

Optimist Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Cheryl Lynn DeYoung, Principal

 Principal, Optimist Charter

About Our School

We are excited to have been in operation for 4.5 years and both myself (superintendent), our principal, and vice principal celebrated working at Optimist Youth Homes and Family Services for 27 years! Optimist Charter School has been WASC accredited retroactive until the day we opened, and this past year our WASC accreditation was renewed for another six years, the most allowed by WASC. We continue to work primarily with residential youth placed by the Department of Probation and a few by the Department of Social Services. Although our average length of stay continues to be only 4-5 months, we continue to make many academic, social, and behavioral gains with our students. Last year we graduated 22 youth with their diplomas! Our attendance rate is very high, over 90%, and our students passing rate is above 82% for all classes take. At the end of each of our semesters, our passing rate was just over 88%. We also continued to provide middle school classroom services this year. Given the challenges that our students have faced in their lives, this is quite a feat.

We opened our newly refurbished Library in 7/16 and received a grant for new furniture, 6 computers creating a multimedia lab, and over \$40,000 for new library books. We also raised funds for a half time person to staff the library which always is well used and looks amazing. We received grant monies to paint the trim work and outside doors as well as replace three air conditioning units, a cost of over \$50,000.

We strive to hire the most qualified staff, and this year we had our most highly qualified teaching staff. We provided a great deal of training and met weekly to ensure that we functioned as a successful team. We hired a new amazing auto shop teacher who in addition to having certificates in all auto related repair has a BA degree! We also hired a new science teacher who has become our best science teacher in our 4 years of operation.

Working with youth who have had unsuccessful educational experiences in the past and have had to face many challenges in their lives is both exciting and challenging. Each day we have the opportunity of positively impacting our students and playing a part in changing their lives in a positive manner. We are looking forward to another positive and successful year!

Alan Eskot, Superintendent

Lynn DeYoung, Principal

Contact

Optimist Charter
6957 North Figueroa St.

Los Angeles, CA 90042-1245

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About This School

Contact Information (School Year 2017-18)

Optimist Charter School is a direct funded charter and it's own LEA.

Superintendent: Alan Eskot

6957 N. Figueroa St., Los Angeles, CA 90042

(323) 443-3114

aeskot@oyhfs.org

District Contact Information (School Year 2017-18)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoed.edu
Web Site	http://www.lacoed.edu

School Contact Information (School Year 2017-18)	
School Name	Optimist Charter
Street	6957 North Figueroa St.
City, State, Zip	Los Angeles, Ca, 90042-1245
Phone Number	323-443-3100
Principal	Cheryl Lynn DeYoung, Principal
E-mail Address	aeskot@oyhfs.org
Web Site	www.oyhfs.org
County-District-School (CDS) Code	19101990127522

Last updated: 11/16/2017

School Description and Mission Statement (School Year 2017-18)

Optimist Charter School (OCS) is an independent charter school authorized by LACOE. The 2016-2017 school year was our fourth in operation. Our mission is to provide a motivating educational opportunity and integrated support services for young men and women, especially those experiencing challenging life circumstances. Although our doors are open to all students who wish to attend, our target population includes young men and women in the foster care system placed by the Department of Probation, over 90% of our student enrollment, many of whom have been unsuccessful in traditional educational environments. Our goal is to provide quality academics for probation foster youth in a safe, structured setting that also provides therapeutic behavioral intervention and social skills training to promote educational success.

