- ANNUAL ACTION 4Ai, 2016-17. Establish benchmarks and targets for student performance on mandated statewide assessments.
- ANNUAL ACTION 4Aii, all years. Establish and refine curriculum, instruction, and assessment needed to achieve targets.
- ANNUAL ACTION 4Aiii, 2017-18 to 2020-21. Monitor student progress toward targets using formative and summative assessments.
- ANNUAL ACTION 4Aiv, 2017-18 to 2020-21. Provide professional development and adjust instruction as needed in response to analysis of student performance data.

B. The Academic Performance Index (API)

Not applicable. The API is currently suspended.

C. UC/CSU a-g/career readiness

- ANNUAL GOAL 4C, all years. All students: Set and achieve targets and metrics for UC/CSU a-g completion rates/career readiness.
 - ANNUAL ACTION 4Ci, all years. Review current graduation requirements and move towards greater alignment to UC/CSU a-g course requirements.
 - ANNUAL ACTION 4Cii, all years. Investigate barriers to UC/CSU a-g course completion and develop plans to reduce these obstacles.
 - ANNUAL ACTION 4Ciii, all years. Investigate barriers to career readiness and develop plans to reduce these obstacles.

D. Progress toward English proficiency

- ANNUAL GOAL 4D, all years, English learner students: Set and achieve targets and metrics for English proficiency.
 - ANNUAL ACTION 4Di, all years. Implement and refine English language development services
 - ANNUAL ACTION 4Dii, 2017-18 to 2020-21. Establish benchmark and target English proficiency rates.

E. The English learner reclassification rate

- ANNUAL GOAL 4E, all years, English learner students. Set and achieve targets and metrics for English proficiency.
 - ANNUAL ACTION 4Ei, all years. Implement and refine English language development services
 - ANNUAL ACTION 4Eii, 2017-18 to 2020-21. Establish benchmark and target English learner reclassification rates.

F. Advanced Placement (AP) exams

No applicable goals: Based on the nature of the program, OYA does not view AP exams as applicable. While OYA will support students wishing to take AP courses, based on the school's target population, it is unlikely to be a goal of sufficient numbers of students to be a meaningful school-wide goal.

G. College preparedness assessments

- ANNUAL GOAL 4G, all years. All students: Set and achieve applicable goals for college preparedness assessment for college bound students.
 - ANNUAL ACTION 4Gi, 2016-17, Provide all students guidance and experiences that enable them to determine their level of interest in preparing for college admission.
 - ANNUAL ACTION 4Gii, 2017-18 to 2020-21. Provide all college bound student's instructional support and guidance to prepare for college entrance assessments, including the Early Assessment Program (EAP) where appropriate.

STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable.

- ANNUAL GOAL 7A, all years, all students: All students will have access to and enroll in a broad course of study that includes work readiness and skilled career training opportunities.

STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable.

- ANNUAL GOAL 8A, all years, all students: All students will demonstrate competencies in core content areas and will earn grades and credits in core courses.
 - ANNUAL ACTION 8Ai, all years, all students: All students will show an increase in grades and credits earned.

Goal #2- All OYA students will learn in safe, consistent, nurturing environment.

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities.

- ANNUAL GOAL 1C, all years. All students: The school facilities are maintained in a manner that ensures that they are clean, safe, and functional as specified in subdivision (c) of Education Code Section 17002.
- ANNUAL ACTION 1Ci, all years. Evaluate facilities to ensure they are clean, safe, and functional, and make changes as needed.

STATE PRIORITY 3: Set and achieve goals for parent involvement in school site subgroup decisions, including parental participation in programs for unduplicated pupils and EL students.

NOTE: OYA anticipates having different parent involvement from most K-12 schools, based on serving a target population of students aged 16 and older.

- ANNUAL GOAL 3A, all years. All students: Set and achieve goals for parent involvement.
- ANNUAL ACTION 3Ai, 2016-17. Determine and monitor progress toward goals for parent involvement.
- ANNUAL ACTION 3Aii, all years. Establish and refine methods for general parent communication, feedback, and, as appropriate, input with respect to school decisions.

STATE PRIORITY 5: Pupil engagement

A. School attendance rates

- ANNUAL GOAL 5A, all years. Set and achieve targeted attendance rates
- ANNUAL ACTION 5Ai, 2016-17. Establish baseline and target attendance rates and implement strategies to encourage consistent attendance.
- ANNUAL ACTION 5Aii, 2017-18 to 2020-21. Design, implement, and refine global and targeted strategies as appropriate to achieve targeted attendance rates.

B. Chronic absenteeism rates

- ANNUAL GOAL 5B, all years. Implement research based strategies to prevent and reduce chronic absenteeism.
- ANNUAL ACTION 5Bi, 2016-17. Establish baseline and target rates of chronic absenteeism.
- ANNUAL ACTION 5Bii, 2016-17 to 2020-21. Design, implement, and refine strategies as appropriate to assist students in meeting targets for reduced chronic absenteeism.

STATE PRIORITY 6: School climate

A. Pupil suspension rates

- ANNUAL GOAL 6A, all years. All students: Implement strategies designed to prevent pupil suspensions for all students.
- ANNUAL ACTION 6Ai, all years. Identify any students at risk for suspension and develop and implement services to support each student to meet the school's expectations
- ANNUAL ACTION 6Aii, all years. Monitor and analyze effectiveness of services for students at risk of suspension to continually refine and improve.

B. Pupil expulsion rates

- ANNUAL GOAL 6B, all years. All students: Implement strategies designed to prevent pupil expulsions for all students.
- ANNUAL ACTION 6Bi, all years. Identify any students at risk for expulsion and develop and implement services to support each student to meet the school's expectations.

- ANNUAL ACTION 6Bii, all years. Support students who are expelled with meeting the terms and conditions of their expulsion plan.
 - ANNUAL ACTION 6Biii, all years. Monitor and analyze effectiveness of services for students at risk of expulsion to continually refine and improve.
- C. Other local measures, including surveys of pupils, parents and teachers on sense of safety and school connectedness
- ANNUAL GOAL 6C, all years. All students: Increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of students' school connectedness.
 - ANNUAL ACTION 6Ci, 2020-21 Develop targets and metrics for school connectedness and safety.
 - ANNUAL ACTION 6Cii, 2020-21 to 2022-23. Based on assessments of school connectedness and safety, develop or refine strategies as appropriate to achieve targets.

Transferability of High School Courses

Upon enrollment, students and their parents (for those students under 18 years of age) will be notified by OYA of the acceptability of credit for transferring into or out of OYA.

Career and College Pathway Efforts

The OYA will partner with other entities to provide options and pathways designed to deliver long-term solutions for over-age, academically underserved, and almost all, poverty level youth, that are not enrolled in school or participating in the labor market.

To provide opportunities for success for every participating student, the OYA program will include resources, and Career Technical Education (CTE) electives and post-secondary preparation training, focused on building the rigorous Academic and Career Technical Education Skills needed for successful transition into postsecondary education, Career Technical training, and employment opportunities in high skill, high wage STEM careers. As a result of our partnerships, OYA can provide access to a vibrant consortium including industry partners, STEM Industry and community foundations, LEAs, WIOA, and community colleges. The OYA Career Pathways will focus on the Silicon Valley priority and emergent industry sectors of Advanced Manufacturing, and Information Computer Technologies (ICT)/Digital Media.

The Opportunity Youth Academy will serve an economically disadvantaged population, underrepresented in STEM College and Career Pathways. Research has shown that workers in STEM fields—science, technology, engineering, and mathematics—play a critical role in driving economic growth, and STEM employment provides a significant pathway to family-supporting incomes. Yet too many African Americans, Latinos, and Native Americans are underrepresented in the STEM workforce. The OYA will be a member of the Opportunity Youth California Career Pathway Trust consortium and will leverage and grow existing partnerships and, forge new relationships, to provide STEM Career and college pathways for Opportunity Youth to high skill, high paid College and Career Pathways. The efforts of this committed group of partners will support and empower, a currently disenfranchised student population with access to the middle class through multiple rewarding STEM career pathway options.

Professional Development

Supporting and empowering educators are fundamental parts of OYA's educational ecosystem. Through a service contract with SIATech, OYA staff will take part in teacher/leadership development programs where educators are supported at every stage in their careers. Over 25 courses have been developed to prepare instructors, classroom assistants, and administrators to be leaders in the continually changing educational environment. SIATech's professional development program, inclusive of a California certified induction program, prepares experienced and aspiring teachers. New teachers are paired with experienced mentors to help ensure they earn their teaching credentials and evolve toward expert teacher status. Orientation programs welcome new employees and provide training for entire new OYA site locations to ensure staff are able to positively impact student learning immediately and dynamically upon opening of each OYA site. OYA's team supports educators through ever-increasing learning standards and commensurate demands, including subject-focused trainings centered on the CA State Standards.

New Staff Orientation, Training and Support

New Staff Orientation (NSO) orients new staff to learn more about opportunity youth, OYA structure and services, the school sites, and most importantly, the unique instructional needs of the population of learners served. This program is open entry and available year round, so it is flexible for staff entering after the traditional beginning of the school year. This program matches the new staff member with a mentor who has been trained to organize and personalize the experience for the new staff member and includes culture, curriculum, and information to equip the staff member to quickly adjust to the organization and his/her role for supporting students in learning. The Director/Principal also works closely with the mentor and participant to differentiate the course curriculum for each staff member's needs.

As part of NSO, the new staff member has weekly discussions with the mentor for "just in time" support. Those weekly conversations are supplemented by asynchronous coursework using a learning network platform, which includes instruction in the following areas: specific school guidelines; strategies for teaching English Language Learners and special populations students; classroom management; and technology.

In addition, new staff members are encouraged to job shadow in their particular area and visit other sites to observe and learn from more veteran teachers and staff.

Professional Development Plan

OYA teachers will be provided professional development opportunities geared toward individual experiences as well as site experiences which provide growth to the staff member(s). A catalogue of professional opportunities for learning is available for OYA staff from which a site or individual can choose for their growth (Please see **APPENDIX X**).

OYA programs serve a significant population of the most at risk students from the juvenile justice system and the Foster Care system. OYA counters these various risk factors with a rigorous curriculum that is adaptable to each student's individual needs, small school programs in multiple, highly accessible locations throughout Santa Clara County and, highly qualified caring educators who are invigorated by frequent professional development, which includes training on trauma informed instruction based upon research done by Dr. Amy Lansing of the University of CA San Diego (UCSD).

Dr. Lansing's research on the developmental impact of chronic and severe traumatic stress on children has begun to link violence exposure, poverty, maltreatment and cognitive functioning. Dr. Lansing is the director of the Cognitive and Neurobehavioral Studies in Aggression, Coping, Trauma and Stress (CNS-Acts) research program at UCSD. Her research program is dedicated to understanding the neurobehavioral underpinnings of high-risk behaviors and functional impairment in underserved and vulnerable populations, such as juvenile delinquents and maltreated youth.

This program integrates neuroscience technologies, cognitive rehabilitation, mental health services, neuropsychology, criminology, social justice and public policy issues. Support for her research comes from the National Institute of Child and Human Development and the National Institute on Minority Health and Health Disparities.

Dr. Amy Lansing states, "While it is critical to instill a sense of personal responsibility, persistently delinquent youth disproportionately have severe trauma exposure, serious mental health issues, neurological problems and cognitive deficits. These youth also disproportionately come from underperforming school systems, impoverished communities and unstable home environments. There really are very few choices available to them. While the issues are very complex, this should not prevent us from moving forward and working together to improve the lives and living conditions of the most vulnerable portions of our society."

The OYA leadership team believes that knowledge of the impact of chronic and severe traumatic stress on children is a key component to a comprehensive professional development plan that prepares educators to engage and empower an opportunity youth student population.

Motivating Reluctant/Resistant Learners

The impact of chronic and severe traumatic stress upon the OYA student population will also necessitate that our staff undertake additional and targeted professional development to counteract its dire effects. Best practices for how to work and incorporate Reluctant/Resistant Learners into our program will also be identified and adopted into OYA's teaching delivery. For students to feel a sense of ownership in their own learning they need to be a part of the process at its inception. At first, teachers may be leery of allowing students to have a voice in determining the project, or even the criteria for which they would be assessed. However, when students are respected as life-long learners and can suggest the criteria for assessment, they become thoughtful and responsible. This is a step that increases their motivation and challenges their interest, and makes them responsible for the work they produce. A Reluctant/Resistant student usually develops these inherent feelings of exclusion after a lifetime of having been excluded from school, family, community or any number of affirming social circles. OYA will establish a teaching style that:

- Increase students' ownership in the classroom so that they are intrinsically motivated.
- Provide and design strategies that inspire higher level thinking skills that excite and motivate our students to read, write, speak, listen attentively, and perform.
- Utilize coaching strategies that work best with Reluctant/Resistant students to increase the quality of study work.

Mindset

The concept of developing Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. OYA staff will be trained to identify and develop this simple idea in our student and will learn that it makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. Translated into our student populations, OYA students may see themselves only as dropouts because they have been measured and reinforced as being dropouts all their life. So they spend their time documenting their intelligence or talent, or lack thereof, and accept the evidence before them that they are indeed drop-outs. Instead of attempting to develop their intelligence, their mindset, they believe that talent alone creates success—without academic effort. Successful participation in the OYA program will prove them wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Studies into the profiles of individuals who develop their mindset suggest that virtually all great people have had these qualities. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships. Our OYA staff will be trained to develop their own growth mindset and usher the students that they teach to develop their own as well.

STEM/CTE/Project-Based Learning

The professional development for the OYA staff may also include areas in understanding the college and career opportunities of developing a comfort with and proficiency in the areas of STEM focus. Many of OYA's potential students do not see themselves as fully understanding the subjects of science, technology, engineering or math. Incorporating the benefits of the above professional development topics, OYA teachers will work at addressing students' traumatic and chronic stress complications. OYA teachers will seek to identify and develop in them the perspectives and tools that reluctant/resistant learners need to succeed. The OYA will seek to establish and develop a growth mindset in these students by focusing in STEM and CTE subject areas and showing them that they can succeed in these subject areas and benefit from them in their college and career plans.

The proposed professional development topics are interrelated. To the extent possible, trainings will incorporate and integrate the interrelated concepts and the application of those concepts in the instructional program. This approach will allow a more coherent and cohesive implementation.

ELEMENT B: Measureable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605.6(b)(5)(B).

OYA Student and Related Outcomes

Opportunity Youth Academy (OYA) seeks to improve student academic knowledge and guide them upon an educational plan that will result in completing all course criteria to qualify them to obtain an accredited CA high school diploma. All courses and curriculum utilized by OYA are aligned with CA State standards and its teaching staff meets California Commission on Teacher Credentialing (CCTC) requirements. OYA is a Western Association of Schools and Colleges (WASC) accredited institution and credits earned will be fully transferrable to other high school programs as well as institutions of higher learning.

School Exit Outcomes and Performance Goals

1. Individual Student Growth Results will demonstrate accelerated learning in reading.
 - The percentage of students demonstrating accelerated growth in reading skills will trend up over the term of the charter.¹
2. Individual Student Growth Results will demonstrate accelerated learning in mathematics.
 - The percentage of students demonstrating accelerated growth in mathematic skills will trend up over the term of the charter.¹
3. An evaluation of Individual Student writing skills will demonstrate improvement over time.
 - Individual student growth in writing skills will improve over time as evidenced by student writing portfolios.
4. The OYA graduation rate will compare favorably with the graduation rate of schools serving similar student populations in California and will trend up over the term of the charter.
5. Student enrollment in colleges and/or in advanced training or achievement of certifications will be evaluated annually and will trend up over the term of the charter.
 - Staff will use the National Student Clearinghouse² data to gather college data.
 - Staff will encourage student participation in an alumni program to gather these data.
 - Success metrics include, but are not limited to, Career Pathway selection, college credits earned, number of students participating in co-enrollment programs with partner colleges, CTE courses completed, certificates earned, internship and job shadowing experiences, advanced training completed with consortium partners, number of students placed in jobs, match of job to training received, and when available, salary earned in job. These metrics will be gathered and reported annually.
6. Students will be evaluated by the Gallup Poll for hope, engagement, and well-being, measures of non-cognitive efforts to predict student success in academics and general youth development settings.³
 - School results will be compared to schools across the country, with the annual goal of overall comparable or better results in hope and engagement.

All of the outcomes and goals described previously align to the school mission, vision, and values through the use of a curriculum designed to engage an older student population and through

¹<https://valueadded.teachingdoctors.com/register/>

²http://www.studentclearinghouse.org/about/what_we_do.php

³<http://www.gallup.com/strategicconsulting/148115/Gallup-Student-Poll-Technical-Report.aspx>

assessments that will provide relevant academic growth information to each and every individual student.

OYA will adhere to California public high school graduation requirements and will prepare students for the accomplishment of the California State Standards.

OYA will use a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments are designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. OYA teachers use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements. These assessments also prepare students for the California Assessment of Student Performance and Progress (CAASPP) where appropriate.

Description of How Curriculum Aligns to Student Performance Standards

The standards-based curriculum is designed to prepare students for fulfilling lives in the global economy of the 21st century with strong emphasis on real life skills that can be transferred to the world of work and/or higher education. Through the creation of student, school, business, and community partnerships focused on a highly relevant and research-based curriculum model applied to real-world situations, OYA will prepare students to be lifelong learners who are well-prepared to be contributing members of society.

Because the OYA core academic curriculum focuses on intellectual development, it will prepare students to increase proficiency in literacy and numeracy utilizing an instructional program that is aligned to the California State Standards (CSS) and the Next Generation Science Standards (NGSS). The instructional plan is theme-centered, integrated, interdisciplinary, problem-focused, and project-based, all of which will ensure our students are college and career ready.

The curriculum content of the core subject areas (Reading/Language Arts, mathematics, science, and social studies) is aligned with the CSS, NGSS, and State Content Standards for History-Social Science. Students of OYA will demonstrate the following competencies upon graduation.

English/Language Arts. Students will demonstrate strong reading skills in informational and literary text, writing from sources, listening, speaking, research and presentation skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. Through regular practice with complex texts and its academic vocabulary, students will build knowledge from, comprehend, and critically interpret multiple forms of informational and literary text, including complex technical directions much like they will be required to do with the annual California Assessment of Student Performance and Progress (CAASPP) assessment.

Mathematics. Students will develop abilities to reason logically, think critically, and persevere in problem solving situations to understand and apply mathematical processes and concepts from the CSS for math: number and quantities, algebra, functions, modeling, geometry and statistics & probability. Students discover and apply math properties and theorems using AutoCAD and other technology and illustrate mastery of concepts and standards via CSS-based activities and projects with

a final Senior Project of their choice using critical thinking skills and mathematical knowledge in a mathematics design and modeling project in drafting, robotics, or rocket projectiles.

