Opportunities For Learning
Public Charter Schools



Opportunities For Learning Duarte Charter School
Charter Renewal Petition

Submitted to:

Duarte Unified School District

Term: July 1, 2020 – June 30, 2028)
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Introduction

A. Program Overview and Achievements

OFL-Duarte, Inc. (also referred to herein this charter renewal petition as "OFL-Duarte" and "Charter School") provides a comprehensive middle and high school education to students wanting or needing an alternative school setting. Our blended learning program consisting of independent study, small group instruction, online learning, and career/technical education leads to students' attainment of a diploma, acceptance into college, or pursuit of a career. OFL-Duarte incorporates a strong social emotional learning component into its standard based curriculum and ensures high levels of one on one student teacher interaction.

OFL-Duarte has been authorized to operate by the Duarte Unified School District (also referred to herein this charter renewal petition as "District") since July of 2013 and was last reauthorized in 2015. OFL-Duarte is currently in its 7th year of operation and is accredited by the Western Association of Schools and Colleges ("WASC").

OFL-Duarte has an experienced and respected senior leadership team. A short biography of each of our current senior leadership team members is included in **Exhibit A: Leadership Team**.

During the current term of the OFL-Duarte Charter, the Charter School has experienced many successes:

1. Organization

- Received WASC Accreditation through June 30, 2025 – a 6 year term
- Successfully transitioned to a new student information system - Student Trac
- Served over 7,000 students in the current charter term between 2015-2020
- Received Accreditation from Cognia, a worldwide accreditation institute

2. Academic Programs

- Added English Learner ("EL") Specialists, Coaches and Teachers to our Instructional Team for additional EL Support
- Implemented Star Renaissance Assessment to track student learning progression
- Hired additional Intervention Specialists to reduce achievement gap in math
- Implemented Tableau – a dashboard system to track and evaluate student academic data
- Added international experiential learning trips – Cuba, Italy, and China
- Created a year-round sports program for students including basketball, volleyball, soccer, softball, and flag football
- Hosted a "Shark Tank" entrepreneurial program, where students develop and present a product for a business plan
- Offered a science fair and expanded A-G science curriculum throughout the year to encourage student engagement in this field
- Participated in a yearly Engineer Design Challenge
- Offered a CTE Program in construction, solar panel installation, and nursing
- Incorporated the Lions Path Portfolio as a graduation requirement, which supports seniors in resume writing, post-secondary planning, and career readiness skills

3. Curriculum and State Standards

- Transitioned independent study curriculum from CA State Standards to CA Common Core Standards
- Moved to 100% digital assessments for all curriculum
- Implemented CAST assessment structure in digital curriculum for science
- Aligned courses to SDAIE requirements for EL Students
- Added remediation courses in ELA and Math for student intervention plans
- Continuously track testing data to identify learning gaps in student learning
- Implemented Achieve 3000, a differentiated learning literacy platform
- Implemented Accelerated Math, a module-based intervention math program
- Added Edmentum as an online based curriculum
- Offered participation in CREW, a college readiness program, to encourage students' post-secondary goals and planning
- Provided students with AP and dual enrollment opportunities, in addition to school counselor support to drive and facilitate this process
- Hold SAT School Day and offer the PSAT

4. Professional Development

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

5. Student/Parent/Community Engagement

- Offered various opportunities for students to visit college campuses throughout the school year
- Required all incoming students to take a study skills course in order to acclimate students to their new school
- Held a Senior Awards Breakfast for all graduating seniors who were recognized for their accomplishments throughout the school year
- Implemented "Link Crew", a mentor program for newly enrolled students to develop skills and best practices to transition to their new school setting
- Partnered with Pathways in Education ("PIE") to offer a variety of experiential learning trips to all students
- Invited families to yearly special recognition award dinner for bilingual students

- Established our Bilingual Scholars Program, which supports and gives a positive identity to our English Learners and their families through engagement opportunities such as diversity potlucks and “Story Time” discussions
- Offered Career Chats to bring awareness to a diverse range of career fields for students and families
- Conducted Cash for College, a financial aid workshop opportunity, for parents and students in multiple languages
- Facilitated student led parent conferences to update families on academic progress
- Conducted LCAP Survey Nights for families to gather parent feedback, set overall vision for student growth, and to establish school goals
- Offered Open House twice a year for the community and student families to visit the Charter School
- Hosted yearly Senior Signing Event for families of students accepted into post-secondary education
- Partnered with Foothill Unity Center, where students from the Community Service Group volunteered to help organize food donations
- Participated in the District’s Groundhog Shadow Day where students are offered the opportunity to job shadow professionals in the community related to their career fields of interest
- Worked closely with Foothill Family, a nonprofit mental health organization, to offer social emotional support to students and their families
- Collaborated with Action Team Support Group, an organization that assists students with overcoming drug addiction

Affirmations and Assurances

OFL-Duarte hereby certifies that the information submitted in this materially revised charter renewal petition submitted to the District is true to the best of the Charter School's knowledge and belief. OFL-Duarte follows any and all federal, state, and local laws and regulations that apply to the operation of a charter school including but not limited to the following:

1. OFL-Duarte 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(d)(1)]

2. OFL-Duarte shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. [Ref. Education Code Section 47605(c)(6)]

3. OFL-Duarte shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

4. OFL-Duarte shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

5. OFL-Duarte shall admit all students who wish to attend the Charter School. Except as required by Education Code Section 47605(e)(2), admission to OFL-Duarte shall not be determined according to the place of residence of the student, or of that student's parent or legal guardian, within the State. If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter school, shall be determined by a public random drawing. Preference shall be extended as required by Education Code Section 47605 Section (e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of OFL-Duarte in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Sections 47605(e)(1) and 47605(e)(2)(A)-(C)]

6. The Charter School shall not discriminate against a pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

7. If a pupil is expelled or leaves OFL-Duarte without graduating or completing the school year for any reason, OFL-Duarte 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. [Ref. Education Code Section 47605(e)(3)]

8. OFL-Duarte shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the

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

9. OFL-Duarte shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]

10. OFL-Duarte shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which students can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. [Ref. Education Code Section 47605(e)(4)(C)]

11. OFL-Duarte shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.

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

13. OFL-Duarte shall adhere to all applicable provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

14. OFL-Duarte shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

15. OFL-Duarte shall ensure that teachers in OFL-Duarte hold a Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law, as amended from time to time. [Ref. Education Code Section 47605(l)]

16. OFL-Duarte shall at all times maintain all necessary and appropriate insurance coverage.

17. OFL-Duarte shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) as it applies to independent study charter school.

18. OFL-Duarte shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

19. OFL-Duarte shall, on a regular basis, consult with its parents and teachers regarding OFL-Duarte's educational programs. [Ref. Education Code Section 47605(d)(2)]

20. OFL-Duarte shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1(a)(1)]

21. OFL-Duarte shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610(c)]

22. OFL-Duarte shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as re-authorized and amended by the Every Student Succeeds Act ("ESSA").

23. OFL-Duarte shall comply with Education Code Section 47604.1, as added by Senate Bill 126 (2019), and be subject to the Ralph M. Brown Act, the California Public Records Act, the Political Reform Act, and Government Code Section 1090 *et. seq.*, as they may be amended from time to time.

24. OFL-Duarte shall comply with the Family Educational Rights and Privacy Act.

25. OFL-Duarte shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

26. OFL-Duarte shall comply with federal, state, and District mandates regarding English Learner ("EL") education and re-designation of EL students and meet all requirements of federal and state laws regarding equal access to the curriculum for English Learners.

27. OFL-Duarte shall comply with Education Code Section 47605(e)(4)(D) by posting appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.

Charter Renewal Criteria: Evidence and Analysis

Governing Law: Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. Education Code 47607(a)(2).

Governing Law: Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):
(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school;
(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;
(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years;
(4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school…;
(5) Qualified for an alternative accountability system.
Education Code 47607(b).

Governing Law: Any school or school district that does not receive an API calculated pursuant to subparagraph (F) of paragraph (2) shall not receive an API growth target pursuant to subdivision (c). Schools and school districts that do not have an API calculated pursuant to subparagraph (F) of paragraph (2) shall use one of the following: A) The most recent API calculation; B) An average of the three most recent annual API calculations; C) Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups. Education Code 52052(e)(4).

A. Dashboard Alternative School Status

OFL-Duarte has met the minimum statutory requirements for renewal set forth in Education Code 47607(b) in the following manner:

- **(5) Has Qualified for an alternative accountability system**
  Dashboard Alternative School Status ("DASS")

In May 2017, the State Board of Education ("SBE") approved the recommended participation process for the DASS. The DASS replaces the previously administered Alternative Schools Accountability Model ("ASAM") and holds alternative schools and schools of choice accountable for alternative accountability indicators that will be incorporated in the Dashboard beginning in the Fall of 2018.

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

- Defined Alternative Schools
- Other Alternative Schools

Under the Other Alternative School method, alternative schools of choice and charter schools that serve high-risk students are eligible. These schools must have an **unduplicated count** of at least 70 percent of

the school's total enrollment comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

A) Expelled (Education Code Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (Education Code Section 48917)
B) Suspended *(Education Code Section 48925[d])* more than 10 days in a school year
C) Wards of the Court (Welfare and Institution Code ["WIC"] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
D) Pregnant and/or Parenting
E) Recovered Dropouts – SBE defines recovered dropouts based on Education Code Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System ("CALPADS"), or (2) left school and were not enrolled in a school for a period of 180 days
F) Habitually Truant (Education Code Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (Education Code Section 48263)
G) Retained more than once in kindergarten through grade eight
H) Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
I) Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
J) Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
K) Foster Youth (Education Code Section 42238.01[b])
L) Homeless Youth
M) Emotionally disturbed students (Title 34, Code of Federal Regulations Section 300.7[c][4])

In the Fall of 2017, OFL-Duarte established its eligibility to participate in the DASS program. OFL-Duarte clearly meets the 70% threshold required by the CA SBE to be eligible for DASS. Thus, OFL-Duarte should be granted a charter renewal term pursuant to Education Code Section 47607(b)(5).

PERCENT OF STUDENTS SERVED BY ELIGIBILTY FOR DASS	
A) Expelled	**0.0%**
B) Suspended	**10.60%**
C) Wards of the Court	**0.46%**
D) Pregnant and/or Parenting	**1.38%**
E) Recovered Dropouts	**2.30%**
F) Habitually Truant	**11.52%**
G) Retained more than once in kindergarten through grade eight	**6.45%**
H) Students who are credit deficient	**19.82%**
I) Students with a gap in enrollment	**0.0%**
J) Students with high level transiency	**17.51%**
K) Foster Youth	**1.38%**
L) Homeless Youth	**0.46%**
M) Emotionally disturbed students	**0.0%**
Total Percent	**71.89%**

A list of eligible DASS Schools can be found on the CDE's website:

https://www.cde.ca.gov/ta/ac/activeschools.asp

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

The California Charter Schools Association ("CCSA") Academic Accountability Report Card ("AARC") features data from the Accountability Framework, which was established in 2009 with the focus on setting a minimum criteria for charter school renewal. The Accountability Framework measures three elements of a school's performance: academic status, growth over time, and comparison to student populations. The AARC specifically highlights whether a school met the Minimum Criteria for Renewal by designating a charter as **Above, Below**, or **Not Applicable**. This criteria applies only to schools that have operated for at least four years, have 50 or more valid test scores, and are not subject to the ASAM or are designated as an alternative school. Prior to the 2017/18 School Year, OFL-Duarte was not considered an alternative school thus was measured by CCSA's accountability framework.

According to the SY 2015-16 CCSA AARC, OFL-Duarte met the minimum criteria for renewal. In addition, the Similar School Measure ("SSM") Performance Band, a three-year aggregate of results, states that the Charter School was Within/Fluctuating in pupil academic performance when compared to schools that serve a similar demographic population (see Table 12). This AARC shows that OFL-Duarte ranked in the 8th decile (out of 10) when compared to demographically comparable schools. Please also see **Exhibit D: Student Demographics and Academic Outcomes**.

Table 12: CCSA Minimum Criteria for Renewal

SSM Performance Band	Within/Fluctuating
ABOVE OR BELOW MINIMUM CRITERIA?	**Above**

C. 2018-19 Local Control Accountability Goals Attained

In order to ensure that students were on track towards graduation, one of the SY 2018/19 Local Control and Accountability Plan ("LCAP") goals was to increase student progression rates to 83.5% for all CBEDS students and the low-income student subgroup, while the student progression rate goals for English Learners ("ELs") was to increase to 82.5%.

Student Progression is an internal metric which is the combination of attendance and work completion. This metric helps OFL-Duarte determine whether students are completing enough course work to move at the same or an advanced pace – and in order to reach age-related grade level – as a traditional program. The LCAP metric goal of 83.5% was surpassed and student progression for all CBEDS students increased to 85.37%. The low-income student progression goal was also surpassed at 85.87% overall. The LCAP goal for ELs was surpassed at 89.39% (See Table 13).

Table 13: Student Progression Rates

	2018-19 Metric Goals	2018-19 Metric Actuals	Met or Did Not Meet
All CBEDS Students	83.5%	85.37%	Met Goal
All CBEDS English Learners	82.5%	89.39%	Met Goal
All CBEDS Low-Income Students	83.5%	85.87%	Met Goal

To support our foster youth, a goal was set to attain 80% of our foster youth to have an individualized Learning Plan ("ILP") that considered AB 216 qualifications. That goal was clearly met by attaining 100% of our foster youth on the ILP plan with AB 216 qualifications (See Table 14).