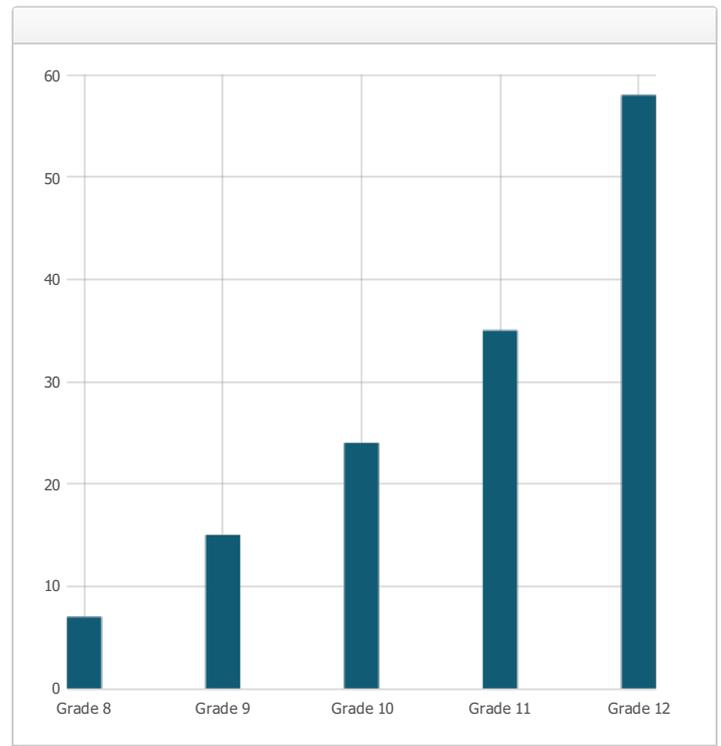
During this past year, OCS served an ADA (average daily attendance) of 80-120 students in grades 7-12. While open to all students, OCS was established to meet the needs of juvenile offenders in foster care who are residing at Optimist Youth Homes and Family Services (OYHFS). OYHFS, which opened in 1906, is residential facility for up to 109 youth who have been released from juvenile hall and are now on probation. In December 2014, OCS also started working with another residential facility, Aviva Center located in Hollywood, which works with girls who are placed there by both Departments of Probation and DCFS (Department of Children and Family Services). In August, 2016, we started working with another residential placement for probation males called Pacific Lodge. In March of 2017 we legally merged with Pacific Lodge and are now the largest agency serving youth placed by Probation in the state!

A student's placement at residential care averages five months, thus OCS has a very high turnover rate of over 300%, based on the length of residential placement by Departments of Probation or DCFS. Although our ADA for the year was 118.83 students, over the entire year, we served a total of 444 students who were at some time enrolled with us. Given our student population, our primary focus is far different than most schools. Our students have a history of poor and failing grades, suspensions and expulsions, significant truancy, below-average academic skills, and behavioral and emotional difficulties. Clinical concerns include difficulty with attention, anxiety, depression, trauma, and suicidal ideation, as well as difficulty managing anger, aggressive behavior, and gang involvement. We commonly enroll 16 and 17 year olds who have fewer than 30 high school credits – only 10% of students who enter in the chronological 11th and 12th grades have 90 or more credits (under CA law, a regular high school diploma requires 220 credits). More than half of our students have been enrolled in seven or more different schools prior to placement at OYHFS; approximately 15% of them score below third grade level in at least one subject. We provide quality academics in a safe, structured setting that also provides therapeutic behavioral intervention and social skills training to promote educational success. Our unique program teaches essential coping skills essential through a behavior management system while simultaneously providing a standards-based curriculum and vocational training. Through low student/teacher ratios (10:1 max), frequent assessments, six-week grading periods, a two tiered positive behavior system, 3 behavior specialists, 3 administrators, and personalized learning plans for each student, we are able to achieve a big impact in a short period of time.

Last updated: 11/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	7
Grade 9	15
Grade 10	24
Grade 11	35
Grade 12	58
Total Enrollment	139



Last updated: 11/16/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	28.8 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	62.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	8.6 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.1 %
English Learners	22.3 %
Students with Disabilities	30.9 %
Foster Youth	87.8 %

Last updated: 11/16/2017

A. Conditions of Learning

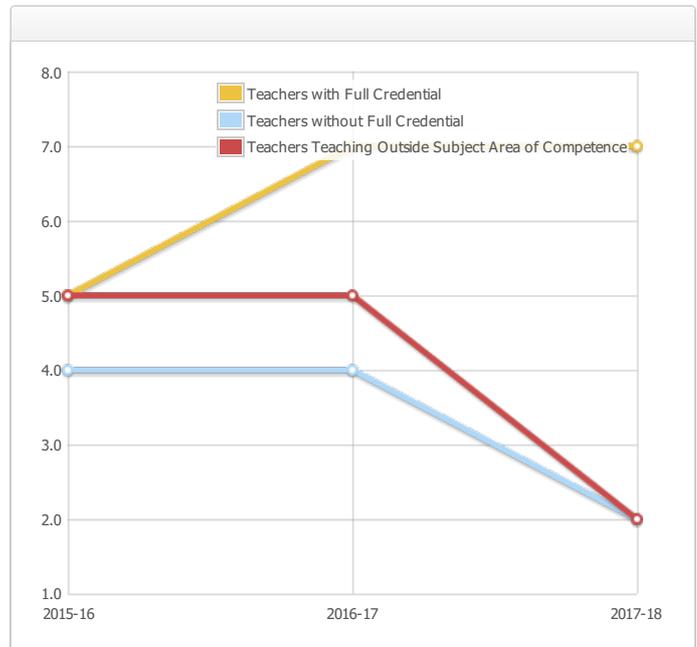
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