Science. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts of various strands of science, which include science as inquiry, physical science, life science, earth science, space science, and science and the environment. Students will research scientific current events pertinent to their studies and creatively present their learning so that peers may learn and apply those skills and knowledge. Students will investigate real world issues and complete hands-on and virtual labs to address learning and inquiry as well as reflect on and summarize their learning. The integration of the three NGSS dimensions of practices, crosscutting concepts, and core ideas provides students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts.

History/Social Studies. Students will understand and apply civic, historical, economic, and geographical knowledge in order to serve as participating citizens in today's world of diverse cultures in both workplace and educational settings. Students will utilize key skills such as reading comprehension, critical thinking, problem solving, analyzing and applying knowledge, and using technology effectively. Students will learn historical concepts through domain-specific, informational texts; students are expected to learn through the texts rather than simply referring to them. Students will also build their academic vocabulary while accessing complex texts. Real-world projects allow students to apply this knowledge to their own lives in the 21st century.

Competency is demonstrated in benchmark and summative assessments for each course and culminates in the presentation of five Senior Projects that represent a broad sampling of student learning. Students' mastery of the standards and their developed skills showcase themselves in the Senior Projects. The application of these college and career anchor standards, so essential in the core content areas, lend themselves to the Senior Projects and Creative Technology as well as the Final Presentation where students practice their listening and speaking skills.

Assignments are aligned to the state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students leave OYA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma. The value and reward of this program is its proven ability to dramatically improve the career opportunities and quality of life prospects for this student population.

OYA seeks to improve student academic knowledge and guide them upon an educational plan that will result in completing all course criteria to qualify them to obtain a high school diploma. All courses and curriculum materials employed by OYA follow state adopted guidelines and its teaching staff meets California Commission on Teacher Credentialing (CCTC) requirements.

Any modification of these outcomes or expectations will be submitted to the Santa Clara County Board of Education as an amendment of this charter. In such a case, the County Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605.6(b).

ELEMENT C: Method by Which Pupil Progress 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 47605.6(b)(5)(C).

Methods of Assessment

To measure the progress of the students at Opportunity Youth Academy (OYA) and to ensure that the goals of the charter are being met, OYA will adhere to statewide standards with mandated standardized tests and will utilize additional OYA Charter School performance-based assessments on a regular basis to measure student progress. Student performance on these measures will help the OYA School community make informed decisions about instruction efficacy, needed program modifications, or additional goals and objectives to be developed.

The following assessment approaches may be included in the school's measurement of outcomes:

- Curriculum-Embedded Standards-Based Formative and Summative Assessments: locally developed tests, designed to measure student achievement on the grade-level standards-based curriculum content in core areas such as reading, mathematics, science, and social studies in grades 9 through 12. Students are assessed after each unit, module/course and at the completion of individual Senior Projects and the final formal presentation to staff, students, and others (parents, partners and/or fellow students). Advancement to subsequent units and modules requires a minimum 80% success rate on the preceding ones. This may vary based on individual student's plan and/or additional learning plans, including, but not limited to IEP or 504 Plans.
 - Teachers chart and use assessment/test results as an ongoing guide to student instructional needs and to enhance student progress. In order to address the skills needed for success, assessments are developed to include Webb's Depth of Knowledge (DOK) levels of cognitive demand. Depending on the assignment or assessment question, students may be asked to begin with a simple recall question but then might be asked to build upon that through explanation, analysis, or application.
 - Teachers also use these DOK levels in formative assessments and classroom conversations, small group instruction, and opening and closing activities as well as to create more cognitively engaging and challenging tasks. These levels are a natural and cohesive part of all curriculum and instruction regardless of content area. These levels are also in alignment with the CA state standards.
 - Hess's Cognitive Rigor Matrix also allows the same opportunities for teaching and learning as Webb's DOK levels. Hess's matrix easily allows the students to take the knowledge they have remembered and understood and then transfer that knowledge to other scenarios or applications. Application of knowledge is the key to college and career readiness. It's simply not enough to know something; Hess's matrix is a tool used to examine the depth of understanding required for different tasks and complexity.
- Standardized Assessment(s): OYA will administer and comply with any California mandated tests: CAASPP and any other statewide or national assessments that are added throughout the life of the charter.
- OYA Assessments: A nationally normed, computer adaptive assessment will be utilized to assess individual student growth in reading and mathematics. The Renaissance STAR reading and math

assessments, from Renaissance Learning, Inc., are currently being used for this purpose. This assessment or a similar nationally normed assessment will be utilized.

- Portfolio Assessment: Portfolios are divided into two divisions of learning: Core Academics and Electives. The Core Academic portfolios represent a log of essential learning needed to be college and career ready utilizing state standards for math, science, social science and English Language Arts. Real world literacy, numeracy and integrated technologies are at the core of these portfolios to help prepare our students for the competitive 21st century job market. Students must also present their senior portfolio to their peers to showcase their core content achievements and illustrate their oral presentation and communication skills.

Use and Reporting of Data

The above assessments are designed to align to the mission, exit outcomes, and the curriculum utilized in OYA. OYA will utilize the data to identify areas for improvement in the educational program. The Academy develops an annual performance report based upon the data compiled. The report shall also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality;
- A summary of major decisions and policies established during the year, data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the School and their qualifications;
- A copy of the School's health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether the School implemented the means listed in the Charter to achieve a racially and ethnically balanced student population;
- An overview of the School's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended;
- Analyses of the effectiveness of the School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and,
- Other information regarding the educational program and the administrative, legal, and governance operations of the School relative to compliance with the terms of the Charter.

OYA will use the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary. Annual OYA performance information will be shared with students, families, and public agencies as appropriate.

ELEMENT D: Location

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).

Governing Law: The County Board of Education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h).

OYA will be located at six sites, within the boundaries of Santa Clara County. Opportunity Youth Academy (OYA) shall operate its primary administrative offices at 3550 Snell Av, San Jose, CA 95136. OYA will operate at the locations listed below under one County-District-School (CDS) code as part of a single school with multiple locations. During the term of the initial charter, it is anticipated that OYA will open additional academies in other parts of Santa Clara County to meet the needs of our students. OYA will notify the school districts where those sites will be located and request a material revision of its charter by the SCCBOE. The County Board of Education shall consider whether to approve those additional locations at an open, public meeting, held no sooner than 30 days following notification of the school districts where the sites will be located. If approved, the location of the approved sites shall be a material revision of the charter school's approved charter.

OYA operated as a pilot program of the Santa Clara County Office of Education during the 2015-2016 school year with four locations in operation in Santa Clara County (please see **APPENDIX A** for a summary of the pilot year). All facilities meet the requirements of the Americans with Disabilities Act and will not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs. Facilities will be large enough to provide space for inviting and engaging learning labs with space for small group activities, group projects, and work space for individual student/teacher meetings. Facilities will also include access to meeting space for teaching staff to collaborate and conduct instructional business or to hold individual tutoring or meeting sessions with students. Some facilities may also provide space for child care.

Opportunity Youth Academy

<p>ConXion OYA 749 Story Rd San Jose, CA 95122 East Side Union High School District</p>	<p>The Hub OYA 591 North King Rd., Suite1 San Jose, CA 95133 San Jose Unified School District</p>
<p>Snell OYA 3550 Snell Av San Jose, CA 95136 San Jose Unified School District</p>	<p>Sobrato OYA 512 Valley Way Milpitas CA 95135 Milpitas Unified School District</p>
<p>South County OYA 9300 Wren Ave Gilroy, CA 95020</p>	<p>Washington United Youth Center OYA 921 S. First Street, Suite B San Jose, CA 95110 San Jose Unified School District</p>

ELEMENT E: Governance Structure of School

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 47605.6(b)(5)E).

Opportunity Youth Academy (OYA) will be a dependent public charter school authorized by the Santa Clara County Board of Education and administered by the Santa Clara County Superintendent of Schools through the Santa Clara County Office of Education (SCCOE). OYA will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of 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 definitions of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual or group with one or more of the aforementioned characteristics.

Through its role of long-range policy development and other critical functions and responsibilities, Santa Clara County Board of Education works with the Santa Clara County Superintendent of Schools to offer the most effective educational programs and services available. The OYA Director/Principal will be the senior site-level administrator for OYA. The SCCOE administration will provide SCCOE-level and other administrative services for OYA in the same manner as such services are provided for the SCCOE and its non-charter schools.

OYA will follow applicable policies set forth by Santa Clara County Board of Education and the administrative regulations set by the Santa Clara County Superintendent of Schools unless the OYA Board or the Santa Clara County Board of Education adopt conflicting policies or regulations specifically applicable to OYA. OYA will comply with all applicable federal laws, and state and local laws that are applicable to public charter schools. Please see **APPENDIX S** for the OYA Governance Organizational Chart.

Conflict of Interest Regulations

OYA will comply with the requirements of the Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) and Government Code Section 1090 as applied to charter schools by Education Code Section 47604.1, and shall be included in the Santa Clara County Office of Education's Conflict of Interest Code.

Opportunity Youth Academy (OYA) Governing Board/County Superintendent

The Opportunity Youth Academy Governing Board ("OYA Board") has been created to provide the governance for OYA, a public dependent charter school of Santa Clara County Office of Education Located in multiple locations within the boundaries of Santa Clara County. Due to the fact that OYA is a dependent charter school, OYA shall not be operated by or as a nonprofit public benefit corporation, and the OYA Board shall consist of a single member, who shall be the Santa Clara County Superintendent of Schools. The OYA Board shall have all powers and duties for the governance of OYA. The OYA Board will annually establish a schedule of regular meetings, which shall be held in accordance with all requirements of the Ralph M. Brown Act (Gov. Code § 54950 *et seq.*). In no event shall OYA seek approval of material revisions to or renewal of this Charter without the approval and authorization of the OYA Board. The County Superintendent of Schools shall be responsible for the operations of OYA in accordance with the provisions of this Charter, with the support and assistance of the Santa Clara County Office of Education and staff, and with the input of the OYA Governance Council. The County Superintendent of Schools has the power to appoint a school leader as director/principal for Opportunity Youth Academy.

The OYA Governing Board shall at all times retain ultimate authority over the governance and operations of OYA and the Governance Council shall be an advisory body. The OYA Governing Board shall have authority to veto, overturn, not follow, or remand any decision or recommendation of the Governance Council.

Governance Council

OYA will also utilize input from a Charter School-based Governance Council, which will make recommendations directly to the OYA Board. This OYA Governance Council will have nine voting members including a student representative and will be operated in accordance with its Bylaws. The OYA Governance Council will include the County Assistant Superintendent, Student Services & Support Division, who will be a standing member and serve as the chairperson. The Governance Council will meet on at least a quarterly basis. The OYA Governance Council is an advisory body and is not organized as a corporation, but has adopted the Bylaws set forth in Appendix T to guide the Governance Council's operations, though these are not formal corporate Bylaws.

The role of the Governance Council will be to:

- Make recommendations to the OYA Board in the following areas, and such other areas as may be requested by the OYA Governing Board:
 - o To recommend events and activities to be carried out at OYA.
 - o To annually review the operating budget and OYA operations.
 - o To provide ongoing evaluation of OYA and provide public accountability.
 - o To make recommendations for the improvement and further development of OYA.
 - o To strive for a diverse student population, reflective of the community, and aligned to the OYA Mission.

- Review and recommend business and school partnerships with the communities served by OYA.

- Ensure that all students are learning California State Standards by reviewing achievement data.

- Review, promote, monitor and evaluate educational initiatives affecting OYA.

- Organize activities to raise funds or otherwise solicit and gather monetary donations or other gifts for OYA.

- To carry out such other duties as requested by the OYA Board.

The Governance Council shall cause to be kept a complete record of all the minutes, acts and proceedings of the Governance Council.

Please see **APPENDIX T** for OYA Governance Council Bylaws.

OYA Director/Principal

The overall vision of the program and instructional leadership will be provided by the Director/Principal. The Director/Principal shall be employed by SCCOE under a contract of employment approved by the Superintendent of Schools. The Director/Principal's central governance role is to act as manager of OYA as outlined in the position's job specification. The Director/Principal will attend and participate in all Governance Council meetings. The SCCOE shall adopt a job specification for the position of Director/Principal that further defines the day-to-day job responsibilities for the Director/Principal. The Director/Principal shall be supervised and evaluated by the Assistant Superintendent, Student Services & Support Division.

School Site Council

The School Site Council will be an advisory group to the Director/Principal. The School Site Council will have representation of parents involved. The School Site Council may make recommendations about issues related to OYA and participate in reviewing parental and

community concerns and opportunities. The Director/Principal will be responsible for communicating all Council recommendations to the Santa Clara County Superintendent of Schools.

English Learner Advisory Committee

In the event that OYA enrolls more than 20 English learner students, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will consist of parents, staff, and community members designated to advise OYA on its English Learner program consistent with California Education Code Sections 35147(c), 52176(b) and (c), 62002.5, and 64001(a).

Teacher/Student Agreements

OYA shall develop a student teacher agreement (Teacher/Student handbook, Independent Study Master Agreement, and attendance compact) to be approved by the County Superintendent of Schools and presented at the time of the intake interview. At a minimum, the Teacher/Student Contract shall:

- Require students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school;
- Require students to complete all class work and homework the teacher assigns;
- Require teachers to correct and return student assignments with useful comments in a timely manner;
- Require all students to follow the Student Conduct Code and all rules of the program in which they are co-participating;
- Require students and teachers to attend all student-teacher conferences as scheduled by the teacher or student;
- Require students and teachers to follow all rules and procedures as approved by the Santa Clara County Office of Education.

Please see **APPENDIX U** for the OYA Student, Family, and Staff Handbook.

Role of the Chartering Authority

As the chartering authority, the Santa Clara County Board of Education will be responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32, though the County Board delegates day-to-day oversight responsibilities to the Santa Clara County Office of Education staff. The Santa Clara County Board of Education will be responsible for reviewing and taking action on charter petition renewal and revision requests, and has the authority to initiate revocation proceedings if necessary as provided by Education Code Section 47607.

Legal Organization of the School

OYA will operate as a dependent public charter school of the SCCOE. OYA will maintain an agreement with the SCCOE for providing business and administrative services. The County

Office will provide personnel, accounting, and payroll services to OYA. Because of the dependent nature of OYA and the close operational and governing relationship between OYA and the Santa Clara County Office of Education, including the County Superintendent of Schools, the Santa Clara County Office of Education's administration, and the Santa Clara County Board of Education, OYA's charter does not necessarily require the same level of detail and specificity as the Santa Clara County Board of Education would require of an independent charter school seeking Santa Clara County Board of Education approval and oversight.

ELEMENT F: Qualifications to be met by Individuals to be Employed

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605.6(b)(5)(F).

All employees assigned to OYA will be employees of the Santa Clara County Superintendent of Schools and will be recruited, hired, and comply with the County Superintendent and SCCOE's normal practices. Opportunity Youth Academy (OYA) charter school will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605.6(d) (1), OYA shall be nonsectarian in its employment practices and all other operations. OYA shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code , including immigration status, association with an individual or group with one or more of the aforementioned characteristics).

All OYA teachers must meet the requirements of state and federal law. As OYA will be a charter under the authority of the Santa Clara County Board of Education, teachers will abide by the same requirements as all teachers employed at the Santa Clara County Office of Education (SCCOE). English Learners will be served by credentialed teachers holding a Cross-cultural, Language, and Academic Development (CLAD) credential or the equivalent. Classroom or parent volunteers, speakers, outside experts and others may support student learning. They may volunteer their services, be paid as independent contractors or be hired as SCCOE employees. Agencies and organizations may provide services to OYA through contracts. All OYA staff will be evaluated with the appropriate SCCOE evaluation forms and process for their classification (i.e. Certificated Management, Certificated Teacher and Classified evaluation).

OYA acknowledges: (1) student achievement increases in schools where teaching and learning have the highest priority and (2) students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. All OYA instructional staff including certificated teachers and classified instructional paraprofessionals will be effective and compliant with federal ESSA requirements.

Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. Staff at OYA will be provided professional development that is ongoing, experiential, collaborative, and connected to and derived from our vision, mission, and school goals.

All OYA employees will possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the SCCOE. These criteria are further described in the remainder of this section. All OYA teachers will hold dual credentials and will be qualified to teach both general education students as well as special education students with mild or moderate disabilities. OYA will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring. OYA will comply with all applicable state and federal laws regarding background checks, clearance of personnel, maintenance and disclosure of employee records, and ESSA guidelines.

All OYA employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations checks and background checks that provide for the health and safety of the School's faculty, staff, and students prior to beginning work.

Procedures for Background Checks

Employees and contractors of OYA 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director/Principal shall monitor compliance with this policy and report to the County Superintendent of Schools on a regular basis. As the employer, the County Superintendent of Schools will monitor the fingerprinting and background clearance of the Director/Principal. Volunteers who will volunteer outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at OYA:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained in a confidential locked file separate from other files and destroyed upon the hiring determination, as required under the law
- I-9 Proof of authorization to work in the United States form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential
- Cover letter
- Resume

- Complete W-4 and DE-4 Income Tax forms
- Proof of Tuberculosis clearance

The following key staff job descriptions define the qualifications of OYA employees for the positions of Director/Principal, Teacher, Navigator, Community Liaison Specialist, Counselor, Para-Educator, and School Office Coordinator.

For a full set of OYA staff job descriptions please see **APPENDIX H**. For an OYA staff organizational chart, please see **APPENDIX I**.

Director/Principal

The Director/Principal is responsible for planning, organizing, leading, and directing the educational operations, activities, and services of the OYA at all sites. Responsible for a wide range of management and administrative responsibilities necessary to provide instructional leadership, maintain budgetary oversight, comply with local, state and federal regulations, supervise assigned staff, establish appropriate relationships with the community and other agencies, and ensure an effective program of student education.

Assistant Principal

The Assistant Principal is responsible for assisting the Director/Principal in any or all administration and coordination of Opportunity Youth Academy sites. Assists the Director/Principal in the overall administration of the sites and assumes leadership of the school in the absence of the Director/Principal; supervises assigned staff; and provides leadership to assigned curricular areas.

Teacher

OYA Teachers are responsible for providing general education (core academic subjects) and special education instructional services for OYA students (special education and regular education) who had previously separated from school and are returning to earn a high school diploma and to enter a college/career pathway. They ensure compliance with special education regulations, court orders, etc., and processing new students in accordance with requirements. These positions may provide lead support to instructional aides and are under the general supervision of the Director/Principal for day-to-day operations and program implementation and a special education administrator for guidance regarding IDEA regulations/ compliance. Internships and project- based learning will be featured components.

Navigator

The OYA Navigators uniquely facilitate school re-engagement of students who have not completed high school and have been absent from school for prolonged periods of time. The Navigator is responsible for conducting intakes and assessing students' reasons for absences and working with students and parents/guardians, if applicable, to develop a plan and strategy for re-enrolling students in school. The Navigator builds positive and productive relationships with students and leverages those relationships to monitor and implement interventions as needed to ensure academic success.