Table 14: ILP Rate with AB216 Qualifications

	2018-19 Metric Goals	2018-19 Metric Actuals	Met or Did Not Meet
All Foster Youth	80%	100%	Met Goal

In order to make certain that or EL students' reclassification rate maintained or improved in 2018/19, a goal of 20% was set for the reclassification rate of all eligible ELs. That goal was clearly met by reaching a 58.52% rate (See Table 15).

Table 15: EL Student Reclassification Rate

	2018-19 Metric Goals	2018-19 Metric Actuals	Met or Did Not Meet
All eligible English Learners	20%	58.52%	Met Goal

Due to the high mobility nature of our student population, drop-out rates is a metric we continuously look to improve. Our middle school drop-out rate for SY 2018/19 was at 0% while the high school drop-out rate was at 1.59%. The goal was to decrease drop-out rates by at least 0.5% while maintaining rates lower than 14.5% at the high school level and 10.5% at the middle school level (See Table 16).

Table 16: Drop-Out Rate

	2018-19 Metric Goals	2018-19 Metric Actuals	Met or Did Not Meet
All Middle School Students	Under 14.05%	0%	Met Goal
All High School Students	Under 10.5%	1.59%	Met Goal

In order to increase graduation rates, goals have been set to increase instruction and support on social-emotional development of the students. A goal of 38% of all CBEDS students was set for participation in extra-curricular activities or to complete a course designed to develop social-emotional skills. 45.35% of all CBEDS students met this goal.

Table 17: Extra Curricular Participation or Social-Emotional Course

	2018-19 Metric Goals	2018-19 Metric Actuals	Met or Did Not Meet
All CBEDS Students	38%	45.35%	Met Goal

A goal of 81.5% of eligible CBEDS seniors will earn a diploma or transfer to another school on track to graduate was set in 2018/19. 85.07% of CBEDS seniors met this goal. In addition to this goal, a Senior Signing Event was held on May 1, 2019, celebrating students accepted into post-secondary education.

Table 18: Earned diploma/transferred on track to earn diploma

	2018-19 Metric Goals	2018-19 Metric Actuals	Met or Did Not Meet
All CBEDS Seniors	81.5%	85.07%	Met Goal

OFL-Duarte uses Star Renaissance as an internal assessment for students in Math and English. In order to measure growth and set benchmarks, 3 assessments are given throughout school year. A goal of at least 51% of students who take at least 2 assessments in Math and ELA will receive a Student Growth Percentile ("SGP") of 40 or higher. For Math, 53.61% of students earned a 40 or higher SGP. For English, 60.30% of students earned a 40 or higher SGP

Table 19: Student Growth Percentile (SGP) of 40 or higher

	2018-19 Metric Goals	2018-19 Metric Actuals	Met or Did Not Meet
Math	51%	53.61%	Met Goal
English	52%	60.30%	Met Goal

D. Analysis of State Testing Data

OFL-Duarte continues to strive for gains in academic performance. OFL-Duarte sets yearly goals to increase the number of students who meet or exceed standards in state testing. Below you will find CAASPP results for the 2017/18 and 2018/19 school years comparing OFL-Duarte to similar schools.

2017/18 & 2018/19
CAASPP ELA and Math
Comparison to Like Schools

Table 1: Percent of students who meet or exceed standard
"All Students"

ELA	17/18	18/19	Math	17/18	18/19
STATE	50%	51%	STATE	39%	40%
DUSD	53%	55%	DUSD	37%	41%
OFL- Duarte	36%	53%	OFL- Duarte	9%	6%
Mt. Olive High	0%	7%	Mt. Olive High	0%	0%
Rose City High	2%	4%	Rose City High	0%	0%
Valley Alternative High	2%	4%	Valley Alternative High	0%	0%
Canyon Oaks High	28%	48%	Canyon Oaks High	0%	5%
CIS Academy	24%	20%	CIS Academy	7%	3%
Learning Works Charter	7%	5%	Learning Works Charter	2%	0%

Table 2: Percent of students who meet or exceed standard
"Economically Disadvantaged"

ELA	17/18	18/19	Math	17/18	18/19
STATE	38%	39%	STATE	26%	27%
DUSD	45%	45%	DUSD	29%	32%
OFL- Duarte	33%	54%	OFL- Duarte	10%	6%
Mt. Olive High	0%	8%	Mt. Olive High	0%	0%
Rose City High	3%	3%	Rose City High	0%	0%
Valley Alternative High	2%	3%	Valley Alternative High	0%	0%
Canyon Oaks High	31%	46%	Canyon Oaks High	0%	3%

CIS Academy	23%	15%	CIS Academy	0%	2%
Learning Works Charter	5%	4%	Learning Works Charter	2%	0%

Table 3: Percent of students who meet or exceed standard
"With Disabilities"

ELA	17/18	18/19	Math	17/18	18/19
STATE	15%	16%	STATE	12%	13%
DUSD	14%	17%	DUSD	11%	14%
OFL- Duarte	17%	8%	OFL- Duarte	0%	0%
Mt. Olive High	N/A	N/A	Mt. Olive High	N/A	N/A
Rose City High	N/A	N/A	Rose City High	N/A	N/A
Valley Alternative High	N/A	N/A	Valley Alternative High	N/A	N/A
Canyon Oaks High	N/A	N/A	Canyon Oaks High	N/A	N/A
CIS Academy	N/A	N/A	CIS Academy	N/A	N/A
Learning Works Charter	N/A	N/A	Learning Works Charter	N/A	N/A

Table 4: Percent of students who meet or exceed standard
"Ethnicity"

ELA

	Latino/Hispanic		Black/African American		White	
	17/18	18/19	17/18	18/19	17/18	18/19
STATE	39%	41%	32%	33%	65%	65%
DUSD	49%	48%	37%	38%	69%	77%
OFL-Duarte	22%	47%	N/A	N/A	38%	N/A
Mt. Olive High	0%	8%	N/A	N/A	N/A	N/A
Rose City High	0%	5%	N/A	N/A	N/A	N/A
Valley Alternative High	2%	3%	N/A	N/A	N/A	N/A
Canyon Oaks High	27%	47%	N/A	N/A	N/A	N/A
CIS Academy	21%	11%	N/A	33%	N/A	N/A
Learning Works Charter	5%	5%	N/A	N/A	N/A	N/A

Table 5: Percent of students who meet or exceed standard
"Ethnicity"

Math

	Latino/Hispanic		Black/African American		White	
	17/18	18/19	17/18	18/19	17/18	18/19
STATE	27%	28%	20%	21%	54%	54%
DUSD	31%	33%	18%	26%	57%	65%
OFL-Duarte	9%	7%	N/A	N/A	15%	N/A
Mt. Olive High	0%	0%	N/A	N/A	N/A	N/A
Rose City High	0%	0%	N/A	N/A	N/A	N/A
Valley Alternative High	0%	0%	N/A	N/A	N/A	N/A
Canyon Oaks High	0%	4%	N/A	N/A	5%	N/A
CIS Academy	3%	0%	N/A	8%	18%	N/A
Learning Works Charter	0%	0%	N/A	N/A	N/A	N/A

OFL-Duarte's CAASPP scores for "all students" in ELA grew significantly from 2017/18 to 2018/19. OFL-Duarte saw a growth of 21% in ELA for students who met or exceeded standard. In Math, scores dropped 3% from 2017/18 to 2018/19. While ELA scores were at or above comparable schools in neighboring school districts school districts of similar demographics, the math scores were in need of immediate attention for all student subgroups. OFL-Duarte has worked to address the need for math intervention. The Instructional team for OFL–Duarte has worked diligently with all staff to implement intervention plans.

OFL-Duarte has added Math credentialed support staff to help supplement instruction in order to improve student learning. Math Intervention Specialists have been hired throughout the school to assist students who are not meeting academic standards in Math. The role of the Math Intervention Specialist is to ensure that students are able to master grade level standards and curriculum by meeting with students on a one on one basis. In addition to meeting and working on math skills with students, the Math Intervention Specialist continuously monitors the progress of the students by tracking class attendance, growth, and barriers to student academic performance. The Math Intervention Specialists works collaboratively with all instructional stakeholders to set math goals with students and reviews these goals at weekly student meetings to ensure growth.

OFL-Duarte has also added Math Tutors to the instructional support staff. The Math Tutor's primary role is to assist students individually or in small group settings in an effort to improve overall math skills. Math Tutors work with Math Teachers and Math Intervention Specialists to work on specific skills. Math Tutors

set specific times to meet with students who are mandated to attend tutoring appointments. Students who are identified with math skill deficiencies are given mandatory tutoring appointments where skill sets are worked on.

OFL-Duarte has also added a Math Readiness Course to its curriculum. Math Readiness is a standards and concept based modular course designed to remediate students on various levels of math standards. These modules are designed to be assigned as needed where the Math Teacher is able to detect a deficiency with a student's particular skill set. Math Intervention Specialists and Math Tutors work with students through the modules and work diligently to increase the student's ability to comprehend and master concepts.

OFL-Duarte aims for mastery of ELA standards as measured through state testing. ELA intervention support is done through several avenues for students. Teachers aim to enroll students in Small Group Instruction ("SGI") courses rather than Independent Study courses for those students who have been identified as not meeting standards. SGI courses allow students a more focused instruction as compared to learning concepts independently. Several Core SGI offerings are available to students throughout the school year.

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

OFL-Duarte has added courses to the curriculum that help remediate the English Standards. English Readiness is a modular course developed on ELA power standards. The course is assigned to students who have been identified as having deficiencies in a particular skill set. Students work on standards with either a tutor or English credentialed staff member to reinforce certain concepts. Literacy Development is an additional course added to the curriculum to support student's reading comprehension and writing skills.

The Instructional Team diligently monitors the progress of students throughout the year who are placed on intervention plans. Progress monitoring is done weekly, bi-weekly and monthly through curriculum measurement. Course completion and passing unit assessments in courses ensures that students are meeting targets. In addition, OFL-Duarte monitors progress through Star Renaissance Reading and Math assessments. STAR renaissance sets the benchmark for students on initial assessment. STAR renaissance is given at least 3 times per year to gauge student learning.

Element 1: Description of Educational Program

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

***Governing Law**: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8) inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

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

A. Educational Philosophy

The Opportunities for Learning network of charter schools ("OFL") is a catalyst for quality educational options that demystify the path to success. Our educational philosophy is based on the belief that all students, regardless of past academic performance or personal obstacles, are capable of graduating from high school with skills necessary to succeed in post-secondary education or the job market. We create access to excellence by giving our students resources and empowering them to achieve their dreams and reach their full potential. We believe every student deserves a teacher who believes in them and an educational program that supports their individual academic and non-academic needs. OFL operates on the premise that students learn best when they feel safe in their learning environment and supported by teachers who have a genuine commitment to their individual academic and personal success. We recognize that our society will only thrive if every member of every generation is afforded the opportunity to earn a quality education prepared for the college or career of their choice. We believe an educated person in the 21st century is a self-motivated, competent, and lifelong learner who possesses the academic and life skills necessary to contribute meaningfully to society. We believe our innovative approach to providing systems and multiple levels of support propel our students towards greatness.

B. Mission and Vision

Mission: Our schools create an educational choice for all students. Our staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality.

Vision: Re-engage students who are out of school or at risk of dropping out and empower them to become lifelong learners who contribute to their community and are productive members of society.

C. Students Served

OFL-Duarte is open to all students that reside within Los Angeles County and any of its contiguous counties. OFL-Duarte serves students in grades 7-12 at its resource center. OFL-Duarte cannot enroll new students who are 20 years of age. However, OFL-Duarte will continue to serve students 20 years of age or older who have been continuously enrolled in the program since the age of 19 and are making satisfactory progress. OFL-Duarte's primary student demographic will be students who have dropped out, are at risk of dropping out, or have struggled in traditional and district schools for various reasons. These students may include, but are not limited to:

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

OFL-Duarte meets the needs of the students of the local community by:

- Identifying students who are disconnected or out of school
- Lowering the achievement gap for these at-promise and underserved students
- Increasing high school graduation rates by re-engaging the target population

OFL-Duarte works with the District to offer a practical, proven educational option to high-risk youth who are not successful in the traditional setting. We serve high-risk students through a flexible blended learning model with a strong social emotional curriculum and high levels of one-on-one student-teacher interaction. Our well-qualified teachers provide students with rigorous differentiated instruction, early academic intervention and 240 instructional days, thereby maximizing students' potential for academic and career success.

Current Student Demographics

Total Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20
	365	297	359	472	165

Please note this enrollment data was pulled from the California Department of Education (CDE) website. Due to OFL-Duarte's continuous enrollment policy, the total enrollment data may fluctuate.

There was a decline in enrollment from the 2018-2019 school year to the 2019-2020 school year due to OFL-Duarte closing two resource centers.