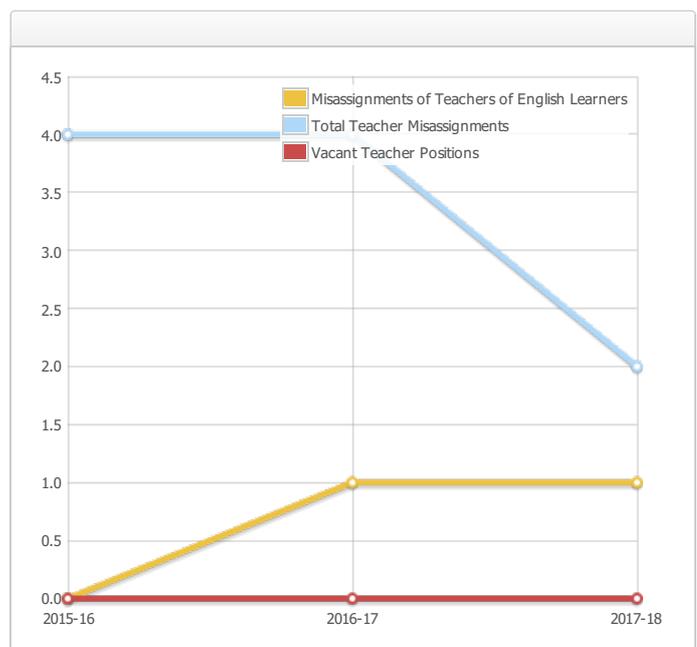
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	7	7	7
Without Full Credential	4	4	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	5	2	2



Last updated: 11/21/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	4	4	2
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 11/21/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In January 2016, we purchased \$12,000 from a grant on additional science equipment including some of the list below:

- robotics
- five lego Mindstorm kits
- science kits for various science labs including such topics as: genetics lab, DNA fingerprint, make your own cell, glowing germ, epidemic kit, genetically modified food, waves and sound, renewable energy, fresh water pollution testing kit
- models: flower, plant cell, mitosis,
- fuel cell car, solar powered car
- ten additional microscopes and equipment

Year and month in which the data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Common Core Literature 7th, 8th, 9th, 10th, 11th, 12th, Pearson Education, Inc. 2015 Writer's Choice: Grammar and Composition, Glencoe MacGraw Hill, 2005	Yes	0.0 %
Mathematics	Big Ideas Math: Red (7th grade), A Common Core Curriculum, Big Ideas Learning 2014 Big Ideas Math: Blue (8th grade), A Common Core Curriculum, Big Ideas Learning 2014 Larson Pre-Algebra, Holt-McDougal, Houghton Mifflin Harcourt 2012 Big Ideas Math: Algebra 1, A Common Core Curriculum, Big Ideas Learning 2015 Big Ideas Math: Geometry, A Common Core Curriculum, Big Ideas Learning 2015 Big Ideas Math: Algebra 2, A Common Core Curriculum, Big Ideas Learning 2015	Yes	0.0 %
Science	Glencoe Life Science (7th grade), Glencoe McGraw Hill, 2002 Focus on Physical Science (8th grade), McGraw Hill Glencoe, 2007 Biology, Holt McDougal, Houghton Mifflin Harcourt 2012 Earth Science: Geology, the Environment, and the Universe, Glencoe McGraw-Hill 2013 Conceptual Physics: A High School Physics Program, Pearson, Prentice Hall 2006	Yes	0.0 %
History-Social Science	World History: Medieval and Early Modern Times (7th grade) CA ed., McDougal Littell, Houghton Mifflin, 2006 Creating America: A History of the United States (8th grade) CA ed., McDougal Littell, Houghton Mifflin 2006 The Americans: Reconstruction to the 21st Century, Holt McDougal, Houghton Mifflin Harcourt 2012 United States Government: Principles in Practice, Holt McDougal, Houghton Mifflin Harcourt 2012 Economics: Today and Tomorrow, Glencoe McGraw-Hill 2005	Yes	0.0 %
Foreign Language	Realidades, Prentice Hall 2004	Yes	0.0 %
Health	Glencoe Health, Glencoe McGraw-Hill 2005	Yes	0.0 %
Visual and Performing Arts	Glencoe Health, Glencoe McGraw-Hill 2005	Yes	0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 11/16/2017