Counselor

The counselor provides all aspects of counseling and guidance services to students, including supplemental academic intervention services to support underachieving students; informational services to parents, teachers, and administrators in order to promote a comprehensive decision-making process for student educational objectives development and school programming.

College Liaison

[The College Liaison provides college assistance and resources to students and graduates to expose them to a variety of career and college pathways; creates a college plan for students to meet their goals beyond their time in Alternative Education and/or beyond graduation; exposes students to transfer planning opportunities and helps to develop four-year college transfer plans.](#)

Para Educator

Para Educators assist classroom teachers in the instruction, supervision, and training of individual or groups of students and perform a variety of related duties in the maintenance of an effective learning environment for students. This position is distinguished from the Para Educator-Special Education classification in that it assists in academic teaching and support.

School Office Coordinator

The office coordinator performs a wide variety of complex responsible administrative, secretarial/clerical, and office functions in support of a department or major work/service unit. Employees in this classification receive limited supervision from a department head within a broad framework of policies and procedures. This job class performs complex and highly responsible administrative, secretarial/clerical, and office functions requiring an advanced level of abilities and skills.

[Administrative Assistant III](#)

[The Administrative Assistant III performs more advanced clerical and secretarial duties in support of a Director I or II. The Administrative Assistant IV serves as the primary administrative support for a large, complex department managed by a Director III. The Administrative Assistant II performs a variety of clerical and secretarial duties in support of an administrator such as a supervisor, manager or specialist.](#)

Registrar

Under general supervision, independently perform various technical and complex clerical duties related to the maintenance of student records according to established laws, rules and regulations for OYA students; provides assistance in the training of regional office personnel regarding student records and graduation requirements; explains laws, policies and procedures to students, staff and the public; enters and maintains student information in the student information system; and prepares related reports.

ELEMENT G: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require the following:

- i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Education Code Section 44237.
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Education Code Section 32282 and procedures for conducting tactical responses to criminal incidents.
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code Section 47605.6(b)(5)(G).

Opportunity Youth Academy (OYA), as a dependent charter, will adhere to the adopted health, safety, and risk management policies of the Santa Clara County Office of Education (SCCOE) unless a separate, supplemental policy is adopted specific to OYA. These policies are incorporated as appropriate into the OYA's student, family, and staff handbooks and will be reviewed on an ongoing basis by the staff and administration (please see **APPENDIX U**).

OYA has developed a school safety plan that includes the safety topics listed in Education Code Section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. OYA shall review and update the school safety plan by March 1 of each fiscal year. Please refer to **APPENDIX V** for the OYA school safety plan.

These policies have been developed in consultation with insurance carriers and at a minimum will address the following:

Seismic Safety

OYA assures that school buildings will meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools.

Natural Disaster Emergency Preparedness

OYA sites will use the Santa Clara County Office of Education (SCCOE) Emergency Plan handbook to formulate responses to the following natural disasters and emergency situations which may include, but shall not be limited to, fire, flood, earthquake, and other situations that may threaten students or staff.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to *Health and Safety Code Sections 120325-120375*, and Title 17, *California Code of Regulations Sections 6000-6075*.

Drug Free/Alcohol Free/Smoke Free Environment

OYA shall function as a drug, alcohol, and tobacco free workplace.

Role of Staff as Mandated Child Abuse Reporters

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

Emergency Epinephrine Auto-Injectors

OYA will adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Facility Safety

OYA shall comply with *Education Code Section 47610* by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. OYA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. OYA shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

OYA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, disability or any other characteristic protected by law. OYA has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Academy (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 the SCCOE's sexual harassment policy.

Health Care and Emergencies

OYA recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school-sponsored activities. To facilitate immediate contact with parents/guardians or other emergency contacts as appropriate when an accident or illness occurs, the OYA requires current contact information for all students.

Feminine Hygiene Products

OYA will stock bathrooms with feminine hygiene products as required by Education Code Section 35292.6.

Food

Commencing in the 2019-20 school year, OYA will comply with the requirements of Education Code Section 47613.5 concerning the provisions of a nutritionally adequate free or reduced-price meal. If OYA participates in the National School Lunch Program or School Breakfast Program, it will not advertise any foods that it is not allowed to sell pursuant to these federal

programs, in accordance with Education Code Section 49431.9. OYA will comply with Education Code Sections 49562, 49564, 49564.5, and 49557.5 concerning data sharing and meal programs, as applicable to OYA.

Suicide Prevention

OYA has adopted a suicide prevention policy as required by Education Code Section 215.

Title IX

OYA posts required posting information regarding Title IX on its website as required by Education Code Section 221.61.

Bias and Bullying

OYA provides certificated employees information on school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils and pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation as required by Education Code Section 234.1.

Lactating Pupils

OYA provides reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding in accordance with Education Code Section 222.

ELEMENT H: 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 47605.6(b)(5)(H)

Opportunity Youth Academy's (OYA's) population racial makeup is diverse and it is determined by the state data below which delineates the California cohort demographics for the dropout population to be targeted for this program. Although Latino students make up the preponderant numbers of students who have not met the criteria to obtain their high school diploma, White, Asian, and African American student populations are also represented (please refer to Figures 3 and 4).

Figure 3: Santa Clara County and California 2016-17 reported drop-out student population by ethnicity.

Santa Clara and California Cohort Demographics

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	13	11	820	91	106	848	8	1,873	32,328	5.8%
American Indian/Alaska Native, Not Hispanic	2	0	0	2	1	3	0	6	248	2.4%
Asian, Not Hispanic	10	3	6	7	9	75	4	101	23,914	0.4%
Pacific Islander, Not Hispanic	1	0	0	0	1	7	0	8	390	2.1%
Filipino, Not Hispanic	1	1	0	3	3	36	1	43	4,073	1.1%
African American, Not Hispanic	1	0	2	4	7	37	1	51	1,903	2.7%
White, Not Hispanic	9	3	15	14	25	92	5	151	17,601	0.9%
Two or More Races, Not Hispanic	0	0	7	2	3	27	1	40	2,765	1.4%
None Reported	0	4	2	1	1	7	0	11	285	3.9%

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
County Total	37	22	852	124	156	1,132	20	2,284	83,507	2.7%
Statewide Total	1,453	1,138	7,680	5,743	7,073	25,641	264	47,249	1,945,401	2.4%

Figure 4: Opportunity Youth Academy 2016-17 student enrollment by ethnicity.

OYA recognizes that due to its unique partnerships, the county-wide geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, its opportunities to affect the composition of its student body are limited. The existing student population targeted by OYA, namely high school dropouts, is likely not fully representative of the greater Santa Clara County 16 to 24 year old population. Nonetheless, OYA will implement a student recruitment strategy that includes, but is not necessarily limited to:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising will be formatted in Spanish, Vietnamese and English.
- The distribution of promotional and informational materials to a broad variety of community groups represented in the district.
- Encouraging WIOA training centers and other community partner organizations to increase community outreach efforts.
- OYA will strive to reflect a balanced representation of the student population in the communities in which it operates and Santa Clara County generally.

ELEMENT I: Financial Audits

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

An annual independent financial audit of the books and records of Opportunity Youth Academy (OYA) will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of OYA will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with

applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

OYA's audit will be conducted as part of the Santa Clara County Office of Education's audit or the Santa Clara County Superintendent of Schools will annually approve the selection of an independent auditor for OYA. If conducted as part of Santa Clara County Office of Education's audit, OYA shall cooperate fully with any and all requests and requirements related to the audit. Should OYA's audit be conducted separately, the OYA Director/Principal will facilitate the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approval by the State Controller on its published list as an educational audit provider.

The annual audit will be completed and forwarded to the County Office of Education, the State Controller, and to the State Superintendent of Public Instruction by the 15th of December of each year. The County Superintendent will receive and review the audit each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Superintendent with recommendations on how to resolve them. The Superintendent will submit a report to the County Board of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Board along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed to the satisfaction of the Santa Clara County Board of Education.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law.

The independent financial audit of OYA is public record to be provided to the public upon request.

ELEMENT J: Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605.6(b)(5)(J).

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

- i. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

- ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - o Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
 - o Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- iii. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605.6(b)(5)(J)

Opportunity Youth Academy (OYA) has developed and maintains a comprehensive set of student discipline policies aligned with the Santa Clara County Office of Education (SCCOE) Board Policy 5114 (see **APPENDIX J** for OYA’s student discipline policies). These policies clearly describe the OYA’s expectations regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits.

No student shall be involuntarily removed by OYA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in this policy for expulsions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified in this policy for expulsions, the student shall remain enrolled and shall not be removed until OYA issues a final decision. As used in this paragraph, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Notwithstanding the legally required notice in the preceding paragraph, compliance with the procedures for expulsion set forth in this Charter shall be the only processes for OYA to involuntarily dismiss, remove, or otherwise exclude a student who attends OYA from further

attendance at OYA for any reason, including but not limited to, disciplinary, attendance, and academic causes.

Students expelled from any school for the offenses listed in Education Code Section 48915(a) or 48915(c) shall not be permitted to enroll in OYA during the period of their expulsion.

Each parent/guardian of high school-aged OYA students, will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

The procedures by which a student can be suspended or expelled from OYA for disciplinary reasons or otherwise involuntarily removed from OYA for any reason, include an explanation of how OYA will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with the requirements of Education Code section 47605.6(b)(5)(J), quoted above.

Furthermore, in accordance with California Education Code 48900., an OYA student shall not be expelled for any of the acts specified in Education Code Section 48900 subdivision (k) – having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrator, school officials, or other personnel engaged in the performance of their duties.

OYA acknowledges that substantive revisions to its student suspension and expulsion procedures, other than as necessary to maintain them as consistent with the suspension and expulsion procedures applicable to students who attend non-charter California public schools set forth in Education Code section 48900 *et seq.*, shall constitute a material revision to the OYA Charter.

OYA acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is OYA's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

ELEMENT K: Staff Retirement System

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).

Opportunity Youth Academy (OYA) classified and certificated staff will reflect the contractually agreed upon salary and benefits schedules accorded to all other SCCOE staff members. The financial compensation for school employees will include a base salary that is competitive with like jobs in other local public secondary schools.

Staff members of OYA are, and will continue to be, employees of the Santa Clara County Superintendent of Schools. As such, they are covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the County Superintendent of Schools. All employer contributions required by STRS, PERS, and Social Security, as applicable, will continue to be made by the County Superintendent of Schools. The County Superintendent of Schools also will continue to make contributions for workers' compensation insurance, unemployment insurance and any other employer payroll obligations. All established SCCOE policies and procedures for ensuring employee's due process rights, resolving complaints or grievances, and for staff recruitment, selection, evaluation, and termination will be followed. SCCOE Human Resources will be responsible for ensuring that all appropriate arrangements for the above actions are carried out.

ELEMENT L: Dispute Resolution Process

Governing Law: The procedures to be followed by The Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605.6(b)(5)(L).

Disputes Between the SCCOE and the Charter School

OYA and the SCCOE will attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the SCCOE determines that a violation of the Charter or any Memorandum of Understanding with OYA or law may have occurred or a problem has arisen related to the operation of the OYA or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the OYA, the following procedures shall be followed to resolve the dispute:

- (1) The Santa Clara County Assistant Superintendent, Student Services & Support Division and the OYA Director/Principal shall meet at a time set by the County Assistant Superintendent, Student Services & Support Division to discuss and attempt to resolve the dispute. Should they not reach mutual agreement on a plan to resolve the dispute or should the dispute not be resolved in accordance with such plan, the dispute may be appealed to the County Superintendent of Schools or designee (which appeal shall be in writing if so directed by the County Superintendent of Schools or designee). The County Superintendent of Schools or designee shall, in his/her sole discretion, determine and direct the means by which the dispute is to be resolved and/or any violation by the OYA is to be cured. Any period of time agreed upon at the meeting and/or directed by the County Superintendent of Schools or designee for the OYA to attempt to cure the issue shall be deemed and is agreed by the OYA and the County to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the Charter

- (2) The Santa Clara County Office of Education/Santa Clara County Board of Education may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Nothing in this dispute resolution procedure shall in any way be deemed to limit or restrict the authority of the County Superintendent of Schools or the Santa Clara County Board of Education voluntarily to close the OYA, with or without cause and with or without affording the OYA an opportunity to cure or correct any concerns, and without requiring the Santa Clara County Board of Education to revoke the charter in accordance with Education Code Section 47607.

Internal Disputes

OYA may adopt policies and procedures for airing and resolving disputes, other than those between the SCCOE and OYA which are covered above. In the absence of such OYA-specific policies and procedures, the SCCOE's policies and procedures shall apply. Parents, students, and staff at OYA will be provided with a copy of OYA's complaint policies and procedures. The SCCOE's Uniform Complaint Procedures and anti-discrimination/harassment policies and procedures shall apply with full force and effect to OYA.

Any and all employment actions, including evaluation and discipline, shall be carried out in accordance with the applicable collective bargaining agreement and/or SCCOE policies and procedures.

Oversight, Reporting, and Revocation

The Santa Clara County Office of Education may inspect or observe any part of the school at any time with or without prior notice. The inspection, observation, monitoring, and oversight activities shall be performed by SCCOE.

ELEMENT M: Admissions Policy and Procedures

Governing Law:

- (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state.
- (2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the County Board of Education shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200. Education Code Section 47605(e).

The County Superintendent of Schools shall determine all processes and procedures governing application, admission, and enrollment at Opportunity Youth Academy (OYA). All students attending OYA must follow the application, admission, and enrollment procedures. Because OYA operates in exclusive partnership as authorized pursuant to Education Code Section 47612.1, the minimum age for enrollment at OYA is 16 years. Additionally, OYA students must meet the eligibility and enrollment criteria for the program(s) with which OYA operates in exclusive partnership.

The application packet for admission to OYA shall include information that allows students to be informed about the school's operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of the OYA. The application packet shall include:

- A brief description of what charter schools are and how they differ from regular public schools.
-
- An Independent Study's Master Agreement to be filled out by student at the time of enrollment
- OYA's Mission Statement and a summary of the school's education philosophy.
- A description of OYA's education program including a school calendar; curriculum; enrichment and extracurricular programs, attendance expectations; grading, testing, evaluation procedures; and graduation standards (exit outcomes).
- A copy of the Teacher/Student Behavior Contract listing of the rights and responsibilities of OYA teachers and students.
- Emergency information contact form.

Student Admissions Criteria, Preferences and Priorities

OYA will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of 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 definitions of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual or group with one or more of the aforementioned characteristics. Admission to OYA shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the State of California. Assessments shall not be administered prior to acceptance or enrollment.

OYA shall admit all students who wish to attend the school, subject to space, applicable age limitations, eligibility and admission through OYA's exclusive partnership(s) pursuant to Education Code Section 47612.1. Each year OYA shall have an open enrollment period during which it accepts applications for enrollment to the Charter School; OYA shall also enroll students year round on a rolling basis as space allows. Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the

following school year, application forms shall be counted to determine whether OYA has received more applications than availability of space. If the number of students applying for admission is at or below the available space, all such applicants shall be admitted to attend OYA. If the number of students applying for admission exceeds OYA's capacity, admission shall be determined by random public drawing held in stages in accordance with Education Code §47605.6(e)(2) as set forth below.

In order for students to be admitted to OYA and included in the public random drawing for admission to OYA (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the student's school district of residence, most recent school of attendance, and any information specifically required in order for the applicant to be eligible for enrollment with OYA's exclusive partnership(s). The admission application submitted prior to any public random drawing and before a student is offered a space at OYA shall specifically be limited only to the above-listed general information and in no event shall any application/registration/enrollment materials that are requested or required prior to the student being offered a place at OYA include any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEA or Section 504.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Furthermore, OYA shall encourage parental involvement but shall notify the parents and guardians of applicants and currently enrolled OYA students that parental involvement is not a requirement for acceptance to, or continued enrollment at OYA.

Additionally, OYA shall encourage parental involvement but the admission application and a separate annual notice shall notify parents and guardians of applicants that parental involvement is not a requirement for acceptance to, or continued enrollment at, OYA or in order to obtain preference in admission or other advantage at OYA.

Lottery Procedures

Public notices will be posted at the OYA school sites, the OYA website, and on application forms clearly stating the application deadline and date, time and location of the public random drawing (or "lottery"), and lottery procedures encouraging people to attend. The lottery will be held on a weekday evening to maximize attendance, and the location will be open and available to the public. All application forms must be received by the stated deadline to be included in the lottery. Application forms will be made available on the OYA website and in hard copy at the Santa Clara County Office of Education.

OYA will work in coordination with its exclusive partner(s) to determine whether screening and determinations regarding the potential students' qualifications for and admission into the exclusive partnership program will be determined before or after the conduct of any required

lottery. In any event, should a student not be eligible to participate in the exclusive partnership program, the student will not be permitted to enroll at OYA.

Students who are currently enrolled at OYA will be exempt from the lottery. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Opportunity Youth (ages 16-24) who reside within Santa Clara County;
2. Others who reside within Santa Clara County should older students be eligible to attend OYA;
3. Opportunity Youth (ages 16-24) who reside outside of Santa Clara County;
4. Others who reside outside of Santa Clara County should older students be eligible to attend OYA

The admission preferences specified in the Charter have been approved by the District Board in accordance with Education Code Section 47605.6(e)(2)(B), and those preferences may not be amended or deviated from without prior approval of a material revision to the Charter by the Santa Clara County Board of Education in accordance with the procedures specified in Education Code Sections 47605.6 and 47607.

OYA will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Assistant Superintendent or designee). There is no weighted priority assigned to the preference categories; rather, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

The lottery procedures will be monitored by the Assistant Superintendent or designee to ensure fair and accurate implementation. Once OYA is filled to capacity, applications will continue to be drawn for positions on a waiting list. Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. In no circumstance will a waiting list carry over to the following school year. Non-admitted students must reapply for the following year. Students whose applications are received after the admission deadline of each school year for whom there is not space will be added to the last waitlist position in the order in which they are received.

In the event a vacancy occurs during the academic year, students on the waiting list will be offered admission in the order in which their names were drawn in the lottery. The order of

admission of students at any time during a school year shall be based solely on the order of applicants on the waiting list created during the lottery. After the lottery and any waiting list are completed, any student who applies for admission later in the year for which there is not currently space shall be added to the waiting list on a first-come first-served basis.

If a student is expelled or leaves OYA 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school.

Conditions of Enrollment

To enroll in OYA, after being offered admission, each student shall first:

- Attend an orientation to meet with staff;
- Complete enrollment forms including emergency information cards;
- Provide records documenting immunizations as required by public schools; and
- Provide a full roster of prior schools the student attended allowing OYA access to student's school records and test results.
- Be determined to be eligible to participate in an OYA exclusive partnership program.