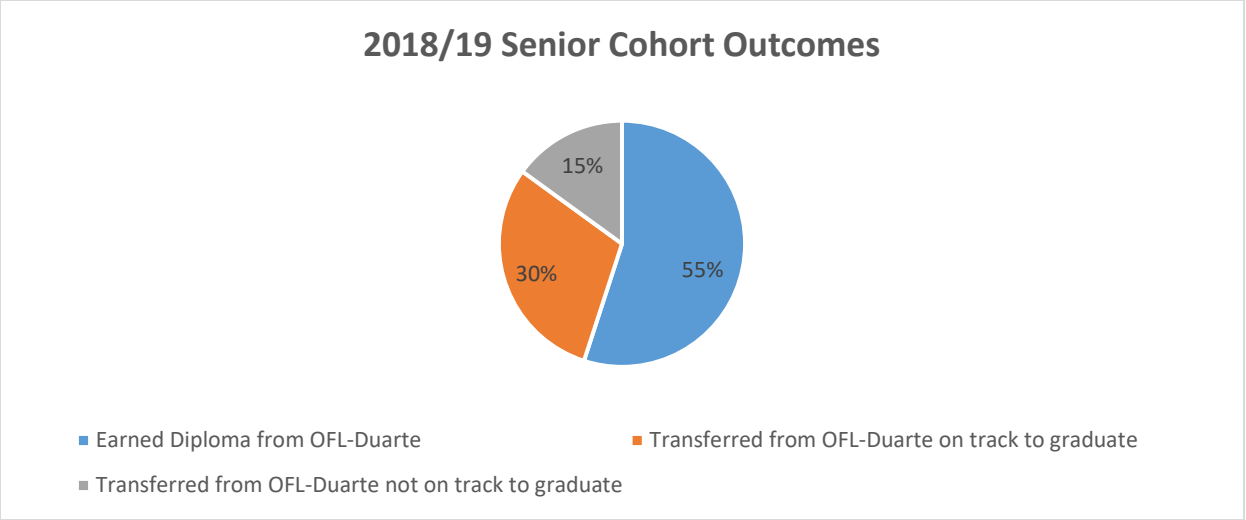
OFL-Duarte's projected Average Daily Attendance for students to be served at its resource center during the charter renewal term (July 1, 2020 through June 30, 2025) is outlined in **Exhibit Q – 5 Year ADA Projection**.

2018-19 Comparison of Total Students	OFL-Duarte	Duarte Unified School District	Los Angeles County (All Districts)
Total Enrollment	472	4,761	1,464,002
Hispanic/Latino	237	3,198	954,052
American Indian or Alaska Native	19	24	3,103
Asian	8	262	115,124
Pacific Islander	0	7	4,605
Filipino	2	167	32,399
African American	15	165	109,591
White	57	565	206,669
Two or More Races	17	168	28,340
Not Reported	117	205	10,119

2018-19 Comparison Total & % Students		OFL-Duarte	Duarte Unified School District	Los Angeles County (All Districts)
Special Education	#	70	588	182,708
	%	15%	12%	12%
Socioeconomically Disadvantaged	#	349	2,998	1,025,283
	%	74%	63%	70%
English Learners	#	24	814	272,914
	%	5%	17%	19%

2018-19 Enrollments by Grade OFL-Duarte

Grade Level	Student Count	Percentage of Total
7	1	.2%
8	6	1.3%
9	141	29.9%
10	130	27.5%
11	116	24.6%
12	78	16.5%
Total Enrollment	472	100%



As a school that serves students who are over-age and credit deficient, the four-year cohort graduation rate can be a difficult metric to measure success due to the highly mobile nature of our student population. Therefore, we have developed a one-year cohort graduation rate as reported in our LCAP. This has and will continue to guide the efforts of our school staff in working with students to quickly master material, complete coursework, and make progress toward graduation, whether that be from our program or from their school of origin. OFL-Duarte's one-year graduation rate for 2018-2019 was 85.07% which surpassed our 2018-2019 LCAP goal of 81.5% by more than 3%.

1. Community Need for Charter

OFL-Duarte's educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not met with solutions in a traditional high school environment. OFL-Duarte serves a population of students that have unique academic and non-academic needs. The Charter School meets the needs of the students in the local community by:

1) Identifying students who are disconnected, at-promise, or in need of additional supports
2) Addressing skill gaps with personalized, one-on-one academic support
3) Providing opportunities for recovery and re-engagement through the charter school's instructional program, credit enrichment opportunities, sports and experiential learning trips
4) Reinforcing academic and personal growth, ultimately leading to increased District graduation rates

OFL-Duarte's student population includes students that are single parents without child care, students who are struggling with social issues (such as bullying), individuals in the juvenile justice system, students with chronic absenteeism, foster care students, homeless students, students with behavioral problems, and students that have been expelled. The school's population also includes students that need a flexible school schedule, hope to graduate early and/or thrive in a small learning environment. OFL-Duarte's priority of building one-on-one relationships with every student is paramount in facilitating student success that leads to greater self-confidence.

2018-19 OFL-Duarte's Student Population	
Credit Deficient	**19.82%**
High Level of Transiency	**17.51%**
Suspended	**10.61%**
Homeless Youth	**0.46%**
Habitually Truant	**11.52%**
Expelled	**0.0%**
Pregnant and/or Parenting	**1.38%**
Wards of the Court	**0.46%**
Recovered Dropouts	**2.30%**
Foster Youth	**1.38%**
Retained more than once in Kindergarten	**6.45%**

OFL-Duarte is committed to ensuring a highly personalized learning environment where all students can succeed. OFL-Duarte's students are faced with less viable educational alternatives if the charter school does not serve them.

D. Performance Goals

OFL-Duarte's LCAP goals are updated annually to reflect the changing needs of the students. The LCAP goals are shared with the District for review. In SY 2018/19, OFL-Duarte engaged stakeholders in various ways which included but was not limited to surveys, back to school night, open house, parent-teacher conferences and community events. OFL-Duarte determined through stakeholder feedback the goals for the 2019/20 school year. These goals address all eight state priorities, and a detailed breakdown on how OFL-Duarte meets these goals as included in **Exhibit K**: **Local Control and Accountability Plan**.

Table B.6: LCAP Goal 1

Goal 1	**Related State and/or Local Priorities**
Credit completion towards graduation is accomplished through overall reduction in absenteeism for all students.	2, 4, 5, 8
Expected Annual Measurable Outcomes	
On average student digital attendance will be maintained at or above 90% overall	
At least 80% of our foster youth who have been enrolled for at least 30 days will meet with their Student Advisor once a semester to ensure they are receiving resources inside and outside the center.	
English Learners will be offered additional and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.	
The charter's drop-out rates will be maintained or below 2% for High School and Middle School	
The charter aims to maintain current EL reclassification percentages at or above 20%.	
For all students, student progression will be maintained or exceeded 83.5% overall	
The charter aims to maintain its suspension rates at or below 1.5%	
English Learners will be offered interventions such as Achieve 3000 to help aid the mastery of course materials.	

Table B.7: LCAP Goal 2

Goal 2	**Related State and/or Local Priorities**

Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.	3, 5, 6, 8
Expected Annual Measurable Outcomes	
At least 40% of students enrolled 30 days or longer will participate in extracurricular activities or complete a course designed to develop their social emotional skills.	
The charter aims to increase its graduation rate average of 59.45% to meet ESSA requirements of having a graduation rate at or above 67%	
The charter will hold at least one senior signing event.	
Utilizing the results of the Comprehensive School Climate Inventory administered in Spring 2019, we will work towards improving staff, parent, and student perceptions of safety and connectedness in our learning centers. We will increase our staff, parent, and student perceptions of safety and connectedness by at least 0.5% from the 2017 CSCI results.	
The charter will hold at least 5 family engagement nights	
The charter aims to have at least 80% of eligible seniors complete the Lions Path Portfolio (Senior Portfolio).	
The charter will host a college and career night.	

Table B.8: LCAP Goal 3

Goal 3	Related State and/or Local Priorities
Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.	2, 4,7, 8
Expected Annual Measurable Outcomes	
The average distance of student scores from “standard met” on the 2020 ELA and Math SBAC will be at the “Maintained” level of changed or increased.	
Access to individualized, rigorous curriculum will be increased by contracting out to develop, revise, adopt, adapt, and/or create curriculum.	
Teachers will be equipped to provide individualized, standards-aligned instruction through Professional Development opportunities	
Students will be offered additional specialized support and instruction to aid in their progression and completion of core courses.	
The charter will track and analyze Renaissance STAR scale scores and a baseline will be established.	
On average students will complete a minimum of 4 credits per core subject during the school year.	
Charter aims to increase overall Lexile growth for English learners through specialized instruction and intervention	
Students (and parent/guardian if applicable) will meet with their credentialed teacher once a semester to create a strategic and goal setting plan on common core state standards, assessment data, and performance standards.	
75% of students performing at the Urgent intervention level will complete a math intervention.	

E. Academic Calendar and Students Schedule

The average daily attendance (“ADA”) guidelines to which OFL-Duarte adheres are defined in Title 5 California Code of Regulations Section 11960, which states that attendance in charter schools occurs when

"charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools." Attendance is based on work product completion and onsite presence.

OFL-Duarte's school site is open from 8am-4pm Monday through Friday, and may stay open in the evening and on weekends, depending on student need. The school site is open year-round and will offer a minimum of 240 instructional days offering at a minimum, the number of minutes of instruction set forth in Education Code 46201. Students attend appointments with their academic recovery teacher at a minimum of twice a week to review course materials, receive academic support and intervention, complete written and verbal assessments, and collaborate in working towards academic goals. OFL-Duarte provides students with additional time at the school sites to gain academic support on content-specific instruction through tutoring, intervention specialists, and small group instruction. Students will be expected to complete four to six hours of academic work per day, and will submit assignments to their academic recovery teachers at each appointment. In addition, teachers hold students accountable for both attendance and assignment completion through student appointments, phone calls, written communication with parents, and where necessary, home visits.

1. Sample Student and Teacher Schedules

Provided below are two sample student schedules that illustrate how the program can be individualized to accommodate each student's needs. Students have the option to enroll in a variety of electives as well as other small group instruction courses which may not be listed in the sample schedules (e.g. science, social studies, visual arts, etc.).

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

Monday	8:00-10:00: one on one appointment with teacher	10:00-12:00 10th grade English SGI class	2 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Tuesday	8:00-9:00: student advisor meeting	9:00-10:00: 10th grade English SGI class 10:00-12:00: Algebra 2A	3 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Wednesday	8:00-10:00: individualized appointment with teacher	10:00-12:00: 10th grade English SGI class	2 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Thursday	9:00-10:00 math tutoring	10:00-12:00: Algebra 2A SGI class 12:00-1:00: Student Council Meeting	3 hours of independent academic work (e.g. Student Activity

			Workbooks, online course, projects)
Friday	8:00-10:00: extra appointment time with teacher if needed	4 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)	

Student Two is a 17-year-old 11th grade male who scored at grade level on the initial math and English Renaissance STAR benchmark assessments. Student Two is an English Learner that works to help support his family; however, conversations between the student and his parents, teacher, and employer have resulted in Student Two receiving additional language support to improve English proficiency. This support helps Student Two achieve his goal of high school graduation as well as engaging in effective communication in expressing his ideas and desires in real-world situations.

Monday	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Tuesday	10:00-12:00: individualized appointment with teacher 1:00-3:00: one-on-one appointment with EL specialist to increase English proficiency (e.g. ELD standards based lessons for all domains, vocabulary development, reading strategies, and supplemental writing support)	3:00-5:00: CTE Course 2 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Wednesday	4- 6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Thursday	10:00-12:00: individualized appointment with teacher 1:00-3:00: one-on-one appointment with EL specialist to increase English proficiency (e.g. ELD standards based lessons for all domains, vocabulary development, reading strategies, and supplemental writing support) Additional time with EL specialist will be scheduled as needed.	3:00-5:00: CTE Course
Friday	9:00-11:00 English/math tutoring Independent academic work (as needed to complete assignments)	

Below is an example of a work week for an OFL-Duarte teacher.

Sample Academic Recovery Teacher Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-12:00: Student appointments (120 minutes each)	8:00-12:00: Student appointments (120 minutes each)	8:00-12:00: Student appointments (120 minutes each)	8:00-12:00: Student appointments (120 minutes each)	8:00-10:00: PLC meeting	Possible Field Trip
12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	
1:00-3:00: Student appointments (120 minutes each)	1:00-3:00: Student appointments (120 minutes each)	1:00-3:00: Student appointments (120 minutes each)	1:00-3:00: Student appointments (120 minutes each)	1:00-4:00 Parent calls, parent conferences, grading	
3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00 Staff PLC	

Sample Small Group Instruction Teacher Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00 Lesson preparation and planning	8:00-10:00: English 10A SGI class	8:00-10:00 Lesson preparation and planning	8:00-10:00: English 10A SGI class	8:00-12:00: Office hours for student tutoring and additional support
10:00-12:00 English 9A SGI class	10:00-12:00 ERWC A SGI class	10:00-12:00 English 9A SGI class	10:00-12:00 ERWC A SGI class	
12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch
1:00-3:00 English 11A SGI class	1:00-3:00 Office hours for student tutoring and additional support	1:00-3:00 English 11A SGI class	1:00-3:00 Office hours for student tutoring and additional support	1:00-4:00 Lesson preparation and planning, grading
3:00-4:00 Parent calls, parent conferences, grading	3:00-4:00 Parent calls, parent conferences, grading	3:00-4:00 Parent calls, parent conferences, grading	3:00-4:00 Parent calls, parent conferences, grading	

F. Transferability of High School Credit

OFL-Duarte students and parents will be informed about the transferability of courses to other public high schools and the eligibility of designated courses to meet UC/CSU A-G college admissions criteria during the enrollment meetings, in newsletters, and in the student handbook. For parents with limited English,

translators will be available. Informational materials will be distributed in English and Spanish, and if needed, in other languages.

Many students will participate in the academic recovery program, catch-up on credits, and return to their resident or neighborhood school. Based upon their academic and personal goals, students may transition into and out of OFL-Duarte over the course of their academic careers. OFL-Duarte is accredited by the Western Association of Schools ("WASC") and ensures that the units earned at OFL-Duarte transfer to other middle schools and high schools and are accepted at community colleges, colleges, and universities. Accreditation allows credits awarded by OFL-Duarte to be transferable to other high schools and all accredited colleges. OFL-Duarte is WASC accredited through June 2025. In addition to WASC, OFL Duarte also is accredited through Cognia, a worldwide accreditation institution.