School Facility Conditions and Planned Improvements

The main school building was built in 1975 and was originally built for a school program operated by LACOE. Part of our school program is in our Youth Learning Center which was built 15 years ago. In the YLC we house our computer lab, which has 20 computers and one year old furniture. We also have our SDC classroom, art room, and library in this building as well as our reception area and secretarial support and some administrative offices. Our agency owns our facility which is in excellent condition. Our classrooms are from 600-900 square feet and we generally instruct up to 20 students in each room. Our current fire inspection stipulates a total classroom capacity of up to 300 students and all last year our average enrolment was around 130. We have a gymnasium, weight room, outside playing field with Astor turf, computer lab, auto shop, art room, and outside pool.

Last year we resurfaced our upstairs walkway, painted the outside trim and doorways, purchased more equipment and supplies for our auto shop with another \$20,000 grant, installed new air conditioning systems to our upstairs classrooms (\$40,000 from the Walton Grant), and completely refurbished our library with new furniture, 6 computers, and over \$40,000 worth of new novels and reference books (\$50,000 from the Walton Grant and \$12,500 from City National bank). We were also able to hire a part time librarian from our Walton Grant, and this librarian will now continue to work part time throughout the 2017-2018 school year.

Our agency employs 8 maintenance staff who are available during school hours to do any necessary repairs or maintenance. We keep all of our facility in excellent condition and make necessary repairs immediately to maintain a safe and attractive campus. OYHFS maintains 8 full time maintenance staff and also utilizes outside vendors when necessary who painted, resurfaced our upstairs deck/walkway, and replaced our 3 air-conditioning units. We also employ a cleaning company who keeps our facility clean on a daily basis.

All classrooms continue to have Chromebooks for students to individually use in each class and each classroom and all rooms have a Smartboard. We continue to purchase necessary textbooks and supplies. We keep all of our facility in excellent condition and make necessary repairs immediately to maintain a safe and attractive campus. OYHFS maintains 8 full time maintenance staff and also utilizes outside vendors when necessary. LACOE visits our facility annually and we receive a written report without any corrective actions and a stipulation that our facility is in exemplary condition.

Last updated: 11/21/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replaced part of our second floor HVAC during June 2017.
Interior: Interior Surfaces	Good	In October of 2016, we were required to add exit signs that included braille, and this was completed in November, 2016.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None.
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None.
Safety: Fire Safety, Hazardous Materials	Good	We were asked to put up a couple of additional fire extinguisher signs and this was completed the next month.
Structural: Structural Damage, Roofs	Good	None.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None.

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating

Exemplary

Last updated: 11/16/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Our school's mission is to work with youth who are placed by the Department of Probation in residential programs. Given this population, our average length of stay is only between 4-5 months and this has a significant impact on our ability to change students test scores on state administered tests. Additionally, students may have only been with us a few days before statewide tests are administered. Most of our students have been taken away from their family and placed in residential programs which has a significant impact on their emotional stability. These factors in turn have an effect on both effort and success on the SBA tests. Our CAASPP testing scores are much more aligned to those of students in other similar schools. Compared to schools with similar populations, such as juvenile hall schools and community day schools that work

with probation youth, OCS had similar percentages of students meeting ELA, math, and science standards.

OCS is a rather small school with a total population of 120. In order to protect student privacy, no data is included where 10 or fewer students had tested. This includes data for both 7th and 8th grades, as well as some cohort groups in 10th and 11th grades.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	12%	11%	40%	42%	48%	48%
Mathematics (grades 3-8 and 11)	0.0%	0%	27%	28%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/21/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	46	60.53 %	
Male	58	36	62.07 %	
Female	18		55.56 %	20.00 %
Black or African American	16		68.75 %	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	51	29	56.86 %	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	75	46	61.33 %	
English Learners	18	12	66.67 %	
Students with Disabilities	22	17	77.27 %	
Students Receiving Migrant Education Services				
Foster Youth	65	42	64.62 %	11.90 %

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/16/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	43	55.84 %	--
Male	60	35	58.33 %	--
Female	17	--	47.06 %	--
Black or African American	17	12	70.59 %	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	27	52.94 %	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	43	57.33 %	--
English Learners	18	12	66.67 %	--
Students with Disabilities	21	15	71.43 %	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	66	40	60.61 %	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/16/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	4.0%	10.0%	32.0%	37.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 11/21/2017

Career Technical Education Programs (School Year 2016-17)