ELEMENT N: Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend The Charter School. Education Code Section 47605.6(b)(5)(N)

No pupil shall be required to attend Opportunity Youth Academy (OYA). Students who opt not to attend OYA may attend other district or county office of education schools or adult schools, as allowed by law.

ELEMENT O: Description of Employee Rights

Governing Law: The rights of an employee of the county office of education upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).

All employees assigned to OYA shall be employees of the County Superintendent of Schools. As specified in Education Code Section 47605.6(f), no public school employee shall be required to work at Opportunity Youth Academy (OYA), however, any employee of the County Superintendent of Schools who accepts a position at OYA shall complete the terms of the contract unless s/he is granted a transfer away from OYA in accordance with standard SCCOE

policies, procedures, and collective bargaining agreements.. Any employee of the Santa Clara County Office of Education (SCCOE) who chooses to leave their existing position at SCCOE to work at OYA shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining unit MOU, including existing policies regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees will be paid according to the appropriate SCCOE certificated or classified salary schedule for their position.

Employees shall be informed of their rights through the provision of the SCCOE Staff Handbook to all new hires. The SCCOE payroll department will be responsible for the payment of social security and applicable taxes for OYA employees.

Employees of another educational agency who resign from employment to work at OYA and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. SCCOE and OYA shall not have any authority to confer any rights to return on another local educational agency's employees.

ELEMENT P: 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 47605.6(b)(5)(P).

Documentation of Closure Action

The decision to close Opportunity Youth Academy (OYA), for any reason, will be documented by an official action of the Santa Clara County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent of Schools or his designee will act as the designated entity responsible to conduct closure-related activities. All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, will be provided to the Superintendent or his designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closure will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

OYA will provide advance notice to the Santa Clara County Board of Education, involved community members and partners, students, teachers, independent contractors, and community of any consideration for Board action of school closure of at least nine months prior to any action, unless it is unfeasible to do so.

Notification to the California Department of Education, SELPA, and SBE

OYA will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code
- Date of closure action;
- The name(s) and contact person(s) for information regarding closure;
- The pupils' districts of residence, if applicable; and
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Notification to Parents and Students

Students of OYA will be notified as soon as possible when it appears school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records.

Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school, if appropriate for the student.

OYA will communicate with parents of adult students only under written permission of the student.

Notification to Receiving Districts

OYA will notify any school district that may be responsible for providing education services to former students so the receiving district(s) is/are prepared to assist in facilitating student transfers.

Student and School Records Retention and Transfer

OYA has a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. OYA will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out

OYA will commence an independent audit as soon as practicable, but no later than 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the

school. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment and supplies and an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of OYA.

In addition to a final audit, OYA will submit any required year-end financial reports to the California Department of Education, the Santa Clara County Board of Education, and the County Superintendent of Schools in the form and within the time-frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, OYA administration and the Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education.

Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be returned to the SCCOE.

Labor Relations

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605.6(6).

Opportunity Youth Academy (OYA) will be a dependent charter school of the Santa Clara County Office of Education (SCCOE). As such, all employees will be considered the exclusive employees of the SCCOE for the purposes of the Education Employment Relations Act (EERA). Applicable leave balances shall be transferred with the employee as per SCCOE policy. Years of service credit will be approved by the County Superintendent of Schools and will follow applicable SCCOE collective bargaining unit agreements. Employment by OYA provides rights to employees as outlined in the applicable collective bargaining agreement. OYA shall comply with the EERA.

Miscellaneous Charter Elements

1. Budget and Financial Reporting

Governing Law: 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 Section 47605.6(h).

The Opportunity Youth Academy (OYA) will ensure that it operates using a sound financial model. Attached, as **APPENDIX K** Budget Assumptions, **APPENDIX L** Multi-Year Projection, and **APPENDIX M** Cash-Flow Analysis, please find the following documentation:

- Budget assumptions
- A projected first-year budget including startup costs and cash flow
- Financial projections for the first three years of operation

These documents are based upon the best data available to the OYA petitioners at this time, including the most recent financial projections under the Local Control Funding Formula.

OYA shall provide reports to the Santa Clara County Office of Education (SCCOE) as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the SCCOE:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605.6(h) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of OYA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the SCCOE, State Controller, State Department of Education and the Santa Clara County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the SCCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

OYA will provide reporting to the SCCOE as required by law and as requested by the SCCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP).

OYA agrees to and submits to the right of the SCCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, OYA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SCCOE.

2. Oversight

Pursuant to California law, the SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the SCCOE may charge for the actual costs of supervisory oversight of OYA not to exceed one (1) percent of the revenue of OYA. The SCCOE may charge up to three (3) percent of the revenue of OYA if OYA is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of OYA" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs.

3. Audit and Inspection of Records

OYA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter school is subject to SCCOE oversight.
- The SCCOE's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of OYA.
- The Santa Clara Board of Education is authorized to revoke this charter for, among other reasons, the failure of OYA to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the SCCOE hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through the County Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process.
- Compliance with safety plans and procedures.
- Compliance with applicable grant requirements.

OYA will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days' notice to OYA. When 30 days' notice may defeat the purpose of the audit, the SCCOE may conduct the audit upon 24 hours' notice.

In addition, if the county receives an allegation of waste or fraud or abuse related to OYA's operation, OYA will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigation Unit.

4. Insurance

As a dependent charter of the SCCOE, at the SCCOE's option, OYA may be covered under the SCCOE's existing policies of insurance and/or memoranda of coverage for self-insurance providing coverage in the same manner and to the same extent as the coverage for the District's non-charter schools throughout the life of this Charter, with any costs for such coverage to be at OYA's expense.

Should the County Superintendent of Schools or designee determine that OYA will not be covered fully under the SCCOE's policies of insurance and/or memoranda of coverage for self-insurance, OYA shall obtain and maintain insurance coverage as specified in its memorandum of understanding ("MOU") with SCCOE or such other coverage as may be determined to be appropriate by the County Superintendent of Schools or designee. It shall continue to be OYA's

responsibility, not the SCCOE's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

OYA shall promptly respond to all inquiries from the SCCOE regarding any claims against OYA and/or any obligation of OYA.

Additionally, OYA shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

5. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605.6(h).

Any charter-requested services from the SCCOE will be by mutual agreement in a separate written agreement. Mutually agreed upon fees, if any, must be in place prior to the charter-requested service. OYA will establish an informal competitive bid process balancing quality and price to outsource any of the services not handled through the agreement with the SCCOE.

Subject to availability, OYA may request SCCOE services including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services
- Fingerprinting and criminal record processing
- Processing of emergency credentials
- Bilingual fluency testing
- Non-stock requisition processing
- Rubbish disposal
- District purchasing contracts
- Environmental health/safety consultation
- Field trip transportation
- School mail
- Student information system
- Food services
- Risk management
- Attendance accounting

6. Transportation

Because OYA is a school of choice serving youth aged 16 - 24, it will be the responsibility of students themselves or parents/guardians, as appropriate, to provide transportation to and from the school. Transportation will not be provided to and from school, except as required by law, including for students with disabilities in accordance with a student's IEP and/or as required by the McKinney-Vento Homeless Assistance Act.

OYA is committed to assisting students from across Santa Clara are able to access its program. For this reason, OYA will explore a variety of public and private transportation options to ensure students are supported in their attendance at our school.

If OYA provides transportation to or from school or a school activity, it will follow SCCOE's transportation safety plan, or will adopt its own plan, in accordance with Education Code Section 39831.3.

7. Attendance Accounting

OYA will implement an attendance recording and accounting system to ensure contemporaneous record keeping which complies with state law. OYA shall report daily attendance requirements to SCCOE in a format acceptable to the County and State. Required reports regarding daily attendance shall be completed and submitted to requesting agencies.

8. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school, any school district where the school may operate and upon the County Board of Education. Education Code Section 47605.6(h).

OYA shall work diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the SCCOE shall not be liable for the operation of OYA.

Further, OYA and the SCCOE shall enter into a memorandum of understanding, wherein OYA shall indemnify the SCCOE for the actions of OYA under this charter. OYA hereby agrees to enter into the SCCOE's standard charter school MOU, or a modified version as appropriate given OYA's dependent status, as well as an OYA-specific addendum to the MOU, as deemed appropriate by the SCCOE Charter Schools Office.

As stated above, OYA shall maintain insurance coverage as required by SCCOE, including naming SCCBOE and SCCOE as additional insureds on OYA's insurance.

The OYA Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

9.

10.

Review Matrix

In order to facilitate the review of this petition, OYA has included the Staff Review Matrix with page numbers as **APPENDIX Z**.

Conclusion

By approving this charter renewal- for ~~the establishment of the~~ Opportunity Youth Academy (OYA), the Santa Clara County Board of Education will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The OYA petitioners are eager to work independently, yet cooperatively with the County to establish-continue the highest bar for what a charter school can and should be. To this end, the OYA petitioners pledge to work cooperatively with the SCCOE to answer any concerns concerning this Charter.

DRAFT

APPENDIX C: OYA Curricular Materials and Graduation Requirements

Subject	Textbooks and Instructional Materials/ Year of Adoption
Reading / Language Arts	Character-based Literacy – 2012 Write Source – 2011 EDGE and INSIDE 2012
Mathematics	Pearson, Integrated Math I, II and III – 2015
Science	Holt, Physical and Earth Science – 2010 Prentice Hall, Biology – 2010 Holt Earth Science
History – Social Science	Prentice Hall, The Modern Era and World History – 2012, Prentice Hall, United States History: Modern – 2012
Foreign Language	N/A
Health	Glencoe, Health, A Guide to Wellness – 2009
Visual and Performing Arts	N/A
Science Laboratory Equipment (Grades 9-12)	Multiple programs online as well as on CD: Some titles include: *Forensic Science Labs *Earth Science Labs and Biology Science Labs

Track One: 220 Units UC/CSU Requirements

Track Two: 200 Units California State Requirements

Subject	Credits Required
English	40
Mathematics	30
World History	10
US History	10
Government/Economics	10
Life Science	10
Physical Science	10
Physical Education	20
Foreign Language	20
Visual/Performing Fine Arts	10
Life Skills/Health	10
Computer Applications	10
Service Learning	10
Senior Project	10
Electives	10

Subject	Credits Required
English	40
Mathematics	10
Algebra I	10
World History	10
US History	10
Government/Economics	10
Life Science	10
Physical Science	10
Physical Education	20
Visual/Performing Fine Arts	10
Electives	60

TOTAL	220
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TOTAL	200
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DRAFT

APPENDIX D: Partnership between OYA, and Work2Future Foundation

YOUNG ADULT CO-ENROLLMENT PARTNERSHIP BETWEEN OPPORTUNITY YOUTH ACADEMY, AND WORK2FUTURE FOUNDATION

Background

Encouragement for co-enrollment linkages between Workforce Innovation and Opportunity (WIOA) Programs such as Work2Future Foundation's local Workforce Development Board (WDB) and pending Opportunity Youth Academy (OYA) applicants or graduates.

Partners

The partners envisioned in this co-enrollment linkage will be:

1. Opportunity Youth Academy
2. Work2Future Foundation, the local WDB

1. Recruitment:

A. WIOA recruitment will occur as scheduled by the mutual agreement of the Work2Future Foundation and Opportunity Youth Academy by means of:

- Outreach orientations by Work2Future Foundation case managers at Opportunity Youth Academy location.
- Enrollment, including CASAS pre-testing by Work2Future Foundation case managers, at Work2Future facilities

B. Opportunity Youth Academy graduates or pending participants targeted.

- Adult-aged students, who are eligible for WIOA services, may co-enroll in WIOA based on eligibility, interest and fit.
- Adult-aged students who are eligible for WIOA services and who are being prepared for charter high school enrollment in Opportunity Youth Academy may co-enroll in WIOA while they are still out-of-school, based on their interest and suitability.

2. Eligibility and enrollment

- Opportunity Youth Academy staff will screen and select OYA charter school applicants for suitability for co-enrollment in WIOA.
- Work2Future Foundation case managers will screen applicants referred by Opportunity Youth Academy staff.
- Work2Future Foundation case managers will assure that all federal, state and local enrollment mandates are complied with including the full provision of all required documentation and out-of-school status at the time of enrollment (date of enrollment entry in the State of California's CalJobs database system)
- WDB management information systems staff will also check eligibility and enrollment to assure that they are error free.
- Charter school enrollment for youth referred to and enrolled in WIOA may occur as determined to be in the best interests of the youth and Opportunity Youth

Academy at any point *after* that individual's enrollment in the State CalJobs system is verified.

3. Career Advisor Assigned by Program Manager:

- Paperwork and Engagement debrief from Outreach/Enrollment Specialist.

4. Career Advisor schedules 1:1 Orientation and CASAs Assessment

5. Enrollment Complete and Work Readiness Training (WRT) Scheduled – Same day as CASAs:

- Emotional Intelligence.
- Module 1, Module 2.
- Module 3 and WRT Follow-up Meeting Scheduled
- Module 4 (as needed) – 1:1 Direct Placement Job Search

6. Work Readiness Training Follow-up Meeting with Career Advisor:

- Module 1 Assessment Review: Career Exploration and Priority Sector Recap
- MyPath Assessment Review: Account Set-up for MyPath App. / Alliance Credit Union

7. IEP Follow up Meetings Every 2 weeks and Career Exploration Action Plan

- Priority Sector Workshops
- ETPL-Advanced Trainings
- WEX-Paid Internships
- 3rd Party Referral to Vocational Paid Internship/Training Program

8. Direct Job Placement and a Fully “Paved” Career Path

- 1:1 with Career Advisor and the Direct Placement/OJT Spreadsheet Document
- Module 4 Registration: 1:1 Job Search with the Youth Trainer

9. You're Hired, Now Go to Work and Get Paid

- Stay the Course: Delayed Gratification Begins NOW

10. Follow Ups Begins

- Career Advisors will reach out every 2-3 months/as needed
- Submit Paystubs to Career Advisors 6 months after and 12 months after for CASH

APPENDIX E: California Guidelines for Independent Study ADA Ratios

Under [Charter School Regulations](#), charter schools may use one of two methods for computing ADA ratios for Independent Study programs:

1. They may follow the instructions for school districts, using as the base the unified school district with the greatest ADA in the county or counties in which the charter school operates. 5 CCR 11704
2. They may use a fixed pupils-to-certificated employee ratio of not more than 28 to 1. EC 51745.6(e)

LEA-wide ratios:

1. Recent legislation, Chapter 13, Statutes of 2015 (Assembly Bill 104), enacted June 24, 2015, changed the independent study ratios calculations back to a local educational agency (LEA)-wide calculation, rather than a calculation by grade span.
2. In 2014-15, the independent study ratios were required to be calculated by grade span. However, due to the late timing of the 2014 legislation and late availability of the requisite instructions for making the calculations, LEAs had the option to calculate ratios by grade span or on an overall LEA-wide basis. Beginning fiscal year 2015–16, LEAs will be required to calculate the ratio only on an LEA-wide basis. Please refer to *Education Code* Section 51745.6 for the current language.

County Offices of Education (COEs) prior year comparative ratio:

1. Assembly Bill 104 also changed the comparative ratio for COEs. COEs now compare their current year independent ratio to the prior year ratio (was previously a current year ratio) of the high school or unified school district with the largest average daily attendance of pupils in that county.

APPENDIX F: OYA Student Attendance Agreement



OYA Student Attendance Agreement

OYA is committed in giving you the opportunity to earn your diploma by providing a safe learning environment, individualized instruction from teachers and guidance from support staff to address your needs.

We expect that you also be as committed as we are in supporting you in earning your diploma by meeting the following expectations:

- Attending class when scheduled
- Inform teachers and staff in a timely manner when you are unable to attend class.
- When in the class, working on assigned courses and not being distracted (i.e. cell phone, social media, etc.)
- Be in regular communication and reachable. It will be your responsibility to update any changes in your contact information.
- Meeting minimal expectations and assignment deadlines per arrangement with your teacher.
- Respecting the OYA code of conduct.

In the event that any of these expectations are not met, the following notices will be conducted:

1 st Notice	Upon being informed by the teacher that the student is not meeting attendance expectations, OYA will attempt to reach student using the contacts on file; several calls, text or emails may be carried out by teacher or navigator during the period of a week (case managers, social workers and probation officers will also be contacted).
2 nd Notice	During the second week of not meeting expectations or failing to reply, OYA will continue attempts to contact student which may also include a navigator conducting a home visit to the address on file.
3 rd Notice	At the end of the two week period, a letter will be mailed to notify student that they have been unenrolled from OYA.

Should you not meet attendance program expectations or reply to our contacts, OYA will be forced to put you on “unenrolled” status. If you choose to return, you will have to re-enroll and your re-admission will be based on space availability.

Student Signature _____

Date _____

APPENDIX H: OYA Job Descriptions

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: DIRECTOR/PRINCIPAL – OPPORTUNITY YOUTH ACADEMY

BASIC FUNCTION:

Under the direction of the Assistant Superintendent of Student Services and Support Division, plans, organizes and provides instructional and administrative leadership to the staff and students in all Opportunity Youth Academy sites; directs and oversees the daily operation, management and administration of the Opportunity Youth Academy; plans, implements and evaluates educational programs for diverse student populations; provides supplemental academic intervention services to underachieving students and provides teachers with professional development and coaching to support academic enrichment services; provides strategic planning to support school-wide program improvement and assist teachers in identifying effective differentiated instructional strategies as part of program improvement supplemental teacher coaching; facilitates the provision of a safe school environment and assures the various aspects of the program are in compliance with applicable local, State and federal regulations; assists the Assistant Superintendent with the promotion and coordination of service delivery among social services agencies, school districts and Office programs to Opportunity Youth students and families; cultivates innovation, integration and effective implementation of meaningful standards aligned curricula for Opportunity Youth served; supervises and evaluates assigned classified and certificated personnel; performs related duties as assigned.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plans, organizes and provides instructional and administrative leadership to the staff and students assigned to Opportunity Youth Academy; implements, sustains and assures compliance with County Office, California Department of Education, safety, ELL and other mandated requirements.

Directs and oversees the daily operation, management and administration of the Opportunity Youth Academy; plans, implements and evaluates educational programs for diverse student populations.

Develops and prepares the annual preliminary Opportunity Youth Academy budget, including Title I; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations; monitors revenue projections.

Develops methods of dealing with inappropriate or unsafe student behaviors, and disciplinary actions; supervises student and determines awards, rewards, consequences and disciplinary actions as appropriate; communicates with families to determine appropriate actions or respond to questions.

Directs and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations and disciplinary actions; monitors departmental position control; assures appropriate application of bargaining unit agreements among Opportunity Youth Academy faculty, staff, and administration; plans, monitors and evaluates staff development programs, as well as professional growth and improvement plans to address identified areas of need.