G. What It Means to be an Educated Person in the 21st Century

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

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

OFL-Duarte believes that an educated person in the 21st century is a lifelong learner who possesses the following academic skills necessary to contribute meaningfully to society:

- Read and analyze grade-level text
- Communicate with different audiences using oral and written language
- Use math to solve everyday problems
- Understand the scientific method, and how science impacts daily life

An educated person in the 21st century exemplifies the following non-academic skills and qualities:

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

H. How Learning Best Occurs

1. Educational Program

OFL-Duarte provides an alternative educational option for students who are disconnected from school or have experienced a great amount of academic failure and often have skill gaps due to academic and non-academic issues. OFL-Duarte supports each student's individual academic needs, as well as their social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility. OFL-Duarte provides an education that increases our students' options upon graduating for either post-secondary learning or entering the professional market, thus positively impacting the community.

OFL-Duarte believes that learning best occurs when the educational program is designed to meet the individual needs of the student. OFL-Duarte provides an educational program that reflects this philosophy by providing each student with personalized instruction tailored to their own Individualized Learning Plan ("ILP"). See **Exhibit F: Individualized Learning Plan**. Upon enrollment, the student, parents/guardians, teacher, and Student Advisor collaborate to develop an ILP to guide and help ensure academic success.

We believe students learn best when:

- Students are highly involved in the development and progress monitoring of the ILP in order to take ownership of the academic program, current efforts, and future plans
- Authentic relationships with caring and supportive teachers and staff are established to provide inspiration, purpose, and security
- Teachers provide individualized attention and guidance as well as inspire students to achieve their goals
- Students engage in activities that build and nurture community relationships within and beyond their communities
- Educational program and its resources are premised on the immediate identification of and response to individual learning needs
- Provided with academic rigor and critical resources necessary to ensure success
- System of supports (i.e. reading and math interventionists) is in place to help students master the foundational skills and prepare them for grade level courses

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

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

OFL-Duarte embraces the foundational research-based elements included in the school model for the academic program as indicators of projected program success with our student population. Our OFL-Duarte educational program is reflective of the work of Henry Levin of Teachers College of Columbia University, Clive Belfield of City University of New York, Peter Muennig of Columbia University, and Cecilia Rouse of Princeton University. In their study, "The Costs and Benefits of Excellent Education for all America's Children," Belfield, Levin, Muennig, and Rouse identified seven key indicators of high-quality schools that address the needs of high-risk student populations. This model addresses the needs of OFL-Duarte's population because it allows students to access instruction on a more individualized level and keeps students from getting lost in a large impersonal environment found in many traditional high school settings. OFL-Duarte implements all seven of the following indicators:

1. **Small School Size:** OFL-Duarte's small school size allows for greater and more frequent interaction between administrators, teachers, staff, students, and parents or guardians. Also, OFL-Duarte's SGI enrollment is limited to between 15-20 students and each SGI teacher works with a maximum of five students during each instructional hour.
2. **High Level of Personalization:** OFL-Duarte has two key methods of providing highly personalized instruction to each student. The first method of personalization is the small school and class sizes. Due to the small student body, administrators and teachers gain a deep understanding of each student's abilities, academic goals, and needs. OFL-Duarte also develops an ILP for each student upon enrollment and updates this working document regularly throughout a student's time at OFL-Duarte. The ILP documents each student's academic performance, including grades and standardized test results, as well as a student's academic and personal goals, effective teaching strategies, personal obstacles that may hinder academic performance, and any other information that would enable a teacher to have a deeper understanding of the student's academic and personal limitations, supports, and goals.
3. **High Academic Expectations:** The administrators, teachers, and staff at OFL-Duarte demonstrate a sincere belief in the ability of each student to succeed in and graduate from high school. OFL-Duarte's curriculum is aligned to State Standards, which includes Common Core State Standards, Next Generation Science Standards, History-Social Science Content Standards, English Language Development ("ELD") Standards (hereinafter, collectively "State Standards") and College and Career Standards. Each student's ILP provides OFL-Duarte with the information necessary to adapt instruction to each student's need while maintaining a high level of rigor and academic accountability. OFL-Duarte also offers a variety of AP courses.
4. **Counseling Services:** Our student advisor provides guidance and support to each student. The student advisor is knowledgeable about social and wrap-around services available to each student. These services are available via partnerships with area nonprofits or governmental social service agencies. In addition to that, student advisor's work closely with students to prepare them for post-secondary success. Whether students choose an A-G path, CTE path or the work readiness path, the student advisor is there to ensure success. OFL-Duarte continuously enrolls students in new courses as students complete a previous course. For example, a student may finish the coursework for Accelerated Math A one day and begin the coursework for Accelerated Math B the next day. Because of this quick transition from course to course, teachers and administrators will work as a student's academic counselor as well. This close relationship will ensure that each student is prepared for and can succeed in the next course in their academic plan.
5. **Parental Engagement:** Parents and guardians are encouraged to visit OFL-Duarte at any time during operational hours. OFL-Duarte holds open house events multiple times throughout the

school year so that parents can meet with teachers and administrators to discuss student performance and any other pressing concerns. In addition, OFL-Duarte also holds LCAP Engagement Nights, Career Nights, Senior Signing Events, Financial Aid Workshops, SBAC Kick offs as well as multiple opportunities throughout the year for parent involvement. Parents and guardians may also contact OFL-Duarte at any time to schedule an appointment with a teacher or administrator.

6. **Extended Hours:** OFL-Duarte operates year-round and is open from 8:00 am to 4:00 pm each weekday. These extended hours enable students to schedule their time at the school site around personal responsibilities. Also, students can walk into OFL-Duarte at any time to work on coursework or receive assistance from any educational services needed.
7. **Competent Personnel:** OFL-Duarte recruits and hires well-qualified teachers that hold a California credential or permits as required by the California Commission on Teacher Credentialing in the subject matter they teach.

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

Research shows many high-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. The students then become overwhelmed trying to effectively manage their time for each course.[1] Therefore, OFL-Duarte's students, on average, work on just two or three courses at a time allowing them to focus on and progress through courses at their own pace and without competition. Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Students receive immediate feedback and continual encouragement that builds success and leads to greater self-confidence. In addition, the academic and behavioral standards to which the students are held reinforce self-discipline and productive work habits.

2. Curriculum and Instructional Design

OFL-Duarte is defined as a non-classroom based program and complies with the independent study laws as provided by Education Code Sections 51745 et seq., the regulations implementing those sections, and the number of minutes of instruction required by Education Code Section 47612.5(a)(1)(C)-(D) for such a program. OFL-Duarte offers students multiple opportunities for learning outside of a conventional seat-time educational delivery system. Students are provided the opportunity to complete academic work and credits through the following personalized learning methodologies:

- Tutoring
- Small group classroom-based instruction
- Personalized learning (including remediation support)
- Online-based instruction

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

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

OFL-Duarte's curriculum is created by discipline specific, credentialed teachers and is aligned with and designed to teach the State Standards and College and Career Readiness Standards. Curricula focus on instructional delivery through the implementation of high-yield instructional strategies covering core knowledge to ensure that students receive a strong foundation of essential skills so that students can reach proficiency or above in all core content areas, as evidenced through the California Assessment of Student Performance and Progress ("CAASPP") assessment system. Courses approved by the UCOP as creditable under the "A-G" admission criteria are considered to meet the college entrance requirements. Further, courses offered by OFL-Duarte are accredited by WASC and Colleges are considered transferable. English language arts, mathematics, science, social studies, physical education, health, art, music, career technical education, advanced placement courses and personal development coursework is available to all students and offered through independent study coursework, classroom-based instruction in small group settings, and online-based learning options when appropriate. OFL-Duarte uses research-based curriculum aligned with State Standards and English Language Development Standards. The curriculum is appropriate to the student demographic we serve and includes the following: course offerings, textbooks, curriculum maps, unit plans, interim assessments, intervention lessons and instructional strategies, and end of course exams.

OFL-Duarte's curriculum has been designed around the following evidence-based practices:

- Backwards design for assessment and learning
- Differentiated instruction
- Specially designed academic instruction in English ("SDAIE") strategies for all learners
- Project-based assignments

3. Scope and Sequence/Curriculum Map Development

The scope and sequence of each course has been developed using the Understanding by Design Framework and focuses on sequential, rigorous learning with built in assessments and professional development. This process begins with creating a scope and sequence for the course. To achieve this, the Developers select power standards based on endurance, leverage, and readiness. From the scope and sequence, Curriculum Developers build curriculum maps for the courses which include transfer goals and learning targets. From there, the Curriculum Developers consider how to accurately assess these goals looking to state provided resources for authority and build appropriate assessments. Once standards-based assessments are created, lessons are backwards planned. As students take these courses and tests, the Curriculum Developers use a drive-by-data approach to make revisions to the instruction. Data used includes, but is not limited to, standards-based test item analysis, SBAC data, and pacing data.

This process also helps to avoid the problem of textbook coverage and activity-oriented teaching in which no clear priorities and purposes are evident. Curriculum maps consist of several learning units in a specific subject area. The units incorporate standards-aligned texts, primary resources, technology where appropriate, performance tasks, summative assessments, and instructional strategies. In addition, each unit is structured to build on the students' background knowledge and to support students in conceptual understanding, as well as mastery of standards and application of content knowledge.

Curriculum maps are provided to all students and are available in all subjects. All curriculum:

- Focuses on college and career readiness and learning for life
- Reflects an understanding of 21st Century Skills, as adopted by California and other states
- Encourages higher-order thinking skills and depth of knowledge
- Includes scaffolding of foundational skills to close learning gaps
- Requires Internet use for research, skill practice, and exploration
- Incorporates in-depth vocabulary study, and instruction in narrative, analytical and expository writing techniques
- Informs frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback

In addition to meeting the District's graduation requirements, OFL-Duarte's courses are designed to increase achievement and life choices for our highly mobile student population by providing structured learning and individualized support for students who may not have previously experienced academic success. The varied learning formats and assessments allow students to demonstrate content knowledge and skills. OFL-Duarte's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation. A list of OFL-Duarte UC/CSU Approved Course List is provided in **Exhibit C: Student/Parent Handbook**.

4. Teaching Methodologies and Instructional Design

OFL-Duarte's instructional design and content delivery systems provides students an opportunity to review and relearn grade level standards not mastered prior to enrollment. Students receive instruction in a challenging, yet supportive environment and the instructional model encourages student driven achievement of learning goals. Students continually improve their academic performance, practice responsibility by regularly attending their scheduled classes and appointments, and develop positive attitudes about learning and school through engaging in State Standards-aligned coursework coupled with personalized instructional support. Students participate in an instructional deliveries method that incorporates personalized support from well qualified, fully-credentialed teachers in all academic areas including foreign language and visual and performing arts. Overall, the instructional design of the program includes, but is not limited to:

- Individualized Learning Plan
- Guided Personalized Learning
- Focused learning and subject matter concentration
- Targeted Intervention
- Small Group Instruction
- Online Learning
- Career and Technical Education
- Experiential Learning
- Extended Learning Time
- Parental Involvement

a) Individualized Learning Plan (ILP)

The ILP is a roadmap to and beyond high school graduation. See **Exhibit F: Individualized Learning Plan**. It addresses students' academic needs as they progress toward graduation while honoring their roles and

responsibilities outside of school. The student, parents/guardians, academic recovery teacher, and student advisor collaborate to develop an Individualized Learning Plan ("ILP") to help ensure student success. Each student at OFL-Duarte is assigned to an academic recovery teacher (also known as guided independent study teacher) with whom they meet with at least twice per week. Each academic recovery teacher and student advisor oversees ILPs and facilitates the academic and social progress of each student.

ILPs are an essential element to OFL-Duarte's educational program because they help facilitate personalization and contribute to the development of strong teacher-student relationships, which have been shown to increase academic achievement and build social-emotional skills for low-income youth.[2] Social-emotional development is critical, and a recent analysis by the Center for Benefit-Cost Analysis at Teacher's College found that there was a positive association between social-emotional skills and academic achievement.[3] Moreover, the authors underscore the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects.[4] Furthermore, research has shown that positive one-on-one interactions between students and adults have been documented to reduce students' feelings of alienation in school as well as move high-risk students toward their graduation goals and beyond.[5] [6]

An important component of the ILP is the support services. Student Advisors are the primary resource for students regarding post-secondary goals, resume writing, job applications, scholarship applications, and college and financial aid applications. Students are provided supplementary and support services to include, but not be limited to access to child care programs, foster youth information, food banks, transitional living arrangements, etc., designed to address unmet needs and impediments to advancement.

b) Guided Personalized Learning

The guided personalized learning format aligns with the OFL-Duarte mission of serving the needs of the individual student and permits each student to tailor his or her work pace to meet individual academic and post-secondary goals. Students are assigned coursework to complete each week and attend regular appointments with the same teacher for instructional support, clarification on content, and assessment. Each student is required to complete a minimum number of units per each four-week learning period to stay on pace for cohort graduation. Students who are in need of credit recovery or who are seeking to graduate early may complete more units per academic school month. Each student's self-guided units are completed in student activity workbooks ("SAWs") and through completion of performance tasks

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

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

[4] Ibid.

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

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

embedded into the coursework. SAWs contain rigorous curriculum and include Internet activities, essay writing, and other various methods of assessing student learning per subject matter.