Optimist Charter School offers CTE like programs that by definition are not specifically categorized as CTE programs; however, we include a range of career oriented curriculum. We offer a variety of technical career classes such as computers, auto shop, and a basic construction program where students learn skills associated with careers. These and other classes also teach skills important to independent living and emancipation skills. Additionally, we have our own workability program, and students have the opportunity to work in our cafeteria, maintenance, or recreation departments. Career oriented information is infused into our curriculum and students learn how to fill out job related forms, write a simple resume, and learn job interviewing skills. Additionally, consumer education is also reviewed. Our administrative team works with students to identify their career interests and goals and we offer vocational testing to assist our students with career and vocational options. Students in the 12th grade go on field trips to community colleges, trade schools, and universities. We assist students with their FAFSA application as well as assisting with applying to colleges and trade schools. For students who are enrolled in our program for 6 months or longer and who graduate high school from our charter school, a scholarship is offered for up to \$500 per semester for books and tuition throughout the student's higher education career.

Last updated: 11/16/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 11/16/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

OCS submitted a number of courses for UC acceptance during the 14-15 year and all of these were accepted. Included are:

English 9, 10, 11, and 12

Algebra 1, Geometry, and Algebra 2

World History, US History, US Government, and Economics

Biology and Physics

Art Fundamentals (Art 1)

During the 15-16 school year, we submitted Spanish 1, and it too was accepted.

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.1%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	53.9%	23.1%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/21/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Since the majority of our students are placed by the Department of Probation in residential facilities, the residential staff represent students as parent/agency representatives. They communicate information directly to the parent/guardian. Residents are placed into our facility from all over California, 30 percent from outside of LA County, thus parents/legal guardians can live as far away as 400 miles. The school staff interact with agency representatives on a daily basis. We distribute behavior/point sheets for each student to agency representatives daily so that they are aware of how their student (s) is doing on a daily basis. Progress reports/report cards are distributed every 6 weeks. There is an Awards and Graduation Ceremony every semester. The Superintendent attends an administrative meeting with agency representatives and reviews school information, policies and procedures, and updates weekly. Our site council has agency representatives and this year is meeting 10 times during the year. This has had a very positive impact on our school, having increasing our meetings from 3 to 10 annually as well as increasing the representation of students from 2 to 8 representatives. Agenda and minutes are distributed to all school staff and Site Council participants in a timely manner.

Our board meets 10 times during the years and parents/guardians/ agency representative, and the public are encouraged to attend these meetings. Agenda and minutes are distributed before and after each meeting. Communication between parents/legal guardians/agency representatives occurs via email on a frequent basis, by mail or the telephone, and in person when necessary. Legal guardians/parents are informed about all school activities. Our website is also available for school information, informative articles, upcoming events, our school calendar, etc. Parents are involved either in person or by telephone in almost all IEP's. We encourage parents, guardians, and agency representatives to participate in committees and all are encouraged to complete our annual surveys.

State Priority: Pupil Engagement

Last updated: 11/21/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

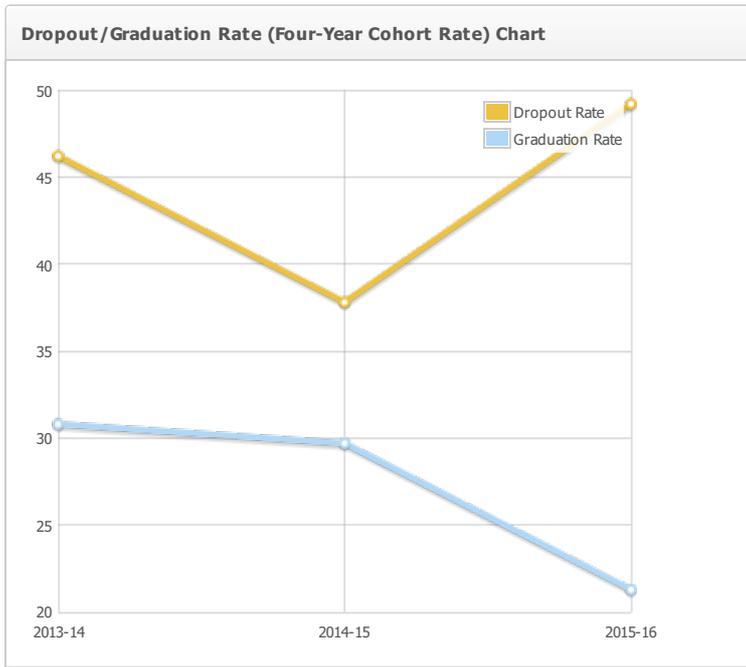
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Our high Dropout Rate is primarily due to the transient nature of the population we serve. Our students come to us from probation departments and DCFS departments from throughout the state. Our average length of stay is about 4 months, even though most court ordered placements are at least 6 months. Some of our students run away from their residential placement. Until we hear from some other agency (school, probation, DCFS), they are considered dropouts from school. These numbers negatively impact our Dropout Rate; however, we have very little ability to decrease these numbers.