Develops and encourages various levels of staff to participate in the design, implementation and assessment of program goals, procedures, enhancements and areas of growth; provides leadership and coordination in the operational aspects of the Academy; promotes and communicates programs and services to school districts, County, State and federal agencies.

Assures the program's implementation of local, State and federal regulations and guidelines; interprets and applies educational and penal codes, court decisions, policies and procedures; provides leadership in the development, monitoring, implementation and evaluation of the Department's educational and disciplinary programs and policies; monitors students' academic progress; monitors and approves student and staff attendance.

Serves as liaison and networks with community agencies, school districts and other County Office departments; responds directly or facilitates staff responses to parental inquiries, concerns and complaints; coordinates and collaborates with various outside agencies including probation, mental health, police and other professionals; organizes parent outreach activities.

Researches and evaluates data to effectively conduct outreach to targeted students such as those with chronic truancy, dropout/potential dropout, and expulsion issues; makes personal contact (e.g. home visits, phone, email, etc.) with students and parents/guardians for the purpose of arranging meetings, determining reasons for dropping out of the educational system and/or removing barriers to reentry.

Provides technical expertise, information and assistance to the Assistant Superintendent regarding regional Opportunity Youth activities; assists in the formulation and development of policies, procedures and programs; recommends proper organization structure for assigned programs and functions.

Plans, organizes and implements long and short-term programs and activities designed to develop programs and services.

Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities; develops, monitors and disseminates reports to appropriate entities and agencies; creates master schedules; organizes standardized testing schedules.

Communicates with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information. Operates a computer and assigned software programs; operates other office equipment as assigned; drives a vehicle to conduct work as assigned.

Supervises and evaluates assigned classified and certificated personnel. Attends and conducts a variety of meetings as assigned for the Opportunity Youth Academy; serves on a variety of related committees.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF: Creative and adaptive program planning, design, implementation, maintenance and evaluation; Program compliance issues and regulations; Organizational policies, procedures and operations;

**Applicable sections of the State Education Code and other applicable laws, codes, regulations, policies and procedures;
Budget preparation and control;
Oral and written communication skills;
Principles and practices of administration, supervision and training;
Interpersonal skills using tact, patience and courtesy;
Operation of a computer and assigned software;
Record-keeping and report preparation techniques;
Technical aspects of field of specialty;
Public relations and speaking techniques**

ABILITY TO:

**Plan, organize, control and direct operations and activities of the Opportunity Youth Academy; Coordinate program activities and information with various departments, districts, outside agencies and the public for smooth and effective program operations;
Supervise and evaluate the performance of assigned personnel;
Create and coordinate programs which effectively serve Opportunity Youth;
Foster the use of technology to enhance curriculum, communication and accountability;
Assess acute and chronic concerns involving enrolled students, their families, staff and associated agencies, and recommend alternatives and resources toward resolution;
Interpret, apply and explain rules, regulations, policies and procedures;**

Establish and maintain cooperative and effective working relationships with others;
Operate a computer and assigned office equipment;
Analyze situations accurately and adopt an effective course of action;
Meet schedules and timelines;
Work independently with little direction;
Plan and organize work;
Prepare comprehensive narrative and statistical reports;
Direct the maintenance of a variety of reports, records and files related to assigned activities

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education, program administration or related field and five (5) years increasingly responsible experience in school administration or related field and five (5) years of experience in alternative education or related field.

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Credential or Supervision Credential
Valid California teaching credential or Pupil Personnel Services Credential
Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Office environment
Driving a vehicle to conduct work

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations; Dexterity of hands and fingers to operate a computer keyboard;
Seeing to read a variety of materials

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ASSISTANT PRINCIPAL-Opportunity Youth Academy

BASIC FUNCTION:

Under general direction of the Director/Principal- Opportunity Youth Academy, assists with the administration and coordination of Opportunity Youth Academy sites; assists the principal in the overall administration of the sites and assumes leadership of the school in the absence of the principal; supervises assigned staff; provides leadership to assigned curricular areas; relates to students with mutual respect while carrying out a positive and effective discipline policy;

supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary; serves on educational committees with students, parents and/or staff, in order to continually improve learning experiences for students and enhance home/school communications; understands the Master Schedule and implements procedures which facilitate the achievement of program goals; develops plans for emergency situations, in cooperation with staff and public safety agencies; takes administrative responsibility for the student activity program that may include before and after school hours; communicates effectively with the business and residential community and participates in civic activities; maintains a commitment to ongoing growth in self and others, supporting and participating in SCCOE and site professional growth programs; demonstrates positive attitude toward job and remains a flexible and innovative team builder; has knowledge of local policies, state and federal laws relating to minors; has knowledge of Trauma Informed Care, Social Emotional Learning, and Universal Design for Learning relating to minors; provides parent education opportunities; is an active participant in student IEP and collaborates with the Program Specialist, School Psychologist, and Special Education Teachers to ensure Special Education compliance; performs such other duties and assumes such other responsibilities as the principal may request.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provides support to instructional programs and assists that staff and students in Opportunity Youth Academy sites; assists with the implementation of programs and assures compliance with County Office, California Department of Education, safety, ELL and other mandated requirements.

Assists and oversees the daily operation, management and administration of the Opportunity Youth Academy sites; facilitates, implements and evaluates educational programs for diverse student populations.

Assists the development of methods of dealing with inappropriate or unsafe student behaviors, and disciplinary actions; supervises student and determines awards, rewards, consequences and disciplinary actions as appropriate; communicates with families to determine appropriate actions or respond to questions.

Assists and evaluates the performance of assigned staff. Assists and encourages various levels of staff to participate in the design, implementation and assessment of program goals, procedures, enhancements and areas of growth.

Promotes and communicates programs and services to school districts, County, State and federal agencies as directed by the Director/Principal.

Assists with the implementation of local, State and federal regulations and guidelines; assists with development, organization, and facilitation of long and short-term goals and programs. Operates a computer and assigned software programs; operates other office equipment as assigned; drives a vehicle to conduct work as assigned.

Supervises and evaluates assigned classified and certificated personnel.

Attends and conducts a variety of meetings as assigned for the Opportunity Youth Academy; serves on a variety of related committees.

OTHER DUTIES: Performs related duties as assigned.

KNOWLEDGE AND ABILITIES: KNOWLEDGE OF:

Creative and adaptive program planning, design, implementation, maintenance and evaluation; Program compliance issues and regulations, Organizational policies, procedures and operations; Applicable sections of the State Education Code and other applicable laws, codes, regulations, policies and procedures; Budget preparation and control; Oral and written communication skills; Principles and practices of administration, supervision and training; Interpersonal skills using tact, patience and courtesy; Operation of a computer and assigned software; Record- keeping and report preparation techniques; Technical aspects of field of specialty; Public relations and speaking techniques

ABILITY TO:

Plan, organize, control and direct operations and activities

Supervise and evaluate the performance of assigned personnel; Create and coordinate programs which effectively serve Opportunity Youth; Foster the use of technology to enhance curriculum, communication and accountability; Assess acute and chronic concerns involving enrolled students, their families, staff and associated agencies, and recommend alternatives and resources toward resolution; Interpret, apply and explain rules, regulations, policies and procedures; Establish and maintain cooperative and effective working relationships with others; Operate a computer and assigned office equipment; Analyze situations accurately and adopt an effective course of action; Meet schedules and timelines; Work independently with little direction; Plan and organize work; Prepare comprehensive narrative and statistical reports; Direct the maintenance of a variety of reports, records and files related to assigned activities

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education, program administration or related field and five (3) years increasingly responsible experience in school administration or related field and five (3) years of experience in classroom teaching and (3) years of experience alternative education or related field.

LICENSES AND OTHER REQUIREMENTS: Valid California Administrative Credential or Supervision Credential Valid California teaching credential or Pupil Personnel Services Credential Valid California driver's license **WORKING CONDITIONS: ENVIRONMENT:** Office environment Driving a vehicle to conduct work

PHYSICAL DEMANDS: Hearing and speaking to exchange information and make presentations; Dexterity of hands and fingers to operate a computer keyboard; seeing to read a variety of materials

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: Opportunity Youth Academy Registrar

BASIC FUNCTION: Under general supervision, independently perform various technical and complex clerical duties related to the maintenance of student records according to established laws, rules and regulations for OYA students; provides assistance in the training of regional office personnel regarding student records and graduation requirements; explains laws, policies and procedures to students, staff and the public; enters and maintains student information in the student information system; prepares related reports.

REPRESENTATIVE DUTIES:

ESSENTIAL/TYPICAL DUTIES:

Independently performs various technical and complex clerical record-keeping duties related to the maintenance of student records

Evaluates, processes, and posts student grades on transcripts; collects and verifies completion of graduation requirements submitted by OYA Guidance Counselor.

Requests student transcripts, Individual Educational Plans (IEP), discipline and assessment reports, and verifies records for student release from school districts, probation officers, social workers and other community agencies.

Assists guidance counselor with student transcript evaluations and assessments.

Releases student records to a variety of agencies including local school districts, Department of Human Services, the Probation Department, colleges and universities, branches of the military, etc.

Provides information to school districts, probation officers, social workers and other agencies on program policies and procedures and student status, discipline and assessment; prepares and verifies records for student release

Enters and maintains student records and grade reports; prepares related statistical and numerical reports (i.e. CALPADS)

Processes students for graduation and maintains graduation database

Processes work permit applications and maintains work permit database and a variety of other records and databases

Assists in student intake and registration, student enrollment, and student withdraws.

Prepares a variety of correspondence including reports

Serve as a resource and provide guidance to staff in matters related to student records management and associated laws, rules, regulations and policies

Performs related duties as assigned

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Thorough knowledge of the student information system as used for attendance accounting, enrollment and transcript preparation General knowledge of: State rules and regulations governing attendance accounting; automated recordkeeping systems Modern office procedures, organization and equipment Effective recordkeeping systems and procedures Personal computer operations and related word processing and spreadsheet applications

ABILITY TO:

Exercise close attention to detail and accuracy Collect data and prepare correspondence and reports Read and accurately interpret laws, rules, and regulations pertaining to student records, graduation requirements, and other topics pertinent to the classification Make decisions on procedural matters within the scope of established policy Work with minimum supervision Serve as a resource and provide guidance related to student records management Type accurately at a rate of speed sufficient for successful job performance Communicate effectively orally and in writing Establish and maintain effective working relationships with persons contacted through the course of work

EDUCATION AND EXPERIENCE:

Possession of a high school diploma; a combination of post-secondary education, training and experience, which clearly demonstrates possession of the knowledge, skills and abilities detailed above.

Any combination equivalent to: Two years of progressively responsible office/clerical experience involving strict and continuous attention to detail in the maintenance of complex manual and computerized records, preferably in an alternative educational school setting. Experience must include frequent interpersonal contact. Previous experience compiling and evaluating student transcript information is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

Valid California C driver's license is required. A driving record which meets the County office of Education's insurance requirements

WORKING CONDITIONS:

ENVIRONMENT:

Office environment

May require traveling between school sites

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: TEACHER-OPPORTUNITY YOUTH ACADEMY

General Description

The position of Teacher-Opportunity Youth Academy is responsible for providing general education (core academic subjects) and special education instructional services for students OYA (special education and regular education) ages 16 to 24 who had previously separated from school and are returning to earn a high school diploma and to enter a college/career pathway. The incumbent ensures compliance with general education (core academic subjects), special education regulations, court orders, etc., and processing new students in accordance with requirements. This position also provides lead support to instructional aides and is under the general supervision of the Director/Principal for day-to-day operations and program implementation and a special education administrator for guidance regarding IDEA regulations/compliance. Internships and project-based learning will be featured components.

FUNCTIONS

- Instructing general education and special education students, particularly Opportunity Youth in special areas;
- Create a culture of learning and promote and recognize efforts and progress;
- Provide guidance and support for students to develop a plan for a post-graduation college and/or career pathway;
- Build professional relationships with students to engage them and sustain their efforts to complete the program;
- Developing goals/objectives and utilize evidenced-based methods designed to meet individual student's instructional needs;
- Counseling students in dealing with a variety of issues for the purpose of improving academic performance and preparing for a college and career pathway;
- Utilize instructional technologies such as blended learning as appropriate to deliver instruction;
- Administering educational assessment instruments for program purposes;
- Maintaining student files, records, etc. for the purpose of documenting activities and/or providing reliable information;
- Onboarding new students for the purpose of enrolling and orienting them;
- Supervising the classroom for the purpose of maintaining order, promoting academic engagement, and building a collaborative, goal-oriented culture;
- Maintaining effective relationships with partners, including probation department employees, community-based agencies, educational partners and social service agencies;
- Access community and program resources to support the student's goals;
- Provide individualized instruction for up to 38 students;
- Utilize innovative educational strategies

MINIMUM QUALIFICATIONS:

Knowledge of effective instructional practices and techniques; knowledge of innovative strategies; effective practices and techniques in teaching students with mild to moderate

disabilities; California Standards for the Teaching Profession; rules and regulations related to the position; effective student supervision, motivation, and discipline techniques; effective student testing, evaluation methods and techniques; appropriate curriculum and instructional materials for assigned subject area; leadership and teamwork; communication skills; technology related to assignment; familiarity with the California Common Core State Standards and instructing 21st Century skills.

PREFERRED QUALIFICATIONS: Bilingual

Skills are required to perform professional tasks with a need to upgrade skills in order to meet changing job conditions.

Ability to successfully support teachers and students in the assigned area; schedule and deliver lesson plans; use basic job-related equipment; effectively instruct students; establish appropriate learning goals and objectives as well as effective lesson plans; effectively communicate orally and in writing; establish and maintain effective work relationships; work with a diversity of individuals; establish criteria and evaluate students' progress; effectively observe and analyze instructional strategies/techniques; develop and maintain a variety of administrative records; prepare periodic and special reports as necessary; analyze issues, create plans of action and reach solutions; provide guidance to staff and students; understand and interpret laws and regulations; consult with parents, supervisors, and co-workers to ensure that students have a full education opportunity; demonstrate creativity in planning; meet the travel requirements from site to site if applicable; other duties as assigned by supervisor.

Working Conditions

The usual and customary methods of performing the job's functions requires the following physical demands: hearing and speaking to exchange information and make presentations; dexterity of hands and fingers to operate a computer keyboard; driving a vehicle to conduct work; seeing to conduct inspection of data; and occasionally lifting of record boxes and bending or reaching for files. Generally the job requires 10% sitting, 40% walking and 50% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

Experience

Experience working in an alternative school or alternative education environment preferred.

Education

Bachelor's Degree from an accredited college/university is required. Master's Degree desired.

Credentials/Certificates/Licenses

Possession of a valid California Multiple or Single Subject Teaching Credential and possession of a valid California Education Specialist credential with a Mild/Moderate authorization, or equivalent California Special Education credential. Intern eligibility will be considered.

Candidates possessing a valid California Multiple or Single Subject Teaching Credential and who

can make a commitment to complete the credentialing process for a valid California Mild/Moderate or equivalent Special Education credential will be considered, as will a candidate who holds a valid California Special Education credential who can make a commitment to complete the process for a California Multiple or Single Subject Teaching Credential.

The English Learner certification is also required. Successful candidates will be NCLB Highly-Qualified compliant at the secondary level in Math, Science, English, and Social Science or become compliant within one year of employment. Applicants who have not utilized their credential(s) within the last 39 months in a school district must show verification of passage of the California Basic Education Skills Test (CBEST). Proof of Credentials must be provided with application. Valid California Driver's License required. Online and Blended Teacher Certification Preferred.

Other

The program may be offered at times other than a standard, traditional school schedule and calendar. The program may operate year-round, have varied scheduled hours, and/or require some evenings and/or weekend hours.

Revised 4/16/15 Job title changed from *Specialized Academic Instructor Teacher (SAI) – Opportunity Youth Academy (OYA)* to *Teacher-Opportunity Youth Academy (Specialized Academic Instructor)*

Revised 12/15/15 Title and Credentials revised

Approved by Philip J. Gordillo, Chief Human Resources Officer

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: NAVIGATOR – OPPORTUNITY YOUTH ACADEMY

BASIC FUNCTION:

Under the direction of the Opportunity Youth Academy Administrator, the Navigator, facilitates school re-engagement of students ages 16-24, particularly Opportunity Youth who have not completed a high school credential and have been absent from school for prolonged periods of time. The Navigator is responsible for conducting intakes and assessing students' reasons for absences and working with students and parents/guardians to develop a plan and strategy for re-enrolling students in school. The Navigator builds positive and productive relationships with students and leverages those relationships to monitor and implement interventions as needed to ensure academic success.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Develop a supportive and trusting relationship with at-risk students and identify the specific issues impacting student engagement in school and academic performance.

Work with students to establish academic and career goals and develop life plans using tools such as My Action Plan (MAP).

Work with Community Liaison, school counselor, social service workers and community partners to develop personalized service plans to address social/emotional issues impacting performance.

Monitor student academic progress, attendance, and behavior and provide personalized interventions, such as those related to lack of childcare and transportation issues, as needed to keep the student on-track for graduation.

Facilitate events and workshops for character building and career exploration

Maintain accurate records of student progress and submit monthly student activity logs and required documentation.

Conduct home visits and provide support to families in acquiring needed services to ensure student success.

Follow-up to ensure youth are taking action on service referrals.

Participate in re-engagement center client meetings/appointments as needed.

Inform parents(s)/guardians(s) of students' progress.

Responsible for conducting monitoring visits and developing intervention plans.

Assist with situations that affect students for the purpose of facilitating student attendance.

Problem solve with students on issues of attendance, transportation, childcare, etc.

Use basic mathematical calculations to assist students in areas such as understanding high school credit status, graduation date projections and managing a household budget.

OTHER DUTIES:

Performs other related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Business telephone etiquette

Office application software

Safety practices and procedures

Demographics of the community

Individual Learning Plans (ILP)

Legal issues regarding habitually truant students as it pertains to homeless and foster youth

Education code and Federal and State regulations

Community and governmental resources, educational programs, a variety of community resources and social networks

Problem needs and behavior patterns of at-risk students and disadvantaged groups

Principles and practices of confidentiality

ABILITY TO:

Develop strong, empathic relationships with students and their families

Recognize and value diversity and be culturally responsive to the population served

Work with minimal supervision outside of formalized, central office setting

Ability to maintain detailed records of student outcomes and activities

Evaluate and develop intervention strategies to meet the social service needs of at-risk students and coordinate efforts of various social service agencies and community organizations

Effectively organize and prioritize work assignments

Conduct home visits and community outreach

Effectively communicate orally and in writing

Understand multiple step instructions

Read, interpret and explain written procedures

Use proper spelling and grammar

Perform basic math, including calculations using fractions, percent, and/or ratios

Perform work using assigned equipment and software programs, such as those included in the Microsoft Office suite.

EDUCATION AND EXPERIENCE:

Generally, the required knowledge and abilities will have been acquired through any combination of education and experience equivalent to a Bachelor's degree in counseling, psychology, social work or closely related field and three years of experience in educational service, community based resources or human relations.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license is required.