OFL-Duarte's Student Master Agreement, located in **Exhibit G: Student Master Agreement,** requires that students attend appointments with their academic recovery teacher at least twice per week; however, students are required to attend as often as needed to ensure they are making satisfactory progress in completing learning units and mastering course content. This format provides students with a structured schedule and process that promotes good work habits and encourages personal accountability. This personalized learning model also provides teachers an opportunity to assess and provide feedback on student work at least twice each week, or more frequently if the student needs targeted assistance. Teachers and other support staff (which includes tutors, center coordinators, ELD specialists, special education providers and paraeducators, and student advisors) collectively support and coach students towards their individual goals while encouraging students to focus on areas of growth.

c) Focused Learning and Subject Matter Concentration

Students typically enroll in one to three courses at a time. By allowing students time to focus on specific skills within a limited number of content areas at one time, students can approach their assignments with inquiry-based learning strategies to gain a greater depth of knowledge in each subject area. This focused approach enables students to master content thoroughly, complete coursework at their own pace without a competitive learning environment, and also acquire timely feedback from teachers so that areas of weakness can be identified, and targeted assistance can be provided.

Students should be completing an average of 30 semester credits during a six-month period. However, due to the flexibility of the program, students can earn 60 credits during that same period depending on their pace. Students with external life factors may not complete the 30 credit average.

d) Targeted Intervention

OFL-Duarte's students are matched with well-qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers are trained on specific academic interventions such as peer tutoring, peer mentoring, study skills, and study groups. Additional interventions will include:

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

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

e) Small Group Instruction

Small group instruction courses are taught by a single-subject credentialed teacher in a classroom of no more than 20 students. Students can earn credits in a variety of different classes that meet UC/CSU A-G requirements. These courses are offered four times a week each semester. Each student earns up to 5 Credits for each small group instruction course passed. Small group instruction teachers are trained in current, research-based teaching practices that effectively engage students who need additional support (i.e. scaffolding, differentiated strategies) in a small learning environment. Small group instruction and tutoring is offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum, and to provide additional support to students as they matriculate through their ILP.

f) Online Learning

Students have the opportunity to take specific courses through OFL-Duarte's blended learning model using the Edmentum Learning platform. The online-based component of the blended learning program offers students interactive, mastery-based lessons in English, math, science, social science, foreign language, visual and performing arts, as well as elective courses. Courses are monitored and facilitated by teachers who are skilled in providing instructional strategies specific to online learning. The program accommodates various reading levels by using a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in their primary language. A calendar located within the online-based classroom is used to assist the students with time management by providing assignment due dates as well as pacing guides. Student progress and results are monitored by OFL-Duarte's instructional staff to ensure the successful completion of each course.

g) Experiential Learning

A goal of OFL-Duarte is to offer students opportunities to learn through hands-on real life experiences and cultural immersion. A major component of preparing students for college and career readiness can be achieved in part by affording access to travel and career and college exploration outside of a traditional field trip model. We partner with nonprofit organizations to provide students an exceptional selection of Career Technical Education hands-on instruction, college tours, international travel, and community service activities. All experiential learning and community service programs are provided at no cost to all OFL-Duarte students. These experiential learning trips are contracted through a third party after a competitive cost analysis.

Many students attending OFL-Duarte experience limited exposure outside of their immediate surrounding communities. OFL-Duarte believes that students are more likely to envision themselves in, and work diligently toward, succeeding in an environment outside of what has been modeled locally through demystifying the path to success. As such, we provide opportunities for students to gain hands-on experience in multiple career sectors, visit colleges throughout California and the USA, and experience the fulfillment one has by putting in a hard day's work to serve those in need and positively impact communities. The OFL-Duarte experiential learning opportunities have proven to be truly transformative in opening our students' eyes to vast opportunities outside of what they have experienced thus far in life. We have seen students re-engage in our program significantly after returning from these trips, which impacts their work product and academic performance in highly positive ways. Students also return from experiential learning trips with a new appreciation of what the world has to offer. Examples of past experiential learning opportunities that have been available to OFL-Duarte's students at no cost are briefly detailed below.

Black Bird Farm, Philo CA

Blackbird Farm is a nonprofit learning camp located in Philo, CA, consisting of over 240 acres of organic fruit orchards, a large organic teaching garden, and an outside learning kitchen. At Blackbird Farm, students participate in Career Explorations. Students are introduced to multiple careers including construction, marketing, hospitality, and animal husbandry within the setting of an organic teaching farm. Blackbird Farm curriculum is aligned to California CTE foundational and career specific standards, and students earn 5 credits of CTE elective credit while being introduced to a way of living and providing for their families' nutrition and financial stability. Blackbird Farm staff and OFL-Duarte teachers work collaboratively to show students how they may transfer the skills learned at Blackbird Farm to their lives and future careers.

Rocky Mountain Pathways Ranch, Allenspark, CO

Rocky Mountain Pathways Ranch ("RMPR"), a non-profit organization located in Allenspark, Colorado on 56 acres near the edge of Rocky Mountain National Park, features ten-day learning camps in which students take over operations on an existing dude ranch. This experience enhances student learning by involving them in various ranch-oriented activities, which count towards community service credits. The RMPR program is designed to push students out of their comfort zone and into an area of personal growth and development. Students care for ranch animals and learn to saddle and ride horses. Students are also educated on the nature surrounding RMPR and participate in team-building, leadership, and personal growth activities.

Hello Havana! Cuba

The Cuban excursion allows students to visit local homes and historic landmarks and discuss the Cuban economy with prominent locals. Participants have taken morning nature hikes, visited a vintage car garage, eaten family-style lunches on a fruit & vegetable farm and learned how to salsa. These activities provide ample opportunity for students to soak up Cuban culture and tradition, changing their lives forever.

Viva Italia! Italy

An 11-day trip through Venice, Florence, and Rome immerses students in Italian culture, cuisine, and history as they come face-to-face with priceless works of art, learn how to make pasta, and tour the Vatican and Roman ruins. Students explore the rich artistic heritage of Italy by taking art classes, meeting local artists and touring museums.

Ni Hao from Beijing!

Students from OFL-Duarte may embark on a once-in-a-lifetime experience in beautiful China. Students spend 14 days discovering local treasures, divulging in local cuisines, and journeying through urban cities. From the Great Wall to the Forbidden City, students gain insight on Chinese culture and its historical importance. Emphasis on full cultural immersion enables students to partake in activities including a lesson on Chinese calligraphy in Beijing, feed baby pandas at the Dujiangyan Panda Keeper Program and visit the terracotta warriors in Xi'an.

Community Service, multiple locations

Community service activities allows students to explore what humanitarian causes they are most passionate about and instill a strong sense of community awareness. Through Community Service Camps, students participate in a two-day overnight experience and

volunteer their time with non-profits such as senior citizen homes, conservation organizations, and animal shelters.

College Tours
On college tours students visit various universities and colleges through a multiple day intensive and fun academic program. Participants learn what to look for when selecting a school and what to consider when visiting a potential school from size, majors, location and campus life. Students participate in workshops that walk them through the process of filling out applications, obtaining references and applying for financial aid and much more. On College Tours students are not only able to visualize themselves attending a university but also develop leadership skills, goal-setting techniques, resiliency and peer relationship development. The College Tour coursework and programming are worth 2.5 high school elective credits.

Washington, D.C.
OFL-Duarte students may participate in a six day, five-night civic immersion trip to Washington, D.C. Students study and analyze historical figures and the impacts of their actions. Students will be encouraged to develop their own leadership styles and become advocates of change in their own community. Throughout the trip, students are asked to complete workbook activities and essays and engage in personal and group reflection about how history impacts their lives today. At the end of the trip, students are asked to reflect on and share how these lessons can inspire them to leave their own mark on history.

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

- Students challenging themselves to move beyond their current level of comfort,
- Students engaging in introspection to become aware of their goals,
- Students developing an appreciation for teamwork,
- Students developing their leadership skills, and
- Students developing a social awareness of others, including the ability to care for one another.

h) Extended Learning Time

OFL-Duarte understands the importance of an extended school year and will offer a minimum of 240 days of instruction. Students will be able to access teachers and instructional support Monday through Friday from 8am to 4pm along with Saturdays if the need is identified.

i) Parental Involvement

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

OFL-Duarte believes open communication is the key to establishing and maintaining strong partnerships with parent and guardians. Communication with families occurs regularly through emails, phone calls, quarterly newsletters, and progress reports. Written reports that include suggestions and strategies to help parents support the learning process are provided upon request. The school staff notifies parents immediately when problems including attendance, academic progress, or personal issues arise.

Our Student Advisors facilitate meetings with parents and guardians to help guide them through post-secondary and financial aid options. The Student Advisors also:

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

j) Distance Learning Measures in Response to COVID-19

OFL-Duarte has implemented measures to ensure the health and safety of its students and staff in response to the global COVID-19 pandemic. The distance learning measures implemented by OFL-Duarte in response to COVID-19 is described in **Exhibit M – Distance Learning Measures in Response to COVID-19**.

5. Addressing the Needs of All Students

a) English Learners

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

(1) Student Identification

The process for identifying English Learners begins upon enrollment and continues throughout the time a student is enrolled in the Charter School. OFL-Duarte administers the Home Language Survey upon a student's initial enrollment. If a student is identified as an EL or a potential EL based on the results of the Home Language Survey, the EL Coach meets with the student(s) and parents/guardians to review state testing requirements (ELPAC), language services available at OFL-Duarte, and develop a language support plan through an ELD-focused ILP.

(a) English Learner Assessment

Any student whose primary language is other than English as determined by the Home Language Survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. All students who indicate that their home language is other than English and have been identified as EL or potential EL take the ELPAC. The ELPAC has three proficiency levels for the initial assessment and four proficiency levels for the summative assessment and is aligned with the 2012 California ELD Standards.

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

(b) Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA testing window is year-round (July 1-June 30). The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA is the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status. The parents or guardian(s) may request a review with the English language support team of an initial English language acquisition status for status reassignment only once between the time the student completes the IA and the administration of the subsequent Summative Assessment ("SA"), beginning July 1, 2018. For the ELPAC IA, students are designated as EL or I-FEP (defined below) based on their overall ELPAC results in both oral and written language. There are three performance levels:

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

English Language Acquisition Designation:

a. If a student's overall ELPAC results are scored as minimally to moderately developed (score of 1-449), the student is identified as an EL.
b. If a student's overall ELPAC results are scored as well-developed (score of 450-600), the student is identified as initial fluent English proficient ("I-FEP").

The EL coach and EL Specialist work in conjunction with the ELD manager and the EL coordinator to administer the ELPAC. Once the ELPAC is completed, the answer document is scored with the Local Scoring Tool ("LST") through the Test Operations Management System ("TOMS") and the language assessment results are entered into, StudentTrac, the student information system. The answer document and LST results are archived by the EL Coordinator in the ELD Department. After designation, the EL coach reviews the language assessment results and contacts parents/guardians for a program placement meeting. Parents/guardians are notified of their child's language assessment results, the recommended educational program, and the process for exiting the program through the reclassification process if the student is classified as EL.

(b) Summative Assessment ("SA")

ELs take the SA every year until they are reclassified as fluent English proficient. The SA testing window is a four-month window (February 1-May 31). The ELPAC SA is only given to students who have previously been identified as an EL-based upon the IA results, to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In Kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times vary depending upon the grade level, domain, and individual student. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

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

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

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have **well developed** English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have **moderately developed** English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have **somewhat developed** English skills. • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a **beginning stage** of developing English skills. • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

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

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

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

(2) Curriculum and Instruction

OFL-Duarte uses a Structured English Immersion ("SEI") Model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program. The SEI Model involves multiple components, including Independent Study Integration, English Language Support Professionals ("ELSPs"), Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. The ELSPs, which include EL Coaches, Regional EL Coaches, and EL Specialists, assist in the development of independent study curriculum, small group instruction curriculum, and instructional strategies (e.g. specially designed academic instruction in English ["SDAIE"]) to support OFL-Duarte students designated as English Learners. The ELSPs provide professional development to school staff to increase instructional effectiveness, student and staff engagement, and ensure compliance with state EL regulations and ELD standards, including the introduction, implementation, and integration of Proficiency Level Descriptors in curriculum development and instructional training.

For designated instruction, the ELD curriculum is developed by the ELD Department, using backward design protocols with the ELD standards that also incorporate language learning principles. The department develops ELD standards-based thematic units using the five basic language learning principles:

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

These culturally-relevant standards-based themes provide the framework and focus to design purposeful integrated performance-tasks and assessments that build across the three modes of communication so that the tasks are interrelated. Learning targets, lessons, use of authentic resources, vocabulary development, formative assessments, and an elicitation-focused corrective feedback loop are all sequenced to fill out the framework of the units creating a cohesive and effective system of language instruction.

ELs receive designated language intensive instruction from ELSPs that focus on developing English academic proficiency across content areas using the ELD standards as the primary component in language objectives. The ELSPs ensure multiple opportunities for language interaction across all four language

domains are present through purposeful and engaging tasks designed to build language proficiency along with content knowledge

In addition, ELs at OFL-Duarte receive support from an English Language Support Team ("ELST") comprised of multiple staff members, including teachers, small group instructors, online facilitators, intervention specialists, tutors, and ELSPs (i.e. ELD Specialists and EL Coaches). The overall level of support a student needs is evaluated through the Renaissance STAR assessments in ELA and math, the ELPAC, course performance, and the reclassification process. These scores and observations are used to determine course placement and support language acquisition as EL students are a diverse group of learners who need differentiated support based on their individual linguistic needs.