Although our graduation appears statistically to be quite low (30.77% for the 13-14 school year according to state data and 29.73 for 14-15, 21.31 for 15-16), it is an inaccurate rate given our target and actual population. We have not, in fact, ever had any students begin high school with us in the 9th grade and remain for 4 years to graduate. We did have 19 graduates (including summer) during 16-17.

In addition, the majority of our students come to us significantly deficit credits and the majority who do graduate do so via AB 216. WE have a very high turnover rate, with students entering and exiting throughout the year. Students who enter mid-semester and/or mid-year are listed as 12th graders due to the total number of credits they may need to graduate (students needing 2 semesters or less of credits are listed as 12th grade). However, they may not be able to complete that by the end of the second semester of that calendar year. This disparity also affects our graduation rate. Students who leave prior to the end of the second semester who were scheduled to graduate also negatively affect our graduation rate. Yet we continue to graduate a majority of those eligible for graduation who complete their graduating semester. Last year 20 students were eligible to graduate and 16 did, a rate of 80%, slightly higher than last year's rate of 79% but not quite as good as the 86% from 14-15, but still very good with this population.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	46.2%	37.8%	49.2%	51.4%	56.0%	36.1%	11.5%	10.7%	9.7%
Graduation Rate	30.8%	29.7%	21.3%	21.3%	15.7%	34.7%	81.0%	82.3%	83.8%



Last updated: 11/21/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Completion of High School Graduation Requirements is calculated by the formula below:

The total number of students who met all graduation requirements
— divided by —

The total number of students enrolled in grade 12 at the time of the Fall Census Day [first Wednesday in October]

This calculation is used to determine the percentage of students meeting all graduation requirements. However, this calculation is misleading for OCS, because of the population we serve. Most of our students are probation and/or DCFS youth living in residential facilities. The average length of stay in these facilities for these students is 4 months. Therefore, we have a very high turnover rate, and the majority of the students enrolled on census day are no longer in our school by the end of the year. In addition the majority of our students graduate via AB 216.

Nevertheless, during the 16-17 year, we had 16 graduates (both traditional and AB 216) out of the 20 students who were eligible to graduate. Because of our student population and the high turnover rate, our school's definition for graduation rate is: the number of students who actually graduate on their projected graduation date divide by the student who are eligible to graduate and remain with us through their projected graduation date. Given this more practical definition, our local graduation rate is 80%. An additional 3 students graduated after completing necessary coursework during the summer.

Student Group	School	District	State
All Students	45.2%	64.4%	87.1%
Black or African American	72.7%	55.5%	79.2%
American Indian or Alaska Native	0.0%	91.7%	80.2%
Asian	0.0%	74.4%	94.4%
Filipino	0.0%	90.5%	93.8%
Hispanic or Latino	31.8%	64.4%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	44.4%	70.3%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	43.9%	67.5%	85.5%
English Learners	0.0%	38.9%	55.4%
Students with Disabilities	72.7%	36.2%	63.9%
Foster Youth	34.2%	39.9%	68.2%