Driving record which meets the County Office of Education's insurance requirements

WORKING CONDITIONS:

Work flexible hours to meet needs of families and attend evening meetings

ENVIRONMENT:

This job is performed generally in an office setting and in the homes of the population served.

Minimal temperature variations.

Generally hazard free environment.

Clean atmosphere.

PHYSICAL DEMANDS:

Sitting, walking and standing

Occasional lifting, carrying, pushing and/or pulling

Climbing and balancing

Stooping, kneeling, crouching and/or crawling

Reaching, handling

Use hands and fingers to operate a desktop computer or other office equipment

Speak clearly and distinctly to answer telephones and provide information

See to read fine print

Hear and understand voices over telephone and in person

Approved by Personnel Commission: June 10, 2015

Norma Gonzales, Director-Classified Personnel Services

**SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission**

CLASS TITLE: COMMUNITY LIAISON SPECIALIST – OPPORTUNITY YOUTH ACADEMY

BASIC FUNCTION:

Under the general direction of the Opportunity Youth Academy (OYA) Administrator, facilitates the re-engagement of students ages 16-24, particularly Opportunity Youth who have not yet completed a high school credential. The Community Liaison Specialist is responsible for liaising between the OYA program and various agencies and researching and evaluating data to effectively conduct outreach to targeted students. The Community Liaison Specialist is responsible for locating recent dropouts from comprehensive districts, providing information and/or referrals of community resources to target population and performing other job related duties as assigned for program students to ensure successful high school completion and transition to college and career.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Acts as a liaison between the OYA program and various agencies, such as school districts, community colleges, social services, probation, community-based organizations (CBO), etc., for the purposes of recruitment, referral, registration, connection with student service entities and follow-up.

Collaborates with guidance counselors, community resource programs, social workers, etc., for the purpose of enhancing communication regarding resources to targeted students and parents.

Communicates with parents and students for the purpose of conveying information regarding the array of services available to facilitate the reentry of students into the educational system.

Participates in staff meetings and in school activities for the purpose of enhancing program participation and building the resource base for student/parent participants.

Researches and evaluates data to effectively conduct outreach to targeted students such as those with chronic truancy, dropout/potential dropout, and expulsion issues; makes personal contact (e.g. home visits, phone, email, etc.) with students and parents/guardians for the purpose of arranging meetings, determining reasons for dropping out of the educational system and/or removing barriers to reentry.

Confers with teachers, parents and/or appropriate community agency personnel for the purpose of assisting in the evaluation of students' progress and/or implementing students' Individual Learning Plans (ILP).

Participates in various meetings (e.g., with community based agencies and school officials) for the purpose of receiving and/or providing information.

Assists other staff as may be required for the purpose of supporting them in the completion of their work activities, such as those related to transitioning students to other staff and providing outside resources of community connections.

Maintains records (e.g. individual case notes, files, contact log, database, etc.) of students served for the purpose of keeping accurate records and documenting program operations.

Uses knowledge of Trauma Informed Strategies to support dis-engaged youth.

Achieves program enrollment goals.

Performs other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Legal issues regarding habitually truant students as pertained to homeless, foster youth, education code, and community and governmental regulations

Trauma Informed Strategies

Educational programs, community resources and social networks

Individual Learning Plans (ILP)

Demographics of the community

Problem needs and behavior patterns of at-risk students and disadvantaged groups

Principles and practices of confidentiality

ABILITY TO:

Evaluate and develop intervention strategies and coordinate efforts of various social service agencies and community organizations to re-engage students to complete their high school education and transition to college and career

Interpret written procedures

Multi-task and prioritize work

Understand multiple step instructions

Business telephone etiquette

Office application software

Follow appropriate safety practices and procedures

Schedule multiple activities, meetings and/or events

Gather, collate, and/or classify data

Prepare and maintain accurate confidential records and referrals

Effectively work with others in a wide variety of circumstances
Analyze data using defined and designated processes
Operate standard office equipment using standard methods of operation and pertinent software applications
Work with individuals and/or groups with diverse backgrounds
Problem solve to identify and analyze issues; create plan of actions to reach solutions
Establish and maintain cooperative working relationships with students, parents, mentors, community-based agencies and school officials
Identify, seek and establish contact with a variety of community resources
Keep confidential records and reports
Perform basic math, including calculations using fractions, percent, and/or ratios
Learn new technologies and methods as the need arises to maintain effectiveness and efficiency in work tasks

Effectively communicate orally and in writing and with diverse individuals and groups
Effectively communicate orally and in writing in Spanish highly desirable.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree from an accredited college or university with major course work in accounting, business administration or a related field and three years of experience related to educational service, community based resources, or human relations; specifically, experience related to liaising, conducting outreach and researching and evaluating data for a program that caters to at-risk youth.

LICENSES AND OTHER REQUIREMENTS:

Valid California C driver's license is required.
A driving record which meets the County Office of Education's insurance requirements.

WORKING CONDITIONS:

Work flexible hours to meet needs of families and attend evening meetings

ENVIRONMENT:

This job is performed generally in an office setting, at schools and in the community
Minimal temperature variation
Generally hazard free environment
Clean atmosphere

PHYSICAL DEMANDS:

Lifting, carrying, pushing and/or pulling
Climbing and balancing
Stooping, kneeling, crouching and/or crawling
Reaching, handling
Use hands and fingers to operate a desktop computer or other office equipment

Speak clearly and distinctly to answer telephones and provide information
See to read fine print
Hear and understand voices over telephone and in person

Approved by Personnel Commission: June 10, 2015
Norma Gonzales, Director-Classified Personnel Services

DRAFT

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: COUNSELOR

General Description

Under the direct supervision of the Principal, provides all aspects of counseling and guidance services to students in Santa Clara County Office of Education programs including supplemental academic intervention services to support underachieving students; provides informational services to parents, teachers, and administrators in order to promote a comprehensive decision-making process for student educational objectives development and school programming.

Certification and Education

Bachelor's degree from an accredited college or university; and a valid California Pupil Personnel Services Credential authorizing services as a School Counselor.

Knowledge, Abilities and Experience

Demonstrated knowledge and experience in counseling children in need of special and/or alternative education; knowledge of, and ability to implement the intent of federal and state mandates for special and/or alternative education in a public school setting; ability to communicate successfully with parents, staff, and other agencies; ability to diagnose, assess, prescribe and evaluate the learning needs of individual pupils; knowledge of education laws relating to child welfare and attendance, work experience programs and counseling.

Duties and Responsibilities

ESSENTIAL DUTIES:

Reviews student skills assessment/educational needs evaluation; assists with individualized student programming/scheduling; monitors student graduation process; evaluates transcripts; refers students for support services; acts as transfer liaison; provides individual student counseling, group counseling and parent conferencing; provides support services to teachers; develops and implements specialized curriculum; provides career counseling; monitors work experience; acts as community liaison and may provide in-service to employers working with students enrolled in county office programs and other duties as assigned.

Working Conditions

Working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Variations in conditions may occur under certain circumstances.

Physical Demands

Incumbents stand and sit for long periods of time; walk short distances on a regular basis; use hands and fingers to operate a computer keyboard or other office equipment; reach with hands

and arms; stoop, kneel, or crouch; speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voice over telephone and in person; and move and transport materials weighing up to 20 pounds.

Environment

Duties are performed in a classroom or office environment.

Approved by Philip J. Gordillo, Chief Human Resources Officer

Approved: 9/8/86 by Assistant Superintendent, Personnel

Revised:

2/24/11, 5/17/11, 6/14/11 (Updated Working Conditions and Physical Demands)

Revised:

5/29/15 Under the direct supervision of the Principal-Special Education..... removed *Special Education*.

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: Paraeducator-Alternative Education

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

To assist a classroom teacher(s) in the instruction, supervision, and training of individual or groups of students involved in Juvenile Court School Programs and to perform a variety of related duties in the maintenance of an effective learning environment for students.

DISTINGUISHING CHARACTERISTICS

This job class is distinguished from the Paraeducator-Special Education classification in that it assists in academic teaching and support to delinquent youth county juvenile institutions, residential programs and community schools in the Alternative Education Department (AED). Employees in this classification receive direct to general supervision within a framework of standard policies and procedures. This job class provides responsible instructional assistance to assigned teachers/students in implementing the educational and social objectives. This job class requires a high degree of positive contact with both students and instructional staff.

ESSENTIAL AND TYPICAL DUTIES

- Assists teacher in individual and group instruction of students in various learning situations including academic subjects, athletics and crafts
- Assists in supervising students (including students in locked facilities) to maintain effective learning environment, noting behavioral problems observed and applying approved disciplinary procedures; May monitor students during bathroom visits as appropriate
- Assists teacher in the continuous monitoring of student progress, working with or tutoring students, reviewing students' performance and discussing students' needs: participates with teachers after formal conferences
- Performs a variety of related clerical and record keeping duties such as maintaining files, logging and reporting student attendance and incidents, collecting, recording, and filing absence notes, completing tracking forms, requesting transcripts and processing enrollment and termination information, other duties may include typing, filing and distributing mail
- Assists students in times of emotional crisis and offers support by suggesting alternatives; may initiate referrals to other professionals when indicated
- Under the direction of the teacher or counselor assists in the implementation of students' individual behavior management programs by observing students' behavior, delivering consequences to encourage desired behavior and charting data
- Monitors and recognizes potentially serious behavior patterns and reports them to appropriate personnel

- Works with County Sheriff and County Probation Department in the course of assigned duties
- Communicates with parents/guardians, communicating student problem areas or concerns, verifying absences, tardiness and conveying information regarding possible consequences
- Prepares materials for instructional exercises and materials
- Corrects, grades, and records tests, assignments and homework papers
- Maintains confidentiality of student information in accordance with legal requirements and policies
- May administer, and score placement/competency tests, documenting and distributing results; may input, edit and maintain test score data for specified data base or information system
- Orients substitute teachers/aides to classroom routine/procedures and individual student needs
- Participates as a member of a committee or team; may assist with the development and implementation of individual or site crises management plans
- Assists with lunch ordering activities; may prepare and serve lunch to students; verifies food deliveries are accurate and complete
- May work with group homes, health organizations, community and youth agencies in the course of assigned duties
- Schedules parent/teacher conferences as needed
- May participate in new student interviews and orientation meetings
- May physically restrain students who become out-of-control and assist in administering proper disciplinary actions
- Participates in the planning of and may make necessary arrangements for field trips and other program activities; supervises students during field trips as assigned
- May make home visits in special circumstances
- Performs related duties as required

EMPLOYMENT STANDARDS

Knowledge of:

- Concepts of child development and adolescent behavior
- Basic characteristics of human behavior
- Math and reading skills
- Effective recordkeeping methods and techniques
- First aid for minor injuries
- Proper English usage, grammar, vocabulary, spelling, and punctuation

Ability to:

- Assist in the instruction of a variety of subjects including reading, writing and mathematics
- Understand and carry out both oral and written instructions in an independent manner
- Understand the needs of students in difficult circumstances and to effectively relate to these needs in a learning and/or recreational situation

- Model communication and interaction that respects and includes all individuals and their languages, abilities, religions and cultures
- Analyze situations accurately and adopt an effective course of action
- Effectively supervise students in a variety of situations
- Operate standard office/classroom equipment which may include desktop computer, copy machine, tape recorders and projectors
- Maintain effectiveness in stressful situations
- Meet the physical requirements necessary to safely and effectively perform the required duties
- Establish and maintain cooperative and effective work relationships with those contacted in the performance of required duties.

May require:

Some positions in this class require oral and/or written skills in a second language other than English as designated by the County Office of Education; some positions in this classification may require travel between school sites; some positions may require attention to safety in the classroom where students may have self-abusive tendencies or could cause serious injuries to others.

EDUCATION AND EXPERIENCE

Education:

Candidates must meet one of two conditions:

Possession of a high school diploma or equivalent and at least 48 semester units earned at an institution of higher learning that is accredited by one of the seven accrediting associations authorized by the U.S. Department of Education; or

Possession of a high school diploma or equivalent and the ability to obtain a passing score on the County Office of Education No Child Left Behind (NCLB) Paraprofessional Examination.

Experience:

One year of paid or volunteer experience working with at-risk youth in an educational setting preferred.

BARGAINING UNIT: Paraprofessional Unit

WORKING ENVIRONMENT: Indoor, classroom and outdoor environments

PHYSICAL DEMANDS: Hearing and speaking to exchange information; seeing to read, prepare, and proofread documents, perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other equipment;

kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; and lifting light objects.

Personnel Commission Approval: 09/84

Revised: 01/85, 09/91; 2/14/08; 05/19/11

DRAFT

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ADMINISTRATIVE ASSISTANT III

BASIC FUNCTION:

Under the supervision of an assigned Director I or II, performs varied and responsible secretarial and administrative assistant duties to relieve the Director I or II of administrative and clerical detail; plans, coordinates and organizes office activities and coordinates flow of communications and information for the Director I or II; prepares and maintains a variety of manual and automated records and reports related to assigned activities.

DISTINGUISHING CHARACTERISTICS:

The Administrative Assistant III performs more advanced clerical and secretarial duties in support of a Director I or II. The Administrative Assistant IV serves as the primary administrative support for a large, complex department managed by a Director III. The Administrative Assistant II performs a variety of clerical and secretarial duties in support of an administrator such as a supervisor, manager or specialist.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Performs varied and responsible secretarial and administrative assistant duties to relieve the Director of administrative and clerical detail; plans, coordinates and organizes office activities and coordinate flow of communications and information; assures smooth and efficient office operations.

Serves as primary secretary to the assigned Director; performs public relations and communication services for the administrator; receives, screens and routes telephone calls; takes, retrieves and relays messages as needed; schedules and arranges appointments, conferences and other events.

Receives visitors, including administrators, staff, parents and the public; provides information or direct to appropriate personnel; exercises independent judgment in resolving a variety of issues; refers difficult issues to the administrator as needed; provides technical information and assistance related to program or organizational operations and related laws, rules, regulations, policies and procedures.

Compiles information and prepare and maintain a variety of records, logs and reports related to programs, students, financial activity, budgets, attendance, staff, projects and assigned duties; establishes and maintains filing systems; revises, verifies, proofreads and edits a variety of documents.

Inputs a variety of data into an assigned computer system; establishes and maintains automated records and files; initiates queries, develops spreadsheets, manipulates data and generate various computerized lists and reports as requested; assures accuracy of input and output data.

Composes, independently or from oral instructions, note or rough draft, a variety of materials such as inter-office communications, forms, letters, memoranda, bulletins, agenda items, labels, fliers, requisitions, handbooks, newsletters, brochures, certificates, contracts and other materials; formats materials to meet program and office needs.

Researches, compiles and verifies a variety of data and information; computes statistical information for various reports as necessary; processes a variety of forms and applications related to assigned functions; duplicates and distributes materials as needed.

Coordinates, schedules and attends a variety of meetings, workshops and special events; prepares and sends out notices of meetings; compiles and prepares agenda items and other required information for meetings, workshops and other events; sets-up equipment and supplies for meetings and other events as needed; takes, transcribes and distributes minutes as directed.

Performs a variety of clerical accounting duties in support of assigned program or office as assigned; monitors fiscal activity and funds for income and expenditures, and compared to established budget allocations; assists in assuring expenditures to do not exceed established budget limitations as assigned; calculates, prepares and revises accounting and budgetary data; balances and reconciles assigned accounts and budgets as required; processes budget transfers and purchase orders.

Performs special projects and prepares various forms and reports on behalf of the assigned administrator; attends to administrative details on special matters as assigned.

Communicates with personnel and various outside agencies to exchange information and resolve issues or concerns.

Operates a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.

Receives, sorts and distributes mail; prepares and distributes informational packets and bulk mailings as directed.

Maintains appointment and activity schedules and calendars; coordinates travel arrangements and hotel reservations as necessary; reserves facilities and equipment for meetings and other events as needed.

Monitors inventory levels of office and designated supplies; orders, receives and maintains appropriate levels of inventory as required; prepares, processes and codes purchase orders and invoices as assigned; arranges for billings and payments as directed.

Collects various monies and fees for assigned office or programs as required; prepares deposits as directed.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Department or program organization, operations, policies and objectives.

Policies and objectives of assigned programs and activities.

Terminology, practices and procedures of assigned office.

Record-keeping and filing techniques.

Business letter and report writing, editing and proofreading.

Telephone techniques and etiquette.

Methods, procedures and terminology used in clerical accounting work.

Modern office practices, procedures and equipment.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Data control procedures and data entry operations.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Oral and written communication skills.

Methods of collecting and organizing data and information.

Mathematic calculations.

ABILITY TO:

- Perform varied and responsible secretarial and administrative assistant duties to relieve the Director of administrative and clerical detail.
- Plan, coordinate and organize office activities and coordinate flow of communications and information for the administrator.
- Assure smooth and efficient office operations.
- Learn organizational operations, policies and objectives.
- Learn, interpret, apply and explain laws, codes, rules, regulations, policies and procedures.
- Compose correspondence and written materials independently or from oral instructions.
- Perform a variety of clerical accounting duties in support of assigned department or program.
- Type or input data at an acceptable rate of speed.

- Answer telephones and greet the public courteously.
- Complete work with many interruptions.
- Compile and verify data and prepare reports.
- Maintain a variety of records, logs and files.
- Utilize a computer to input data, maintain automated records and generate computerized reports.
- Establish and maintain cooperative and effective working relationships with others.
- Meet schedules and time lines.
- Work independently with little direction.
- Communicate effectively both orally and in writing.
- Add, subtract, multiply and divide with speed and accuracy.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Graduation from high school and supplemented by one year of college-level course work in a related area of study, and three years of clerical or secretarial experience involving frequent public contact, supplemented by successful completion of an administrative assistant, office management, or secretarial training program.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Constant interruptions.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person or on the telephone.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.
Bending the waist, kneeling or crouching to file and retrieve materials.