For Long-term English Learner ("LTEL") students, language instruction is more focused on learning how to use and comprehend more complex and nuanced English language components, beyond conversational English, like syntax, implied meanings, or content and genre-specific academic texts. LTEL instruction also emphasizes literacy development combined with writing development to move students out of the intermediate English language use range toward proficiency and reclassification through systematic and sustained instruction and practice alongside the use of the Achieve3000 and FastForWord reading and vocabulary building programs. This allows EL Specialists and ELL Coaches to review performance and determine which instructional strategies are proving to be most effective allowing ELD instruction to constantly evolve to meet the needs of the students. OFL-Duarte ensures all EL students' needs are continuously met through needs-responsive instruction that aligns with EL student experiences and characteristics. This needs-responsive approach aligns with the four guiding principles of the California English Learner Roadmap.

For English Learners who also receive special education services, the special education staff and the ELSPs carefully monitor students' progress and evaluate students' response to the program within the first 30 days of enrollment. This is done through curriculum-based assessments, Renaissance STAR scores, academic work performance evaluation, and student and parent/guardian feedback. On or before the first 30 days of enrollment, an IEP meeting is held to discuss the students' progress and response to the program. The previous IEP is reviewed, including any current ELD goals, and the ELSP/IEP team decides to either adopt the previous IEP or develop and implement a new IEP with more appropriate supports and updated ELD goals and linguistically appropriate assessments. Students receive individualized, intensive instruction and interventions from their special education teacher in addition to supports and instruction provided by their English language specialist. The special education teacher works collaboratively and closely with the English language specialist to ensure instructional and assessment methods are aligned so students are supported in reaching goals and making academic progress. If, at any time, the student begins to struggle with their academic performance, social-emotional health, or behaviors, an IEP Progress Review is held to further examine the difficulties and develop a revised plan of supports and/or services to improve student outcomes and progress to IEP linguistic goals.

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

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

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

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

It is important to note that the practices of simultaneous translation or the removal of ELs from the classroom for a separate translation of the instructional lesson are not permitted at OFL-Duarte. In accordance with ELD standards, supports or modifications provided to students will not be lower than the levels of achievement required to pass a course and will not reduce the course's rigor. The ELD standards do not replace the Common Core State Standards for any subject.

(a) Goals and Monitoring

OFL-Duarte monitors student progress towards reclassification using the ELPAC, or any assessment of English proficiency, as certified by the State Board, benchmark scores from Renaissance STAR reading assessments, and academic progress in core courses. These goal measures are specific and increase in rigor with each grade level to ensure students are moving into higher proficiency levels across all language domains.

Both teachers and school leadership monitor student progress toward reclassification. Teachers use Renaissance STAR scores as a baseline before beginning instruction and as a progress-monitoring tool to track standards-mastery throughout the course. Other forms of progress monitoring include the use of standardized assessments such as the CAASPP as well as common assessments for all internal coursework. This data is used by teachers and school leadership to inform internal stakeholders about the effectiveness of the EL program and to ensure that OFL-Duarte is providing the highest level of support to its EL population.

(3) Reclassification

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

- English proficiency on the ELPAC: Overall Performance Level (PL) 4
- A score of Basic or higher on district-adopted, standards-based ELA assessments or standards-based common final ELA exam

- A study by OFL-Duarte's ELSPs to compare the performance of the students in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age; this analysis may include:

    - Evaluation of student's listening, speaking, reading, and writing skills using a proficiency rubric
    - Authentic student work samples, including writing samples
    - Teacher evaluation
    - Parent or guardian consultation and opinion

To determine an EL's reclassification eligibility, the ELSP reviews the following:

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

If the ELSP deems an EL as not ready for reclassification, the student's ILP is reviewed and updated to include continuous targeted English language interventions to address specific domains of concern. English Learners reclassified as Redesignated Fluent English Proficient ("RFEP") have demonstrated their ability to perform successfully in core academic areas without support from the ELSP.

(a) Ensuring Continued Success of RFEP Students

OFL-Duarte monitors all RFEP students for a minimum of four years, as required by State and Federal guidelines, and provides additional assistance, as needed. As part of the monitoring process, RFEP students are offered a minimum of one ELD block time a week as needed for language support, and more support can be reinstated by teacher recommendation, parent request, or if the RFEP students are scoring below minimal reading threshold scores on the Renaissance STAR assessment. If an RFEP student's performance declines, interventions are provided to ensure that the student reaches and maintains grade-level proficiency. The EL support team develops an ILP to decide which interventions and academic supports are necessary. The RFEP students' progress and performance is reviewed at the end of each reporting period to ensure appropriate support systems are implemented.

(4) Staffing

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

(5) Parent Involvement

Parents and guardians of students are invited to the school sites for a yearly Bilingual Scholars Night. School staff conducts outreach via phone calls, emails, and letters. Bilingual Scholars Nights highlight the support offered to students, current student projects, and how the English Learner program functions at OFL-Duarte. A yearly Celebration Ceremony and an annual Bilingual Scholars Awards Banquet are held to acknowledge students that have been reclassified as well as those that have made substantial progress in their English language acquisition. The banquet attendees include staff members, parents/guardians, siblings, and peers. Students recognized by their teachers receive certificates or plaques to commemorate their achievement in demonstrating English language proficiency.

k) Special Education Students

(1) Services to Students with Disabilities

OFL-Duarte recognizes the importance of providing educational opportunities to all students regardless of the special needs they face. A smaller and more intimate learning environment, personal connections with the general and special education staff, clear expectations, the ability to work on fewer classes at one time, and a less distracting environment have all been identified as contributing factors to the success of students with disabilities.
OFL-Duarte complies with all applicable State and Federal laws regarding students with special needs, including, but not limited to, Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act, the Americans with Disabilities Amendments Act, the Individuals with Disabilities Education Improvement Act ("IDEA"), and all applicable California Education Code sections.

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

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

A child with disabilities attending OFL-Duarte shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District.

(2) SELPA Representation

The Charter School Superintendent or designee will represent OFL-Duarte at all SELPA meetings. OFL-Duarte agrees to adhere to the policies and requirements of the SELPA Local Plan, including utilizing the SELPA's approved web-based IEP system.

(3) Funding

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

(4) Section 51745(c) and Independent Study

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

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

(5) Services for Students under the IDEA

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

OFL-Duarte agrees to provide all special education and related services to eligible students attending OFL-Duarte. If OFL-Duarte is unable to provide the services using its own employees, then OFL-Duarte will contract with appropriate outside agencies to provide all required services. OFL-Duarte also agrees to be solely responsible for child find, assessment, determining eligibility, developing and implementing IEPs, providing all placement and services, and responding to parent concerns and complaints in alignment with Federal and State laws.

OFL-Duarte provides special education instruction and related services in accordance with the IDEA, California Education Code requirements, and applicable policies and practices of the SELPA. OFL-Duarte adheres to SELPA policies and procedures and utilizes SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of student records.

OFL-Duarte has the capacity to serve all students with disabilities. The Charter School contracts with non-public agencies ("NPA") in an effort to ensure student needs are met and in alignment with the IEP. Services from the NPA include, but not limited to, school psychologist services, speech and language, occupational therapy, mental health clinician services, adaptive physical education instruction and deaf and hard of hearing services. If the Charter School is not able to meet the needs of the student within the independent study program, they are prepared to contract with a local non-public school to better meet the needs of the student.

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

Special education students are eligible to fully participate in the educational and extracurricular programs available to all students. Should a student require transportation, as noted in their IEP in order to receive a FAPE, OFL-Duarte will provide such transportation.

(a) Staffing

All special education services at OFL-Duarte are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. OFL-Duarte's staff are encouraged to participate in professional development trainings within the SELPA. OFL-Duarte's special education staff participate in monthly area meetings with the special education team and in yearly special education meetings with all areas combined. Meetings include legal updates, compliance information, and professional development training to improve services and student performance.

OFL-Duarte is responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education specialists and paraprofessionals. OFL-Duarte ensures that all special education staff hired or contracted by OFL-Duarte are qualified pursuant to SELPA policies, as well as meet all legal requirements. OFL-Duarte is responsible for the hiring, training, and employment of itinerant staff and/or contracting with a NPA necessary to provide special education services to OFL-Duarte's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

Specific professional development for identifying, supporting, and evaluating the progress of special education students are provided by OFL-Duarte and include training on Response to Intervention ("RtI"), Student Study Team ("SST"), Individualized Transition Planning, and Behavioral Intervention Planning.

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

(b) Notification and Coordination

OFL-Duarte follows SELPA policies as they apply to all schools within the SELPA for responding to the implementation of special education services. OFL-Duarte has adopted and implemented SELPA policies relating to all special education issues and referrals.

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

(c) Assessments

The term "assessments" have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. OFL-Duarte determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School obtains parent or guardian consent to assess students.

(d) Identification and Referral

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

The OFL-Duarte Board has approved a Child Find policy which adheres to the Federal and State laws and SELPA local plan to identify all students who may require an assessment to consider special education eligibility. Child Find activities are conducted so that students who have or are suspected of having a disability and needing special education related services are appropriately identified and if necessary, referred for evaluation in accordance with state and federal law.

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

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

If the student fails to progress through the three tiers of RtI, an assessment is conducted in all areas of suspected disability by qualified professionals per the IDEA. An assessment report is developed, and parents receive a copy of the report. The assessment report is shared at the IEP team meeting, and the team members determine whether the student is eligible. To be eligible, the student must have one of thirteen qualifying disabilities, and the disability must adversely impact educational performance. A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (Education Code Section 56303). If a student is deemed eligible, the IEP team develops goals and objectives that guide the student's education at OFL-Duarte. Should a parent, teacher, or student request an initial assessment for special education services, OFL-Duarte shall comply with and complete the request adhering to all required timelines.

As part of the referral assessment and special education process, the IEP team assesses all areas of suspected disabilities, develops and considers the present levels of performance, develops annual goals for the student for any areas which are identified of concern or below expected performance in present levels, determines services needed to meet those goals, and describes what accommodations and modifications the student will need to demonstrate satisfactory progress.

(e) IEP Meetings

OFL-Duarte shall arrange and provide prior written notice when holding an IEP meeting, and IEP team members shall comply with State and Federal law. OFL-Duarte shall be responsible for having the following individuals in attendance at the IEP meetings: an administrator or designee with appropriate administrative authority as required by the IDEA, the student's parent or guardian, the student's special education specialist, any other related service provider, the student's general education teacher, the student, if appropriate, and other OFL-Duarte representatives who are knowledgeable about the regular education program at OFL-Duarte and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include but is not limited to, an appropriate administrator to comply with the requirements of the IDEA, and shall document the IEP meeting as well as provide notice of parental rights.

(f) IEP Development

OFL-Duarte understands that the decisions regarding eligibility, goals and objectives, services, placement, program, and exit from special education shall be the decision of the IEP team and parent or guardian approval, pursuant to the IDEA. Services, placements, and programs shall be provided to all eligible students enrolled in OFL-Duarte in accordance with the policies, procedures, and requirements of Federal law, State law, and SELPA policies.

(g) IEP Implementation

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

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

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

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

(i) Non-discrimination

It is understood and agreed that all students will have access to OFL-Duarte and no student shall be denied admission or counseled out of OFL-Duarte due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for special education services.

(j) Parent or Guardian Concerns and Complaints

OFL-Duarte follows Federal, State, and SELPA policies for responding to parental concerns or complaints related to special education services. OFL-Duarte's Superintendent (or designee) shall receive any concerns raised by parents or guardians regarding related services and rights and will work with the special education staff to determine the best plan of action to resolve the issue. OFL-Duarte's designated representative shall investigate, respond to, and address the parent or guardian concern or complaint consistent with Federal, State and SELPA policies.

(k) Due Process Hearings

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

(l) Special Education Program

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

The special education specialist and other related-services providers will maintain communication with the general education teacher, student, and parent to ensure the student is progressing both in their IEP and ILP goals. The general education teacher, special education specialist ("SES"), and other related-

services providers communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student meets with the SES and/or related-services provider at OFL-Duarte's school site based upon a specified appointment time. Additionally, the school psychologist and SES monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education specialist collects and monitors the student's performance data to assist with analyzing the effectiveness of the interventions and to determine additional action when needed.

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

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

Annual IEP meetings and triennial IEP meetings are scheduled with the parent, special education staff, general education staff, and an administrator or administrative designee to ensure that everyone has meaningful participation in the IEP process. The student's case manager is responsible for monitoring the provision of all primary and related services. The case manager assures that all service providers submit progress reports towards goals and objectives during the required reporting periods. Quarterly progress reports are provided to the parent and student to communicate the student's progress towards meeting their IEP goals. The special education staff tracks special education student performance and provides yearly summaries for the special education program at OFL-Duarte. This information assists the leadership staff and the special education staff in adjusting program support and identifying successful intervention programs. Data collected includes monthly work completion, Renaissance STAR exam scores, attendance rates, length of stay in OFL-Duarte, graduation rates, and State standardized test results. Students who were previously identified as special education students but are no longer eligible for services will be offered additional support by the general education staff and the special education staff. Should a parent request reinstatement of special education services or should staff believe that there is a suspected area of disability, an assessment, and an initial IEP meeting will be held.

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

(6) Section 504, the Americans with Disabilities Act, and the Americans with Disabilities Amendments Act

OFL-Duarte recognizes its legal responsibility to ensure that any qualified student with a disability shall, on the basis of disability, not be excluded from participation, be denied the benefits of, or otherwise be

subjected to discrimination under any program of OFL-Duarte. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodation by OFL-Duarte.