State Priority: School Climate

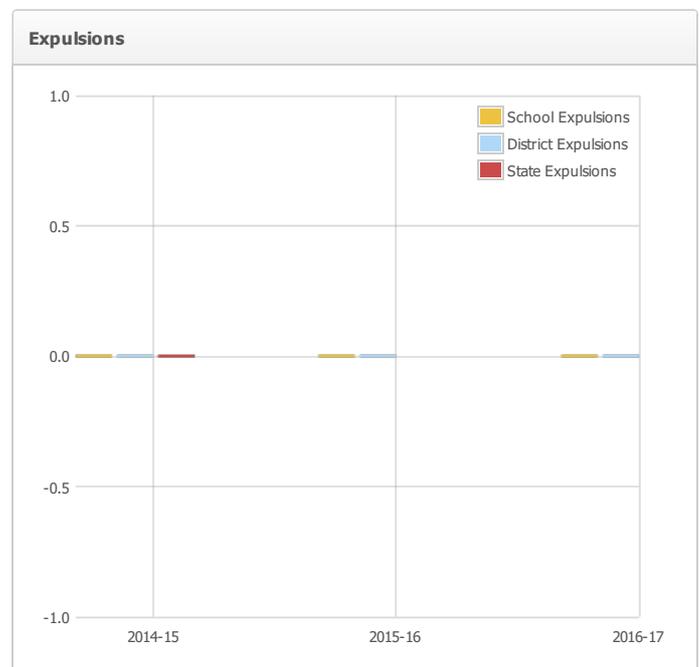
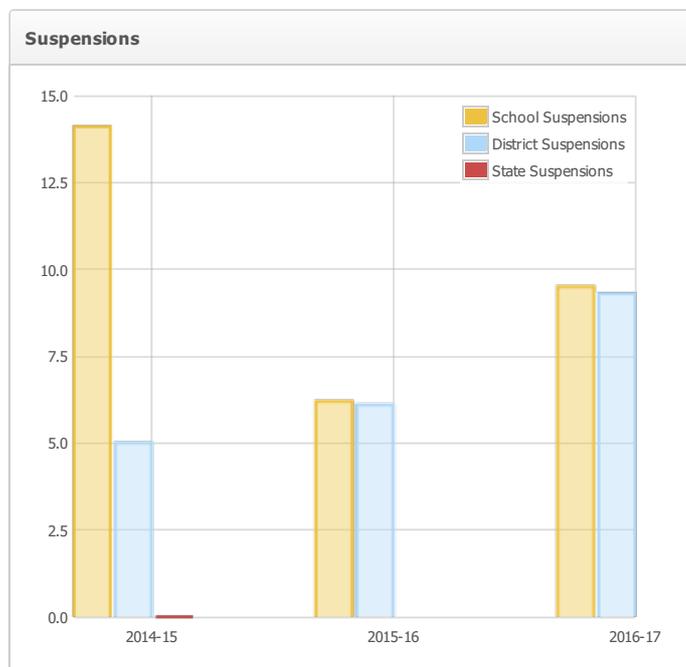
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Many of our students have long histories of suspension and expulsion from school. With our unique two-tiered token economy behavioral management system and low teacher to student ratio, we are able to have a significant impact on changing behavior over time. However, our students have behavioral and emotional problems, including difficulty with anger management, peer conflicts, poor interactions with adults, difficulty following rules, and attentional and self-control difficulties. Many of our students also have gang affiliations and are, of course, from rival gangs. As such, suspensions are at times necessary. We have significantly decreased our suspension rate from our first year of operation to this, our third year. As yet, we have had no expulsions.

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	14.1%	6.2%	9.5%	5.0%	6.1%	9.3%	--	--	--
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	--	--	--



Last updated: 11/21/2017

School Safety Plan (School Year 2017-18)

The school safety plan was most recently updated on 1/13/15. Optimist Charter School (OCS) is located on the site of the Optimist Youth Homes and Family Services Main Campus. As a Licensed Children's Institute (LCI), the residential facility as a whole must maintain facility safety and emergency plans for all its sites that adhere to the requirements under the California Code of Regulations Title 22, Division 6 for Licensed Children's Institutes. Thus the OCS Safety/Emergency Plan is both independent and thoroughly integrated with the very comprehensive Safety/Emergency Plan of the OYHFS Main Campus. The teaching and school administrative staff will take on the primary responsibilities for supervision and safety of all students including both residential and community during drills and emergency situations. The OCS staff will be assisted by other OYHFS staff when necessary.

Our school safety plan includes information regarding safety of the facility and school environment, criminal background checks and initial drug screening for personnel and immunizations for both students and staff (updated every three years) child abuse reporting and the Safe Place to Learn Act, and discipline policies include prohibitions and consequences, including suspension and expulsion policies. There is a comprehensive section covering complaint procedures. One section describes our facility wide Safety Program designed to insure safety throughout the campus, and another covers work related injuries. There are three sections covering emergency plans: a Fire Emergency Plan describing Fire Drill procedures and training, a Disaster Emergency Plan that covers drills and contingency plans for earthquakes and other disasters, and a Security Plan as well. The OYHFS Facility Plan also includes our Equipment Management Program and the agency vehicles, Environmental Services, Hazardous Waste, and Infection Control Programs. We have multiple Safety trainings for staff throughout the year and have more than the required fire and safety drills. We have a team of staff, currently 19, who are CERT (Community Emergency Response Team) certified who also participate in updated trainings and head our disaster team. The agency has enough food and water for 300 people for at least one week.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	54.8%