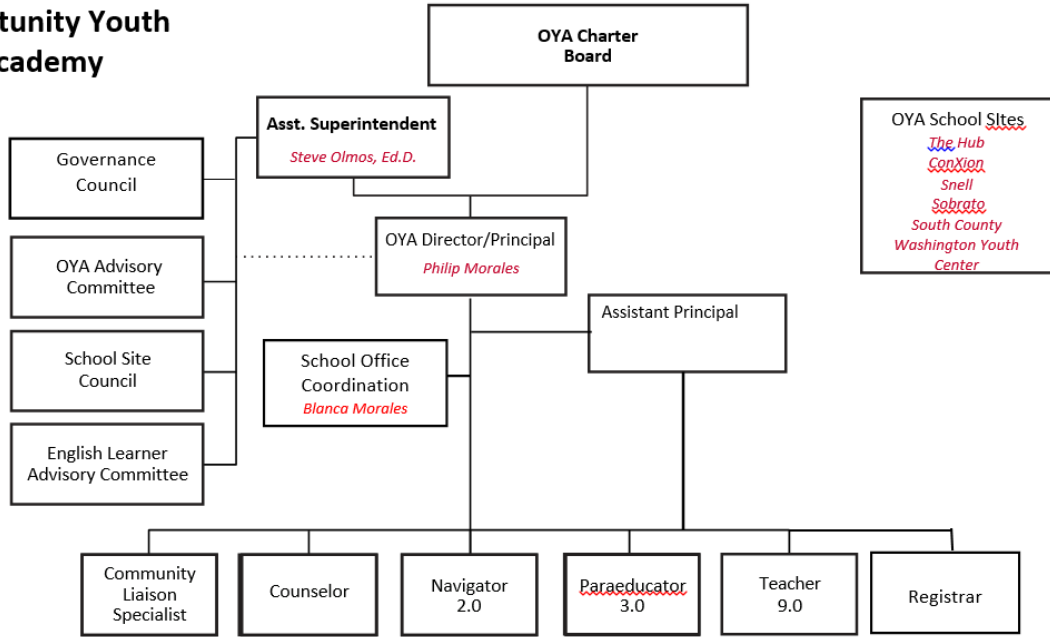
Approved by Personnel Commission: December 14, 2016

Kristin Olson, Director-Classified Personnel Services

Date: 12/14/16

APPENDIX I: OYA Staff Organization Chart

Opportunity Youth Academy



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APPENDIX J: Santa Clara County Office of Education Board Policies

Board Policies and Administrative Regulations

Section	5000 Students
Title	Discipline
Number	5144 BP
Status	Active
Adopted	October 20, 2010
Last Revised	February 4, 2015
Last Reviewed	February 4, 2015

The Santa Clara County Board of Education (County Board) desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes that high expectations for student behavior, effective classroom management, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as means for correcting student misbehavior. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Santa Clara County Office of Education (SCCOE) has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated it may be necessary to remove a student from SCCOE programs.

The County Superintendent of Schools (County Superintendent) or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at SCCOE schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of SCCOE discipline policies and practices.

In addition, the County Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only

when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

The SCCOE shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The County Superintendent or designee shall comply with procedures for notices and appeals as specified in law and/or administrative regulation. (Education Code 48911, 48915, 48915.5)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each site may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and SCCOE regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the SCCOE's comprehensive safety plan. (Education Code 35291.5, 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the SCCOE's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

SCCOE goals for improving school climate shall be included in the SCCOE's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

Legal Reference:

CIVIL CODE

1714.1 Parental liability for child's misconduct

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

48900-48926 Suspension and expulsion

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-49335 Injurious objects

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CDE PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CDE: <http://www.cde.ca.gov>

USDOE, Office of Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

CSBA: <http://www.csba.org>

Public Counsel: <http://www.fixschooldiscipline.org>

APPENDIX K: Budget Assumptions

Opportunity Youth Academy

Budget Narrative

3 Year Budget Assumption: 2020/21-2022/23

The Opportunity Youth Academy (OYA) financial statement includes a three year Multi-Year Projection and accompanying cash-flow analysis.

Enrollment

The Opportunity Youth Academy will operate six sites. . The population it will serve is youth age 16 to 24 who have dropped out school and have not yet earned a high school degrees. The six sites will have a total capacity for 342 students; 38 students per teacher. Although the enrollment student teacher ratio will be 38:1 the allowable ADA ratio for Independent Study programs by the State is 28:1 which has been calculated as a 66% unduplicated count (rounded up from 65.7%). 60% of the population is English Learners.

Total Charter Enrollment, ADA, and Estimated Unduplicated Pupils			
Enrollment	2020-21	2021-22	2022-23
Milpitas -Sobrato	38	38	38
Gilroy – South County	38	38	38
SJUSD- Washington	114	114	114
SJUSD- The Hub	76	76	76
ConXion	76	76	76
SJUSD - Snell	38	38	38
TOTAL	380	380	380
OYA % of Attendance	78%	78%	78%
OYA ADA	296.4	296.4	296.4

Sites

Six sites will be in operation during year one and two. On the third year the program will be expanded to a seventh site. With the exception of the OYA Hub and Snell, all other sites are leased. The cost of the leases is reflected in the budget under 5600 Rental, Leases. Lease costs include the cost of site custodian services.

All OYA sites are listed below:

- OYA Washington United Youth Center
- OYA South County
- OYA The Hub
- OYA Sobrato
- OYA ConXion
- OYA Snell

Revenue

LCFF Revenue, including State Aid and EPA funding, for FY20/21 – FY22/23 utilizes the assumptions from the FCMAT LCFF Calculator. A conservative budget position was maintained in the formulation of the three year projection. Our affiliation with Work2Future Foundation allows us to collect ADA for all OYA students ages 16 to 24. This is allowed under Chapter 3, Charter School Operation - California Education Code Section 47612.1, which states the following:

(a) Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school whose charter was granted by its chartering authority before July 1, 2014, and that provides instruction exclusively in partnership with any of the following:

(1) The federal Workforce Investment Act of 1998 (Public Law No. 105-220; 29 U.S.C. Sec. 2801 et seq.).

The Workforce Investment Act (now the Workforce Innovation and Opportunity Act -WIOA) was created to provide state and local areas the flexibility to collaborate across educational and non-profit workforce development systems. This effort is undertaken to assure that disengaged students have an opportunity to develop the skills needed by current employees and industries. OYAs collaboration with a WIOA workforce development partnership allows OYA to service these disengaged students and collect state ADA.

LCFF Target Entitlements for School Districts and Charter Schools

The target base grants by grade span for 2020-21 and 2021-22 are shown below.

Grade Span	2020-21 Target Base Grant per ADA	2021-22 Target Base Grant per ADA
TK-3	\$10,373	\$10,653
4-6	\$9,538	\$9,797
7-8	\$9,821	\$10,087
9-12	\$11,678	\$11,995

Updated Assumptions for Governor’s 2020-21 Enacted Budget

	2020-21	2021-22	2022-23
COLA	2.67%	2.71%	2.82%
Remaining LCFF Gap Closed	100%	100%	100%

Special Education Funding and Expenditures

OYA belongs to the South East SELPA which operates in many of the districts that we serve. Currently out of total population of 350enrolled students, OYA has 77 students designated as Special Education which amounts to 16% of the student population. This population was always expected to be a substantial portion of our demographic and thus, the program seeks to employees dually credentialed teachers, possessing a multi-subject and a SpEd credential. Currently four teachers are dually credentialed and the other four are pursuing programs to meet this criteria.

The OYA projected budget reflects State and Federal Special Education funds. These funds will be utilized to offset the cost of the nine existing dually credentialed teachers. State and Federal Special Education revenue is clearly not sufficient to cover the actual cost of these teachers. The excess costs will be absorbed by the charter school general fund. Special Education costs is reflected on the budget under Object Code series 5700. Per projection from the South East SELPA, the estimated federal Special Education fund revenue is \$37,517 for 2018-19, and the estimated state Special Education fund revenue is \$103,039.

Staffing

OYA employs dually credentialed teachers (multi-subject qualified and SpEd) that are capable of meeting the various needs of students including Special Education students. OYA maintains an MOU with the SCCOE Special Education Department to secure services that the OYA SpEd teachers cannot carry out on their own. State and federal SpEd funding is utilized to pay MOU and a portion of OYA SpEd teachers’ expenditures.

We have six sites planned for the 2020-21 school year. Below is a breakdown of the staff among the sites:

Opportunity Youth Academy Staff – 2020-21 Staffing by Site						
	ConXion	Milpitas	The Hub	South County	WUYC	Snell
Principal	Itinerant among the six sites					
Teachers	2	1	2	1	3	1
Counselor	Itinerant among the six sites					
Administrative Assistant	Itinerant among the six sites					
Paraprofessionals	1	1	1	1	1	1
College Liaison	Itinerant among the six sites					
Program Specialist	Itinerant among the six sites					
School Registrar	Itinerant among the six sites					
Navigators	Itinerant among all sites			Itinerant among all sites		

Opportunity Youth Academy Staff – Three year staffing			
	2020-21	2021-22	2022-23
Principal	-	-	-
Director/Principal	1	1	1
Assistant Principal	1	1	1
Teachers	10	10	10
Counselor	1	1	1
Program Specialist	1	1	1
College Liaison	1	1	1
Administrative Assistant	1	1	1
Registrar	1	1	1
Paraprofessionals	6	6	6

Navigators	2	3	3

Expenses

The largest proportion of expenses reflect teacher and other certificated staff salaries and benefits, the cost of online curriculum, and the professional development needed to adopt this curriculum program as the OYA core program. All other costs have been maintained low since the initial sites were opened and accoutered in the prior year. Opening and setting up the sixth site will also be kept to the lowest possible cost, as we will utilize existing SCCOE furniture and technology currently being warehoused.

Salary and benefits

The average salary for an OYA teacher is projected to be \$128,429 per year. Added to this is the cost of their benefits which stands at 33.2%. Below are the statutory benefits rates associated with these certificated and classified staff members as well as their projected health and welfare costs.

	2018-19	2019-20	2020-21
STRS (rate)	16.28%	17.1%	18.1%
Number of STRS employees	11	13.6	13.6
PERS (rate)	18.062%	20.8%	23.5%
Number of PERS employees	7	7	7
H and W (per FTE)	\$14,532	\$13,758	\$13,758
Number of eligible employees for H&W	18	23.0375	23.0375
Unemployment Insurance	.0005%	.0005%	.0005%
Workers Comp Insurance	.0103%	1.03%	1.03%

Books and Supplies:

The OYA classrooms have been accoutered with existing CDE and Board approved curriculum and textbooks from existing SCCOE stocks. Minimal amounts (\$5000 in each year) have been projected to purchase additional reference curricula as teachers need them. Sufficient funds have been set aside for the purchase of materials and supplies to be able for OYA teachers to carry out their lessons.

Services & Other Operating Expenditures:

Cost of mileage for OYA itinerant staff visiting six sites is projected to be around \$18,548 for each year; Director/Principal, Assistant Principal, Administrative Assistant, Counselor, College

Liaison and navigators. . For the cost of maintenance to OYA sites not covered under the lease agreements \$2000 was projected. In the lease line item we projected the cost of lease agreements for six sites at \$125,500. OYA is not a daily attendance program and so it does not participate in the National School Lunch Program. Snacks and drinks are provided to students who come in regularly or on a drop-in basis for their lessons (\$7000

The one contract projected is to pay for curriculum, professional development and student software licenses (\$380000). Cost of SIATech curriculum: Customized curriculum, which offers a unique educational experience to students through an integration of core academics, workplace and college readiness skills, and industry-standard software programs, targeting students 16 to 24 years of age. State standards are embedded throughout the curriculum; 150 licenses.

Cost of Professional development: The Technical Assistance process provided by SIATech will focus on helping the School to improve the quality of teaching and learning for all of School’s students by working with teachers, counselors and administrators of the School to: Provide assistance in the implementation of curriculum as defined in the School’s charter; Provide assistance in the implementation of the Blended Learning Model as described in the School’s charter; Share best practices to encourage the development of professional mentoring relationships between instructional staff, counselors, administrators, and all of the School’s students; Share best practices to support improved student engagement, achievement and retention; Visit the School’s sites to provide support for the successful instructional program implementation, as described in School’s charter, based on a mutually agreed upon schedule; Mentor School’s site leadership staff in best practices to engage community partners and encourage new partners to support the School’s goals; and Assist the School in best practices related to communications with parents, employers, workforce partners, and postsecondary institutions.

Opportunity Youth Academy Budget Report Assumptions 2020-21

Enrollment Assumptions	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
Grades K-3			
Grades 4-6			
Grades 7-8			
Grades 9-12	380	380	380
Total Enrollment	380	380	380
ADA%	73.0%	73.0%	73.0%
Total ADA	277.4	277.4	277.4

Free and Reduced Lunch Students (FRL)	312	312	312
English Language Learners (EL)	114	114	114
Foster Youth	38	38	38
Unduplicated Count (FRL, EL, Foster Youth)	70.57%	70.57%	70.57%
Special Education Students	72	72	72
Resident LEA Unduplicated % for LCFF Concentration Grant	0%	0%	%0
Percentage of LCFF gap closing increment projected	0%	0%	0%
Funding Rates			
LCFF Rates			
Grades K-3	-	-	-
Grades 4-6	-	-	-
Grades 7-8	-	-	-
Grades 9-12	-	-	-
Federal Revenues			
Special Education	-	-	-
Other Federal Revenue – Provide listing, including amounts	-	-	-
State Revenues			
Special Education	-	-	-
Lottery per ADA	-	-	-
Other State Revenue – Provide listing, including amounts			
<u>Local Revenue</u> – Provide listing including amounts			

**Opportunity Youth Academy Budget Report Assumptions
2020-21**

Expenditure Assumptions	FY 2020-21	FY 2021-22	FY 2022-23
Certificated Salaries			
Number of FTE – Teachers	10	10	10
Number of FTE – Pupil Support Salaries	2	2	2
Number of FTE – Supervisor/Admin Salaries	2	2	2
Number of FTE – Other Certificated Salaries	-	-	-
COLA Percentage Increase	-	0%	0%
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP.			
Non-Certificated Salaries			
Number of FTE – Instructional Aide Salaries	5	5	5
Number of FTE – Non-certificated Support Salaries	4	4	4
Number of FTE – Supervisor/Admin Salaries	-	-	-
Number of FTE – Clerical & Office Salaries	2	2	2
Number of FTE – Other Non-Certificated Salaries	-	-	-
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP.			
Benefits			

STRS (Rate)	0%	0%	0%
Number of STRS Employees	0%	0%	0%
Non-Certificated Retirement (Rate)	0%	0%	0%
Number of Employees (Non-STRS Retirement)	0%	0%	0%
Health & Welfare (per FTE)	0%	0%	0%
Number of Eligible Employees for Health Benefits	0%	0%	0%
Unemployment Insurance (rate)	0%	0%	0%
Workers Comp Insurance (rate)	0%	0%	0%
Books & Supplies			
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP.	Purchased Naviance College and Career Readiness Online Curriculum; ELLoquence Software for EL support.		
Services & Other Operating Expenditures			
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP.	Funds were set aside for copier, mileage, housekeeping and rental costs, plus additional SpEd costs not covered by State & Federal funds. Contracted with ConnectED National Center for College and Career to provide Linked Learning Pathway development and implementation plan.		
Capital Outlay			
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP.			
Other Outgo			
Other Financing Sources			
Other Financing Uses			

APPENDIX L: Multi-Year Projection

CHARTER SCHOOL 2020/21 ADOPTED BUDGET REPORT - ALTERNATIVE FORM MYP

Charter School Name: Opportunity Youth Academy
 CDS #: 43-10439-0135087
 Charter Approving Entity: Santa Clara County Office of Education
 Charter #: 1840
 Fiscal Year: 2020/21

Description	Object Code	FY 2020/21			Totals	Totals
		Unrestricted	Restricted	Total	FY 2021/22	FY 2022/23
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	1,147,053	-	1,147,053	1,147,053	1,147,053
EPA	8012	40,000	-	40,000	40,000	40,000
State Aid - Prior Years	8019	-	-	-	-	-
Charter Schools In Lieu Property Taxes	8096	1,096,309	-	1,096,309	1,096,309	1,096,309
Other Revenue Limit Transfers	8091, 8097	1,195,575	-	1,195,575	1,195,575	1,195,575
Total, Revenue Limit Sources		3,478,937	-	3,478,937	3,478,937	3,478,937
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	-	342,001	342,001	342,001	342,001
Special Education - Federal	8181, 8182	-	49,253	49,253	49,253	49,253
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-
Total, Federal Revenues		-	391,254	391,254	391,254	391,254
3. Other State Revenues						
Special Education - State	StateRevSE	49,999	149,039	199,038	199,304	199,589
All Other State Revenues	StateRevAO	-	-	-	-	-
Total, Other State Revenues		49,999	149,039	199,038	199,304	199,589
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	-	-	-	-
Total, Local Revenues		-	-	-	-	-
5. TOTAL REVENUES		3,528,936	540,293	4,069,229	4,069,495	4,069,780
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers	1100	1,490,621	-	1,490,621	1,535,638	1,550,994
Certificated Pupil Support	1200	155,034	-	155,034	159,716	161,313
Certificated Supervisors & Administrators	1300	312,796	-	312,796	322,242	325,464
Other Certificated Salaries	1900	114,198	-	114,198	117,647	118,823
Total, Certificated Salaries		2,072,649	-	2,072,649	2,135,243	2,156,595
2. Non-certificated Salaries						
Non-certificated Instructional Aides	2100	250,329	-	250,329	257,047	259,617
Non-certificated Support	2200	-	-	-	-	-
Non-certificated Supervisors & Administrators	2300	-	-	-	-	-
Clerical and Office Salaries	2400	164,471	-	164,471	166,885	170,574
Other Non-certificated Salaries	2900	241,679	60,076	301,755	309,854	312,952
Total, Non-certificated Salaries		656,479	60,076	716,555	735,786	743,143
3. Employee Benefits						
STRS	3101-3102	310,043	-	310,043	-	-
PERS	3201-3202	158,662	13,697	172,359	-	-
OASDI / Medicare / Alternative	3301-3302	88,856	-	88,856	93,453	-
Health and Welfare Benefits	3401-3402	368,216	15,841	384,057	-	-
Unemployment Insurance	3501-3502	1,369	31	1,400	-	-
Workers' Compensation Insurance	3601-3602	28,244	618	28,862	-	-
OPEB, Allocated	3701-3702	11,931	1,056	12,987	-	-
OPEB, Active Employees	3751-3752	13,893	-	13,893	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		981,314	35,640	1,016,954	1,049,230	1,056,551
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	-	7,866	7,866	7,866	7,866
Books and Other Reference Materials	4200	-	-	-	-	-
Materials and Supplies	4300	30,209	63,379	93,588	93,588	93,588
Noncapitalized Equipment	4400	7,550	2,987	10,537	10,537	10,537
Food	4700	4,167	-	4,167	4,167	4,167
Total, Books and Supplies		41,926	74,232	116,158	116,158	116,158

**CHARTER SCHOOL
2020/21 ADOPTED BUDGET REPORT - ALTERNATIVE FORM MYP**

Charter School Name: Opportunity Youth Academy
 CDS #: 43-10439-0135087
 Charter Approving Entity: Santa Clara County Office of Education
 Charter #: 1840
 Fiscal Year: 2020/21