OFL-Duarte complies with Section 504 as it relates to students with disabilities by conducting assessments, determining eligibility, developing and implementing Section 504 Plans, providing all placement, services, and accommodations, and responding to parent concerns and complaints. OFL-Duarte uses the District's standard Section 504 Notice of Procedural Safeguards. When a student qualifies for and receives an annual Section 504 support package, students and parents will receive a copy of the Notice of Procedural Safeguards that inform them of their rights under Federal and State laws as well as critical information they can use to assist in accessing support for the student.

(a) 504 Determination

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

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

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

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

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

l) Academically Low-Achieving Students (Students Performing Below Grade Level)

OFL-Duarte serves students who have experienced a great amount of school failure and often have skill gaps due to absences and/or ineffectual learning experiences. Support for students with below-grade-level reading and math scores on diagnostics learning assessments will include participation and access to tutors to help them learn or relearn foundational skills that will prepare them for grade level courses. Intervention cohorts, direct instruction classes, and tutoring will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum and to provide additional support as they matriculate through their Individual Learning Plan (ILP).

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

Students will be regularly assessed for mastery of skills to determine whether academic difficulty is creating a barrier for student success. In such cases, additional time at the center may be scheduled for a deeper level of support. Teachers meet with students on an individual basis to provide academic support and planning, and also help students in identifying strategic goals and next steps that will enable them to overcome barriers in their school progress. English Learners and Students with Disabilities meet with specialists for targeted support that is individualized to their specific learning goals and academic gaps. During these appointment times, English Learners and Students with Disabilities receive an additional layer of academic support through research-based intervention programs such as Achieve 3000 and Accelerated Math. This curriculum and intensive support serve to strengthen their foundation in English and Math, thus scaffolding these students towards achieving proficiency in these core areas.

Due to the flexible nature of the program, students will be able to reduce their course load and concentrate on the number of courses in which they can be successful. This will help to avoid the problem that students sometimes face in conventional public schools, where the sheer number of courses itself leads to failure. In addition, this will enable the students to maintain a connection with the program. Once broken, such a connection is often difficult to restore. By continuing with even one course, the student will be better able to regain the momentum needed to complete the coursework in full.

Every effort will be made to encourage and support students to be successful. As part of this effort, teachers and staff will determine whether there are logistical problems or personal issues that hinder students from completing their coursework. The personalized interaction between teachers and students

makes it possible for such issues to be discovered at the early stages of the relationship. Staff at OFL-Duarte work together to provide not only academic support, but social emotional support as well. School psychologists and counselors are on hand to provide resources to students and families who may be experiencing crises or hardships. These support systems help the student have their basic needs met while at the same time working toward achieving the goals stated in the ILP.

m) Academically High-Achieving Students (Students Achieving Above Grade Level)

Academically high achieving students are defined by the Charter School as those learners who, because of a natural proclivity for learning and a higher IQ, can accelerate their program of study. Such acceleration prevents student boredom, thus avoiding disciplinary issues and poor performance. Accelerated study allows the learner to advance in credit opportunities into grade levels above their age-specific requirement, preparing them for even more advanced programming in junior and senior years as well as the opportunity for more electives.

The individualized nature of student-teacher interactions provides strong access to a differentiated curriculum that is tailored to the student's individual need for complexity and pacing. Because the program model allows for students to move through courses at a pace which aligns to their learning style, advanced and gifted students are often able to complete coursework at an accelerated rate and reach graduation requirements earlier than expected. OFL-Duarte also supports students wishing to partake in dual enrollment opportunities with neighboring junior colleges, in which students can earn college credit, while still in high school. All students are placed on an A-G college bound track upon enrollment and are given opportunities to take higher level courses including upper level science and math, as well as advanced placement courses. Students who are able to thrive with a more rigorous course load are also encouraged to participate in multiple direct instruction courses, some of which are college preparatory in nature such as Expository Reading and Writing Curriculum (ERWC). The Charter School's individualized approach to curriculum, instruction, and pacing provides an optimal environment for gifted and talented and high-achieving students

n) Socioeconomically Disadvantaged Students

OFL-Duarte acknowledges that socioeconomically disadvantaged students may be more likely to be exposed to a range of risk factors associated with low academic achievement. To ensure that all students are prepared for success in school as well as post-secondary life, OFL-Duarte will continue to provide a variety of resources designed to ensure every student meets their full academic and social potential.

OFL-Duarte provides every student their unique Individual Learning Plan (ILP). Within that plan, services are offered to students designed to meet individual needs. Students that enroll that are socioeconomically disadvantaged are encouraged to enroll in certain support services such as:

- Counseling appointments
- One on One appointments with Teachers for intervention
- One on One Tutoring appointments
- Extended Learning Time
- CREW Participation (Cohorts that prepare students for college)

- Experiential Learning Trips (Trips exposing students to culture and communities outside their immediate surroundings)
- Growth Mindset and Character Education
- Inclusion of parents
- On site meal program

OFL-Duarte supports socioeconomically disadvantaged students by creating a safe, supportive school culture. OFL-Duarte's small school setting emphasizes a school culture that enables close relationships between teachers, students, and staff. OFL-Duarte's mission is to create an educational choice for all students. The staff connects with students to empower and inspire students to achieve their goals and make their dreams a reality.

o) Free Application for Federal Student Aid/California Deal Act Information for Pupils Entering Grade 12

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

6. Professional Development

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

- Creating a culture of growth and improvement for all staff in order to benefit student achievement in a nonclassroom-based environment
- Using data-driven methods to analyze and make PD offering decisions
- Training all new teachers using a module based training program to ensure consistency in teacher practice including information about our school model, student population, curricular and instructional practices, accountability measures, best practices of effective teaching in this non-classroom based environment, support services, and other aspects of the charter
- Providing instructional professional development to support the effective implementation of Common Core and Next Generation Standards and corresponding state assessments for CAASPP
- Offering professional development events throughout the school year in a variety of group sizes and settings including in-person and virtual
- Supporting teachers in providing the optimal support for all students including LCAP subgroups to be successful in our instructional programs
- Training teachers on the charter's curriculum for all program models including, but not limited to, independent studies, small group instruction, and online learning platforms

- Providing training and coaching in effective instruction in the independent study model including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students
- Providing training and coaching in effective instruction in the small group instruction environment including, but not limited to, lesson planning, learning targets, student engagement, classroom culture, feedback, checks for understanding, student grouping, and effective teaching strategies
- Providing training and coaching in effective instruction in an online learning platform for subject and CTE courses including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students
- Providing instructional coaching to support teaching and learning in the classroom and at the independent studies desk to increase teachers' capacity in their positions
- Observing teachers to provide feedback for growth
- Training teachers in new policies, legislation, and initiatives to maintain compliance by coordinating with all necessary departments, including but not limited to, Chemical Hygiene Plan, Mandatory Reporting, Health and Safety, Threat Assessment
- Developing the leadership team, including but not limited to the Superintendent, Assistant Superintendents, Director of Schools, Dean of Schools, principals and assistant principals, to create more effective instructional and operational leaders in the field
- Developing the instructional coach team by providing them with continuous learning opportunities
- Training curriculum developers in creating curriculum that is optimal for our school programs and strategies to support the learning needs of our student population
- Offering additional professional development opportunities off site including conferences and workshops
- Holding regular in-service staff meetings to receive interdepartmental support and provide consistent opportunities for leadership to work with all staff
- Creating professional learning communities for staff of similar subject matter to meet regularly to focus on student growth and achievement
- Providing teachers with access to subject matter experts to support the use of OFL-Duarte's curriculum to the best benefit of the students
- Modifying professional development opportunities based on the needs of students and staff
- Ensuring all staff attend sexual harassment and discrimination training
- Training staff on suicide prevention policies and mandated reporting
- Training staff on interacting with students and families involved with gangs
- Training staff on school safety measures
- Holding regular site level meetings to provide information and instruction on new policies that affect student learning
- Offering monthly professional development offerings including, but no limited to: Professional Book Studies, Topical PD collaborative discussions, and PLC's.

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

All staff participate in a detailed on-boarding process to ensure they are prepared and acclimated to the school culture. After completing new-hire paperwork with a member of the Human Resources Department and/or a member of the Charter School's leadership team, new staff meets with the instructional coach to receive further training on expectations. This includes, but is not limited to, rules, dress codes, contact information for site specific leadership staff, communication procedures, and information on their further training. They then receive extensive training in a group setting and through observations and shadowing programs, giving them months of support to ensure they will be effective members of the Charter School's team. All new staff participate in a workshop geared towards identifying their own strengths and weaknesses, and how they want to grow as professionals.

All of OFL-Duarte staff participate in extensive, annual surveys to determine the professional development needs and growth opportunities for themselves personally and for the charter as a whole. The surveys are utilized to plan a variety of PD offerings from mandatory to optional for the upcoming year. OFL-Duarte fully believes in providing staff voice and choice in their professional growth and have begun offering an "unconference" PD model designed around the Ed Camp structure. This twice-yearly event offers participant driven, collaborative, Ed Camp style events, ensuring that all staff has the opportunity to drive their own professional growth through collaboration and discussion. These Ed Camp style events begin with participants brainstorming a variety of topics they want to engage in with each other. Facilitators then organize these topics into sessions in multiple rooms and multiple time slots. Participants then attend any sessions they are interested in being a part of. There is no leader or expert in the room, just a facilitator to keep the conversation going and managing the time. The day is meant for participants to choose the topics most important to them and engage in discussion with fellow educators to learn and grow by sharing experiences.

OFL-Duarte provides professional development focused on delivering the most effective instructional program for its students. Professional development opportunities are designed to meet school goals including, but not limited to, LCAP, WASC, and to support the increase in enrollment and retention in direct instruction classes, increased student and staff engagement, and growing classroom management skills. OFL-Duarte has brought experts in instruction, such as Dr. Marcia Tate, to improve the instructional strategies of both classroom teachers and staff developers. Math and Science enrichment opportunities are offered to all staff through conference settings both in house and nationally attended.

Element 2: Measurable Student Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil Outcomes," for the purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil subgroups served by the charter school, as that term is defined in subparagraph (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

A. Performance Outcomes and Assessments

OFL-Duarte's measurable goals and student outcomes are aligned with the eight state priorities and meet state content and performance standards in core and non-core courses. Additional exit outcomes align with the mission of OFL-Duarte. Table B.4 lists the measurable student outcomes for all students and subgroups and includes the assessment tools used to gauge progress. Skills are grouped in grade level spans: 7th – 8th and 9th –12th. This grade level grouping reflects the middle and high school student population that OFL-Duarte serves. OFL-Duarte's annual goals that align to the eight state priorities are included in the LCAP provided in **Exhibit K: Local Control and Accountability Plan**. OFL-Duarte complies with Education Code Section 47606.5 regarding the process for adopting and amending its LCAP, including the requirements to hold at least one public hearing to solicit recommendations and comments from members of the public and to post the LCAP on the homepage of the school's website.

Table B.4: Academic Exit Outcomes, Achievement Goals and Assessment Tools

Subject	Skills, Knowledge and Aptitude	Assessment Tools	Frequency	Achievement Goals
English Language Arts	7th -12th Students will be able to read comprehensively, write clearly and, demonstrate listening and speaking skills through grade-level appropriate coherent presentations.	Renaissance Star ELA assessment	Three times per year	The average distance of student scores from "standard met" on the 2020 ELA SBAC will be at the "Maintained" level of change or increased.
		Oral presentation	Ongoing	
		Rubric-based performance tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		SBAC (Grades 7, 8 and 11)	Annually	
Mathematics	7th – 8th Students will master ratios and proportional relationships, the number system, expressions and	Renaissance Star math assessment	Three times per year	The average distance of student scores from "standard met" on the 2020 Math
		Rubric-based performance tasks	Ongoing	
		Unit assessments	Upon unit completion	

	equations, functions, geometry, and statistics and probability. 9th – 12th Students will master higher mathematics standards for number and quantity, algebra, functions, modeling, geometry, and statistics and probability.	Summative assessments (e.g. End of Course)	Upon course completion	SBAC will be at the "Maintained" level of change or increased.
		SBAC (Grades 7, 8 and 11)	Annually	
Science	7th – 8th Students will be able to demonstrate an understanding of the key points of life sciences and physical sciences through investigation and experimentation. 9th-12th Students will be able to demonstrate an understanding of the key points of physics, chemistry, biology/life science, earth sciences through investigation and experimentation.	Lab reports	Ongoing	
		Rubric-based performance tasks	Ongoing	
		Unit Assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		CAST	Annually for students in Grade 8 and 12	
Social Science	7th – 8th Students will be able to analyze, compare and contrast, and reflect on the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. Students will analyze, compare and contrast, and reflect on the ideas, issues, and events from the	Oral presentation	Ongoing	
		Rubric-based Performance Tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		CST	Annually	

	framing of the Constitution up to World War I, with an emphasis on America's role in the war. 9th – 12th Students will master historical and social science analysis skills. Students will be able to analyze, compare and contrast, and reflect on the major turning points that have shaped the modern world.			
World Languages	7th – 12th Students will progress through the four levels (formulaic to extended) of language comprehension. Students will students address a wide variety of content that is age- and stage appropriate, achieve communication competence, understand the connection between culture and language, and understand the appropriate structure of the language.	Rubric-based performance tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
Health/PE	7th – 8th Students will be able to distinguish between valid and invalid sources of nutrition information, demonstrate the ability to use effective skills to model healthy decision making, make a personal plan for improving one's	Rubric-based performance tasks	Ongoing	75% of students will achieve a passing score on the FITNESSGRAM.
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course), FITNESSGRAM (Grades 7 and 9)	Upon course completion	

	nutrition and incorporating physical activity into daily routines, and explain physical, social, and emotional changes associated with adolescence. 9th – 12th Students will distinguish between facts and myths regarding nutrition practices, products, and physical performance, analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community, describe physical, social, and emotional changes associated with being a young adult.			
College Preparatory/Career	9th – 12th Students will demonstrate an understanding of what it means to be ready for college, the types of schools and degrees they may choose to pursue after high school, and gain wide exposure to the financial resources available that make college attainable. Students will demonstrate career readiness by analyzing career clusters. Students will understand how preparation and skill	Rubric-based performance tasks	Ongoing	80% of students will complete a Senior Class Portfolio. Maintain or Increase in Student Participation in CTE course and/or dual enrollment.
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course assessments)	Upon course completion	

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

B. Performance Goals

OFL-Duarte's LCAP goals are updated annually to reflect the changing needs of the students. The LCAP goals are shared with the District for review. In SY 2018/19, OFL-Duarte engaged our stakeholders in various ways which included but was not limited to surveys, back to school night, open house, parent teacher conferences and community events and determined through stakeholder feedback to continue with our 2018/19 LCAP goals for the 2019/20 school year with modifications to increase student

performance outcomes in the 2019/20 year. These goals address all eight state priorities, and a detailed breakdown on how OFL-Duarte meets these goals is included in **Exhibit K: Local Control and Accountability Plan**.