Last updated: 11/16/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	6	0	0	18.0	5	2	0	14.0	11	1	0
Mathematics	12.0	6	0	0	15.0	7	0	0	15.0	9	0	0
Science	14.0	5	0	0	17.0	6	0	0	12.0	9	1	0
Social Science	19.0	5	0	0	17.0	5	3	0	11.0	13	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 11/16/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Our administrative staff assumes the roles of academic counselor, behavioral intervention and career advisement. We also have one FTE Behavior Specialist providing behavioral intervention and counseling. Additionally, our agency provides to other behavior specialists to assist with delivery of these services. Another residential agency that has between 12 and 25 students enrolled also provided three to four staff for supervision and intervention. We contract with a school psychologist for Special Education Assessment. We contract with a part-time DIS counseling service provider listed under the category of social worker. Our residential program provides all health and nursing services for our students.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	59.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.1	N/A
Social Worker	0.3	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 11/16/2017

Types of Services Funded (Fiscal Year 2016-17)

Special Education, between 25-33% of our students receive SPED services. We offer inclusion RSP services as well as an SDC classroom. We also offer DIS counseling for those students who require it.

EL services offered: We provide Specially Designed Academic Instruction (SDAI) for EL students who are maintreamed. We also offer an English Learner Development class for those students who require more intensive EL instruction.

We have a 1 staff per 10 student ratio. Additionally, we have three behavior specialists. We operate a 2 tiered positive behavior system for all students which includes reinforcement for completion of work, up to \$3 per week, and money for behavior, up to 25 cents per day, which can be spent in our student store.

Last updated: 11/16/2017

Advanced Placement (AP) Courses (School Year 2016-17)

The majority of our students come to use deficit credits and with poor academic histories. In addition, at 60% have academic skills that are below grade level, some significantly below (2nd - 4th grade level in either or both reading or math). The majority of our 11th and 12th grade students are eligible (and generally choose) to graduate via AB 216. Therefore, since we are a small school, our main focus is to provide core requirements for graduation. Thus we do not offer AP courses as part of our general curriculum.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 11/16/2017

Professional Development

Starting a new school requires a great deal of training regarding our student body, working together as a team, learning all new data base systems, and developing strategies to work successfully. Developing a team approach and spirit continued to be of significant importance. Meeting weekly with all charter staff as a team was tantamount to our success. Trainings on how to implement our all-school behavioral system continued to be an important focus as well as how to interact with our difficult, challenging, and constantly changing population. Developing appropriate learning strategies and lesson plans, utilizing different teaching modalities, and addressing students' behaviors appropriately; all were significant to our being successful. This has proven to be very successful. Integrating staff from our sister residential female program continued to be a challenge and continues to be a positive and fruitful experience.

This was our fourth school year. We had 5 days of training for all staff in August, 8/15-19 provided by OCS administration in a collaborative model with all staff. During these five days, we focused on Common Core and literacy, developing a school wide Academic Focus (staff decided on Vocabulary Development as the focus), redesigning our behavior/level system, reviewing and receiving input from staff regarding the LCAP and our upcoming WASC accreditation, and classroom preparation. New staff were trained on the new Student Information System, Pathways SIS, for attendance record keeping, gradebooks, and to access student data such as testing, special education records, and EL data. In addition, teachers received professional development training in developing lesson plans and using manipulatives, as well as meeting state standards and goals and objectives. Most of our teaching staff had been previously Pro-ACT (Professional Assault Response Training) trained; however, those who were new teachers and/or teacher assistants received this two-and-a-half day training as well as those whose were required to renew their training. Additionally, all staff were trained in Universal Precautions and Diversity, LGBTQ sensitivity and ally training, slip trip and fall, safe driver training practices, Sexual Harassment, Child Abuse, and Confidentiality (done twice a year), how to write an appropriate SIR, etc. The two lead administrators, the Superintendent and Principal, attended The Annual Charter Schools Meeting at LACOE (Los Angeles County of Education) where issues of governance, reporting requirements, attendance and accounting, safe schools, and LCFF were presented and discussed. The Superintendent and Principal attended 2 days of training at the CCSA conference in San Diego in October where they attended workshops regarding current legal issues in regards to running a charter school and the LCFF funding model, reviewing the renewal process, school climate and social emotional skills, and student engagement. We were also introduced to a computer program for remediation of reading and math skills called MyPath by Edgenuity. We will begin using this program during the 17-18 school year.

Last updated: 11/21/2017