Description	Object Code	FY 2020/21			Totals	Totals
		Unrestricted	Restricted	Total	FY 2021/22	FY 2022/23
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-		
Travel and Conferences	5200	26,711	52,727	79,438	79,438	79,438
Dues and Memberships	5300	4,751	-	4,751	4,751	4,751
Insurance	5400	-	-	-		
Operations and Housekeeping Services	5500	23,388	-	23,388	23,388	23,388
Rentals, Leases, Repairs, and Noncap. Improvements	5800	107,083	-	107,083	107,083	107,083
Transfers of Direct Costs	5700-5799	42,831	45,000	87,831	87,831	87,831
Professional/Consulting Services & Operating Expend.	5800	281,992	241,951	523,943	523,943	523,943
Communications	5900	12,992	-	12,992	12,992	12,992
Total, Services and Other Operating Expenditures		499,748	339,678	839,426	839,426	839,426
6. Capital Outlay						
Sites and Improvements of Sites	6100-6170	-	-	-		
Buildings and Improvements of Buildings	6200	-	-	-		
Books and Media for New/Major Expansion School Library	6300	-	-	-		
Equipment	6400	-	-	-		
Equipment Replacement	6500	-	-	-		
Depreciation Expense (for full accrual only)	6900	-	-	-		
Total, Capital Outlay		-	-	-	-	-
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-		
All Other Transfers	7281-7299	-	-	-		
Transfers of Indirect Costs	7300-7399	-	30,667	30,667	30,667	30,667
Debt Service:						
Interest	7438	-	-	-		
Principal	7439	-	-	-		
Total, Other Outgo		-	30,667	30,667	30,667	30,667
8. TOTAL EXPENDITURES		4,252,116	540,293	4,792,409	4,906,510	4,942,540
C. EXCESS OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(723,180)	-	(723,180)	(837,015)	(872,760)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-		
2. Less: Other Uses	7830-7899	-	-	-		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	723,180	-	723,180	837,015	872,760
4. TOTAL OTHER FINANCING SOURCES / USES		723,180	-	723,180	837,015	872,760
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		-	-	-	0	(0)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	-	-	-	-	-
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-
c. Adjusted Beginning Balance		-	-	-	-	-
2. Ending Fund Balance, June 30		-	-	-	0	(0)
Components of Ending Fund Balance (Mod. Accrual Basis):						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-		
Stores (equals object 9320)	9712	-	-	-		
Prepaid Expenditures (equals object 9330)	9713	-	-	-		
All Others	9719	-	-	-		
b. Restricted	9740	-	-	-		
c. Committed						
1. Stabilization Arrangements	9750	-	-	-		
2. Other Commitments	9760	-	-	-		
d. Assigned	9780	-	-	-		
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	-	-	-		
2. Unassigned/Unappropriated Amount	9790M	-	-	-	-	-
f. Components of Ending Net Position (Accrual Basis)						
1. Net Investment in Capital Assets	9796	-	-	-		
2. Restricted Net Position	9797	-	-	-		
3. Unrestricted Net Position	9790A	-	-	-	-	-

Charter School Name: Opportunity Youth Academy
 CDS #: 43-10439-0135087
 Charter Approving Entity: Santa Clara County Office of Education
 Charter #: 1840
 Fiscal Year: 2020/21

Description	Object Code	Est. Actuals 2019/20	FY 2020/21		Total 2020-21
			Unrestricted	Restricted	
A. REVENUES					
1. LCFF/Revenue Limit Sources					
State Aid - Current Year	8011	1,378,589	1,147,053		1,147,053
EPA	8012	40,000	40,000		40,000
State Aid - Prior Years	8019		-		-
Charter Schools In Lieu Property Taxes	8096	834,488	1,096,309		1,096,309
Other Revenue Limit Transfers	8091, 8097	1,297,084	1,195,575		1,195,575
Total, Revenue Limit Sources		3,550,161	3,478,937	-	3,478,937
2. Federal Revenues					
No Child Left Behind/Every Student Succeeds Act	8290	952,566		342,001	342,001
Special Education - Federal	8181, 8182	49,253		49,253	49,253
Child Nutrition - Federal	8220				-
Donated Food Commodities	8221				-
Other Federal Revenues	8110,8260-8299				-
Total, Federal Revenues		1,001,819	-	391,254	391,254
3. Other State Revenues					
Special Education - State	StateRevSE	226,202	49,999	149,039	199,038
All Other State Revenues	StateRevAO				-
Total, Other State Revenues		226,202	49,999	149,039	199,038
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO				-
Total, Local Revenues		-	-	-	-
5. TOTAL REVENUES					
		4,778,182	3,528,936	540,293	4,069,229
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers	1100	1,469,384	1,490,621		1,490,621
Certificated Pupil Support	1200	148,098	155,034		155,034
Certificated Supervisors & Administrators	1300	290,388	312,796		312,796
Other Certificated Salaries	1900	38,812	114,198		114,198
Total, Certificated Salaries		1,946,681	2,072,649	-	2,072,649
2. Non-certificated Salaries					
Non-certificated Instructional Aides	2100	176,062	250,329		250,329
Non-certificated Support	2200	330			-
Non-certificated Supervisors & Administrators	2300	-			-
Clerical and Office Salaries	2400	154,321	164,471		164,471
Other Non-certificated Salaries	2900	240,245	241,679	60,076	301,755
Total, Non-certificated Salaries		570,958	656,479	60,076	716,555

CHARTER SCHOOL BUDGET REPORT

Charter School Name: Opportunity Youth Academy
 CDS #: 43-10439-0135087
 Charter Approving Entity: Santa Clara County Office of Education
 Charter #: 1840
 Fiscal Year: 2020/21

Description	Object Code	Est. Actuals 2019/20	FY 2020/21		Total 2020-21
			Unrestricted	Restricted	
3. Employee Benefits					
STRS	3101-3102	309,320	310,043		310,043
PERS	3201-3202	134,310	158,662	13,697	172,359
OASDI / Medicare / Alternative Health and Welfare Benefits	3301-3302	78,480	88,856	4,597	93,453
Unemployment Insurance	3401-3402	317,713	368,216	15,641	383,857
Workers' Compensation Insurance	3501-3502	1,234	1,369	31	1,400
OPEB, Allocated	3601-3602	29,509	28,244	618	28,862
OPEB, Active Employees	3701-3702	7,146	11,931	1,056	12,987
Other Employee Benefits	3751-3752	11,032	13,993		13,993
3901-3902					-
Total, Employee Benefits		888,743	981,314	35,640	1,016,954
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	1,094		7,866	7,866
Books and Other Reference Materials	4200				-
Materials and Supplies	4300	53,080	30,209	63,379	93,588
Noncapitalized Equipment	4400	100,298	7,550	2,987	10,537
Food	4700	2,987	4,167		4,167
Total, Books and Supplies		157,458	41,926	74,232	116,158
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				-
Travel and Conferences	5200	295,904	26,711	52,727	79,438
Dues and Memberships	5300	4,730	4,751		4,751
Insurance	5400				-
Operations and Housekeeping Services	5500	23,309	23,388		23,388
Rentals, Leases, Repairs, and Noncap. Improvements	5600	105,110	107,083		107,083
Transfers of Direct Costs	5700-5799	111,696	42,831	45,000	87,831
Professional/Consulting Services & Operating Expend.	5800	729,921	281,992	241,951	523,943
Communications	5900	18,312	12,992		12,992
Total, Services and Other Operating Expenditures		1,288,982	499,748	339,678	839,426
6. Capital Outlay					
Sites and Improvements of Sites	6100-6170	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-
Books and Media for New/Major Expansion Libraries	6300	-	-	-	-
Equipment	6400	-	-	-	-
Equipment Replacement	6500	-	-	-	-
<i>Depreciation Expense (for full accrual only)</i>	6900	-	-	-	-
Total, Capital Outlay		-	-	-	-
7. Other Outgo					
Tuition to Other Schools	7110-7143				-
Transfers of Pass-through Revenues to Other LEAs	7211-7213				-
Transfers of Apportionments to Other LEAs - Spec.Ed.	7221-7223SE				-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				-
All Other Transfers	7281-7299				-
Transfers of Indirect Costs	7300-7399	88,918		30,667	30,667
Debt Service:					
Interest	7438				-
Principal	7439				-
Total, Other Outgo		88,918	-	30,667	30,667
8. TOTAL EXPENDITURES		4,941,739	4,252,116	540,293	4,792,409
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES		(163,558)	(723,180)	-	(723,180)

CHARTER SCHOOL BUDGET REPORT

Charter School Name: Opportunity Youth Academy

CDS #: 43-10439-0135087

Charter Approving Entity: Santa Clara County Office of Education

Charter #: 1840

Fiscal Year: 2020/21

Description	Object Code	Est. Actuals 2019/20	FY 2020/21		Total 2020-21
			Unrestricted	Restricted	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				-
2. Less: Other Uses	7630-7699				-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)					
	8980-8999	163,558	723,180		723,180
4. TOTAL OTHER FINANCING SOURCES / USES		163,558	723,180	-	723,180
E. NET INCREASE (DECREASE) IN FUND BALANCE		0	-	-	-
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791				
b. Adjustments to Beginning Balance	9793, 9795				-
c. Adjusted Beginning Balance		-	-	-	-
2. Ending Fund Balance, June 30		0	-	-	-
Components of Ending Fund Balance (Modified Accrual Basis):					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711				
Stores (equals object 9320)	9712				
Prepaid Expenditures (equals object 9330)	9713				
All Others	9719				
b. Restricted	9740				
c. Committed - Stabilization Arrangements					
1. Stabilization Arrangements	9750				
2. Other Commitments	9760				
d. Assigned	9780				
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties	9789				
2. Unassigned/Unappropriated Amount	9790M		-	-	-
f. Components of Ending Net Position (Accrual Basis)					
1. Net Investment in Capital Assets	9796				-
2. Restricted Net Position	9797				-
3. Unrestricted Net Position	9790A		-	-	-

APPENDIX M: Cash-Flow Analysis

Opportunity Youth Academy Budget Report - Cash Flow Worksheet
2020/21

		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. BEGINNING CASH	9110		(288,548)	(169,589)	(199,180)	(358,873)	(430,857)	(778,479)	(759,430)	(903,396)	(915,733)	(439,627)	(475,150)		
B. RECEIPTS															
Revenue Limit Sources															
Property Taxes	8096	9,285	(380,843)	89,724	87,861	35,144	35,144	40,274	114,065	57,213	174,758	135,185	698,319		1,096,309
Principal Apportionment - State Aid	8011-8019	43,462	21,546	78,231	78,231	78,231	78,231	78,231	139,537	139,537	139,537	139,537	172,742		1,187,053
Miscellaneous Funds	8080-92,8097												1,195,575		1,195,575
Federal Revenue	8100-8299		(28,001)										419,255		391,254
Other State Revenue	8300-8599						3,343	10,484			1,351		183,850		199,038
Other Local Revenue	8600-8799		50,000		(25,000)								(25,000)		0
All Other Financing Sources	8930-8979														0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		52,727	(337,098)	107,955	141,092	113,375	116,718	128,999	253,002	196,750	315,046	274,722	2,644,741	0	4,069,229
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	138,830	158,884	159,139	157,280	159,583	157,891	158,947	180,507	182,259	157,832	156,592	327,585		2,072,846
Classified Salaries	2000-2999	35,190	59,959	55,046	46,502	48,537	48,487	48,339	58,070	45,933	40,002	34,931	194,659		716,555
Employee Benefits	3000-3999	60,145	75,636	75,170	69,722	73,518	73,307	74,572	84,195	76,786	70,355	71,254	212,295		1,016,054
Books and Supplies	4000-4999	(51)	1,054	1,848	27,607	(18,143)	51,002	(45,994)	4,254	2,521	29,411	68,408	(5,759)		116,158
Services and Operating Expenditures	5000-5999	12,011	73,147	47,498	30,720	(45,875)	133,103	45,703	105,887	(16,250)	84,649	53,128	315,905		839,426
Capital Outlay	6000-6999														0
Other Outlay	7000-7499			886	4,116	3,183	138,447	(134,473)		238	3,302		(15,497)		0
All Other Financing Uses	7630-7699														0
Other Disbursements/ Non Expenditures															0
TOTAL DISBURSEMENTS		245,925	368,481	339,987	335,929	221,083	602,238	145,094	432,712	271,484	385,351	384,313	1,029,168	0	4,761,742
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	9,265	831,127	142,441	35,144	35,724	137,898	35,144	35,144	62,398	545,810	74,067	(1,944,162)		0
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650	104,815	8,609										(111,224)		0
TOTAL PRIOR YEAR TRANSACTIONS, Other		(95,350)	824,518	142,441	35,144	35,724	137,898	35,144	35,144	62,397	545,811	74,068	(1,832,938)	0	0
E. NET INCREASE/DECREASE - (B - C + D)		(288,548)	118,959	(29,591)	(159,693)	(71,984)	(347,822)	19,049	(143,966)	(12,337)	478,106	(35,523)	(217,365)	0	(692,513)
F. ENDING CASH (A + E)		(288,548)	(169,589)	(199,180)	(358,873)	(430,857)	(778,479)	(759,430)	(903,396)	(915,733)	(439,627)	(475,150)	(692,515)		
G. ENDING CASH, PLUS ACCRUALS															(692,513)

APPENDIX N: Signature Page

Petition Signatures

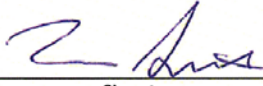
PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

We the undersigned believe that the submitted charter merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Opportunity Youth Academy. The Opportunity Youth Academy agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. The petitioners listed below certify that they are credentialed administrators and teachers who are meaningfully interested in teaching at the school.

By the Lead Petitioner:

<u>Steve Olmos</u> Name (please print)	 Signature	<u>6/15/16</u> Date
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The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Board of Education of the Opportunity Youth Academy.

<u>Louis Smith</u> Name (please print)	 Signature	<u>5/18/2016</u> Date
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<u>Cidalia M. Aguedo</u> Name (please print)	 Signature	<u>5/18/16</u> Date
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<u>Suzanne Loye</u> Name (please print)	 Signature	<u>5/18/16</u> Date
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<u>Annia Kretznic</u> Name (please print)	 Signature	<u>5/18/16</u> Date
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<u>Bobby W Welch</u> Name (please print)	 Signature	<u>05/18/2016</u> Date
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APPENDIX Q: School Calendar

- Professional Development Day
- First/Last Day of School
- Non School Days
- COE Observed Holidays
- Minimum Friday Schedule
- Benchmark, CAASP, ELPAC

Academic Calendar 2020-2021

JULY 2020						JANUARY 2021					
M	T	W	TH	F		M	T	W	TH	F	
		1	2	3	Summer Break July 1st - July 17th					1	MLK Day January 18, 2021
6	7	8	9	10	Mandatory PD July 16-17	4	5	6	7	8	
13	14	15	16	17	First Day of School July 20	11	12	13	14	15	
20	21	22	23	24		18	19	20	21	22	
27	28	29	30	31	WORK: 12 DAYS INSTRUC: 10 DAYS	25	26	27	28	29	WORK: 19 DAYS INSTRUC: 19 DAYS
AUGUST 2020						FEBRUARY 2021					
M	T	W	TH	F		M	T	W	TH	F	
3	4	5	6	7		1	2	3	4	5	Presidents Week Feb 12-19
10	11	12	13	14		8	9	10	11	12	Math & Reading Assessments
17	18	19	20	21	Math & Reading Assessments	15	16	17	18	19	
24	25	26	27	28		22	23	24	25	26	
31					WORK: 21 DAYS INSTRUC: 21 DAYS						WORK: 14 DAYS INSTRUC: 14 DAYS
SEPTEMBER 2020						MARCH 2021					
M	T	W	TH	F		M	T	W	TH	F	
	1	2	3	4	Labor Day Sept 7, 2020	1	2	3	4	5	
7	8	9	10	11		8	9	10	11	12	
14	15	16	17	18		15	16	17	18	19	
21	22	23	24	25		22	23	24	25	26	
28	29	30			WORK: 21 DAYS INSTRUC: 21 DAYS	29	30	31			WORK: 23 DAYS INSTRUC: 23 DAYS
OCTOBER 2020						APRIL 2021					
M	T	W	TH	F		M	T	W	TH	F	
			1	2					1	2	Spring Break April 5 - 9
5	6	7	8	9		5	6	7	8	9	
12	13	14	15	16		12	13	14	15	16	
19	20	21	22	23		19	20	21	22	23	
26	27	28	29	30	WORK: 22 DAYS INSTRUC: 22 DAYS	26	27	28	29	30	WORK: 17 DAYS INSTRUC: 17 DAYS
NOVEMBER 2020						MAY 2021					
M	T	W	TH	F		M	T	W	TH	F	
					Math & Reading Assessments	3	4	5	6	7	Memorial Day May 31, 2021
2	3	4	5	6	Veteran's Day Nov. 11, 2020	10	11	12	13	14	
9	10	11	12	13	Thanksgiving Break Nov 23 - 27	17	18	19	20	21	CAASPP Math/Reading/Science
16	17	18	19	20		24	25	26	27	28	
23	24	25	26	27		31					WORK: 20 DAYS INSTRUC: 20 DAYS
30					WORK: 15 DAYS INSTRUC: 15 DAYS						
DECEMBER 2020						JUNE 2021					
M	T	W	TH	F		M	T	W	TH	F	
	1	2	3	4	Holiday Break Dec 21 - Jan 1, 2021		1	2	3	4	Spring Graduation June 18, 2021
7	8	9	10	11	Fall Graduation December 11, 2020	7	8	9	10	11	Professional Development June 18, 2021
14	15	16	17	18	Professional Development Dec 11, 2020	14	15	16	17	18	Math & Reading Assessment (except 11th)
21	22	23	24	25		21	22	23	24	25	Mandatory PD June 30, 2021
28	29	30	31		WORK: 14 DAYS INSTRUC: 13 DAYS	28	29	30			Last Day of School June 29, 2021
											WORK: 22 DAYS INSTRUC: 20 DAYS

TOTAL = 220 WORK DAYS
TOTAL = 215 INSTRUC DAYS

APPENDIX R: OYA Daily Schedule

OPPORTUNITY YOUTH ACADEMY DAILY SCHEDULE

OYA teachers are contracted to work a 7 hours day. They also have the capacity to extend their instructional hours into the evening as student needs are identified. Every site has at least three staff members permanently assigned to it (two teachers and a para -with the exception of WUYC which has three teachers) and are supported by an additional five itinerant staff members; principal, counselor, SOC, liaison recruiter and two navigators. By contract at least two staff members are present at all times when students are present.

8:00 AM	Daily attendance students, small group instruction, drop-in, IS appointments and phone consultation and tutoring			
8:30 AM				
9:00 AM				
9:30 AM				
10:00 AM				
10:30 AM				
11:00 AM				
11:30 AM				
12:00 PM				
12:30 PM				
1:00 PM	Daily attendance students, small group instruction, drop-in, IS appointments and phone consultation and tutoring			
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM	Daily attendance students, small group instruction, drop-in, IS appointments and phone consultation and tutoring			
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

APPENDIX S: OYA Governance Organizational Chart