Table B.6: LCAP Goal 1

Goal 1	Related State and/or Local Priorities
Credit completion towards graduation is accomplished through overall reduction in absenteeism for all students.	2, 4, 5, 8
Expected Annual Measurable Outcomes	
On average student digital attendance will be maintained at or above 90% overall	
At least 80% of our foster youth who have been enrolled for at least 30 days will meet with their Student Advisor once a semester to ensure they are receiving resources inside and outside the center.	
English Learners will be offered additional and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.	
The charter's drop-out rates will be maintained or below 2% for High School and Middle School	
The charter aims to maintain current EL reclassification percentages at or above 20%.	
For all students, student progression will be maintained or exceeded 83.5% overall	
The charter aims to maintain its suspension rates at or below 1.5%	
English Learners will be offered interventions such as Achieve 3000 to help aid the mastery of course materials.	

Table B.7: LCAP Goal 2

Goal 2	**Related State and/or Local Priorities**
Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.	3, 5, 6, 8
Expected Annual Measurable Outcomes	
At least 40% of students enrolled 30 days or longer will participate in extracurricular activities or complete a course designed to develop their social emotional skills.	
The charter aims to increase its graduation rate average of 59.45% to meet ESSA requirements of having a graduation rate at or above 67%	
The charter will hold at least one senior signing event.	
Utilizing the results of the Comprehensive School Climate Inventory administered in Spring 2019, we will work towards improving staff, parent, and student perceptions of safety and connectedness in our learning centers. We will increase our staff, parent, and student perceptions of safety and connectedness by at least 0.5% from the 2017 CSCI results.	
The charter will hold at least 5 family engagement nights	
The charter aims to have at least 80% of eligible seniors complete the Lions Path Portfolio (Senior Portfolio).	
The charter will host a college and career night.	

Table B.8: LCAP Goal 3

Goal 3	**Related State and/or Local Priorities**
Students will receive support and instruction through individualized, rigorous curriculum and will be offered	2, 4,7, 8

resources to positively affect their progression in core courses.	
Expected Annual Measurable Outcomes	
The average distance of student scores from "standard met" on the 2020 ELA and Math SBAC will be at the "Maintained" level of changed or increased.	
Access to individualized, rigorous curriculum will be increased by contracting out to develop, revise, adopt, adapt, and/or create curriculum.	
Teachers will be equipped to provide individualized, standards-aligned instruction through Professional Development opportunities	
Students will be offered additional specialized support and instruction to aid in their progression and completion of core courses.	
The charter will track and analyze Renaissance STAR scale scores and a baseline will be established.	
On average students will complete a minimum of 4 credits per core subject during the school year.	
Charter aims to increase overall Lexile growth for English learners through specialized instruction and intervention	
Students (and parent/guardian if applicable) will meet with their credentialed teacher once a semester to create a strategic and goal setting plan on common core state standards, assessment data, and performance standards.	
75% of students performing at the Urgent intervention level will complete a math intervention.	

In addition to LCAP goals, the Charter School monitors pupil achievement via multiple, measurable methods, including:

- The Charter School, District, State, and Federal assessments
- Percentage of students completing UC/CSU A-G courses, career technical education courses, or programs of study that align with state board-approved career technical and educational standards and framework, as well as dual enrollment participation.
- Percentage of ELs who make progress toward English proficiency as measured by the ELPAC (or any subsequent assessment of English proficiency, as certified by the State board)
- English Learner reclassification rate
- Percentage of students that have ILPs that align with AB 216 planning guide
- The number of students graduating from the program and/or returning students to their home schools who graduate high school.

1. Alternative Metrics Under DASS

As a DASS school, renewal criteria and measurable student outcomes will be established locally in agreement with the authorizing District. Pursuant to Education Code Section 47607(c)(7) as amended by Assembly Bill 1505 (2019) and operative July 1, 2020, in determining whether to grant a charter renewal for OFL-Duarte, the District shall consider, in addition to the Charter School's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5(c), the Charter School's performance on alternative metrics based on the pupil population served. The District is required to meet with OFL-Duarte during the first year of the charter's term to mutually agree to discuss alternative metrics to be considered pursuant to section 47607(c)(7) and to notify OFL-Duarte of the alternative metrics to be used within 30 days of this meeting. The District may deny a charter renewal pursuant to Section 47607(c)(7) only upon making written findings, setting forth specific facts to support the findings, the closure of the charter school is in the best interest of pupils.

OFL-Duarte proposes the following as alternative metrics for measurable student outcomes for purposes of charter renewal after July 1, 2020. These alternative metrics are proposed to be considered in addition to and/or in replacement of state and local indicators that do not tell the complete story of the school.

- **% of 12th Graders who Graduated or Left on Track to Graduate**
  OFL-Duarte tracks this metric in the LCAP annually. OFL-Duarte has moved towards alignment with the dashboard in order to focus efforts on graduating all 12th graders.

- **% of 12th Graders who graduated or withdrew and graduated at another school**.
  This metric would track the students served who successfully graduate outside of OFL-Duarte.

- **Renaissance STAR (RenSTAR) Benchmark Reading and Math test results**
  OFL-Duarte would actively analyze the many data points that the RenSTAR tests provide, including Lexile, Scaled Score and Grade Level Equivalence.

- **Workforce Preparedness**
  CTE Nursing course completion
  Dual Enrollment
  CREW Participation Rates
  Survey Results
  Surveys demonstrating Parent engagement and connectedness

The dashboard as currently released tells an incomplete story about OFL-Duarte's performance as a school. While some of the metrics reflect the work that the school is doing with a high-risk student population fairly accurately, others fall short. For this reason, the above metrics have been proposed to measure student outcomes.

B. Exit Outcomes

1. High School Performance Outcomes

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

- Credit Attainment: OFL-Duarte is authorized to award course credit to those students who successfully master OFL-Duarte coursework. All coursework and assessments within a particular course must be completed with an average score of 70 percent or better (or as otherwise specified on a student's IEP or 504 plan). If a student elects to re-enroll in a District or otherwise accredited school, all courses mastered at OFL-Duarte will be transferable to the student's new school.

- Academic Growth: OFL-Duarte has established growth metrics for ELA and Math on the Renaissance STAR and the SBAC. At least 52% of students who take the Renaissance STAR assessments twice a school year in English will earn a student growth percentile ("SGP") of 40 or higher. At least 51% of students who take the Renaissance STAR assessments twice a school year in Math will earn a SGP of 40 or higher.
- College Readiness: OFL-Duarte encourages students to participate in college preparatory courses. Students are offered numerous resources to assist in planning post-secondary goals, exploring various career paths, researching colleges and financial aid opportunities, and designing a plan to transition from high school to college or into a rewarding career. Students are also encouraged to participate in dual enrollment.
- Career Readiness: OFL-Duarte encourages students to complete career technical education courses as well as master skill development integrated into core course content. Students receive instruction designed to assist them in gaining employment and exploring post-secondary work options.
- High School Diploma: OFL-Duarte is authorized to award high school diplomas to those students who successfully complete the academic and behavioral requirements established by OFL-Duarte.

1. Non-Academic Outcomes

OFL-Duarte provides multiple opportunities for character development. Students study character traits such as gratitude, grit, optimism, and responsibility and participate in activities that help build self-confidence, self-esteem, and self-respect. The leadership skills that OFL-Duarte's students learn enable them to establish community relationships and take the first steps towards making affirmative life choices that benefit the communities in which they live. Listed below is an overview of the character traits students learn at OFL-Duarte.

Table B.5: Character Education Exit Outcomes

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

3. Student Transcripts and Grade Level Classification

Student transcripts are thoroughly reviewed to determine high school grade classification. All students are expected to attend high school for eight semesters. However, students who work at an accelerated pace and complete the necessary course credit requirements, may graduate early. Students are eligible to start earning credit for high school after meeting the core content requirements for grade 8. All eligible

students must notify their teacher before they begin high school courses. Grade level classification is not based on age; rather, it is based on credits earned. Grade classification is reviewed each semester.

OFL-Duarte's students are classified as follows:

Table B.2: High School Grade Level Classification

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

4. Middle School Performance Outcomes

Middle school students earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study. Eighty (80) units of credit is considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science. Credit deficiencies must be made up by taking additional courses or by taking additional work in high school, depending on individual circumstances. A middle school certificate of promotion is granted to each student who completes the basic program defined for grades 7 and 8, except in unusual circumstances warranting an adjustment of the individual's program.

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

Subject	Semesters
English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science	4 semesters
Physical Education	4 semesters

D. College Preparatory Plan/A-G Plan

OFL-Duarte's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation.

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

- a total of 30 to 40 credits of mathematics (Algebra I or higher)
- 40 credits of English core course material
- a total of 30 to 40 credits of college preparatory lab science
- a total of 20 to 40 credits of college preparatory foreign language

A-G Subject Requirements

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

OFL-Duarte offers a diverse array of courses that meet UC/CSU A-G admission requirements. In addition, students at OFL-Duarte are able to enroll in Advance Placement courses. A list of A-G and AP courses that OFL-Duarte offers is provided in **Exhibit C: Student/Parent Handbook**. Finally, OFL-Duarte pursues partnerships with local community colleges. The partnerships enable OFL-Duarte to offer concurrent enrollment courses to its students.

E. Exit Outcome and Performance Goal Modifications

OFL-Duarte recognizes that exit outcomes and performance goals may need to be modified or changed over time. These changes may be caused by changes in CCSS or California standards; changes to curriculum or performance expectations by the District or the CDE; or changes initiated by OFL-Duarte's Board of Directors or leadership team. Any revisions to exit outcomes or performance goals aligned to CCSS or California standards shall meet or exceed minimum requirements put forth by the Duarte Unified School District or the CDE.

F. High School Graduation Requirements

Students who choose to graduate from OFL-Duarte are required to meet the graduation requirements listed in Table B.3:

Table B.3: Graduation Requirements

Subject	Number of Credits
English	40 Credits (All English Courses must use core material)
Mathematics	30 Credits (Must complete Algebra 1)
History/Social Science	30 Credits (World History (10 credits); U.S. History (10 credits); American Government (5 Credits); Economics (5 Credits))
Physical Education	20 Credits
Science	20 Credits (Life Science (10 Credits); Physical Science (10 Credits). 30 Credits are recommended.
Foreign Language or Visual/Performing Arts	10 Credits
Electives	70 Credits
Total Credits	220 Credits

Community Service	10 hours to fulfill the service learning requirement (This is to be completed in grades 9-12, and students must submit verified hours on a letterhead from an approved service agency).

One semester of Ethnic Studies will be required commencing with students graduating in the 2029-2030 school year. One semester of a separate, standalone course in Personal Finance will be required commencing with students graduating in the 2030-2031 school year. Pursuant to Education Code Section 51225.3(a)(1)(H)(ii), commencing with students graduating in the 2030-2031 school year, the Charter School may exempt a student who completes the above-referenced one semester standalone personal financial course requirement from the one semester course in economics required by Education Code Section 51225.3(a)(1)(D).

Notwithstanding the graduation requirements listed above, the Charter School recognizes that certain students are at risk of not completing high school due to extenuating circumstances and face unique challenges in meeting local graduation requirements, which were adopted by the Charter School in addition and supplemental to the state minimum graduation requirements, while maintaining their educational progress. To address this concern, the Charter School has adopted a policy establishing eligibility criteria and guidelines for exemptions from the Charter School's locally adopted graduation requirements through participation in an alternative graduation pathway to ensure equitable access to graduation while maintaining compliance with state graduation requirements. (Please see **Exhibit L: Alternative Graduation Pathway Policy**.) Students receiving a high school diploma under the Charter School's alternative graduation pathway will be required to complete the state minimum high school graduation course requirements as specified in Education Code Section 51225.3.

OFL-Duarte understands that graduation requirements may change over time. OFL-Duarte's students will complete all graduation requirements of the current school year per OFL-Duarte or State requirements.

G. WASC Accreditation

OFL-Duarte is WASC Accredited through June 30, 2028.

Element 3: Methods to Assess Pupil Progress

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

A. Accountability for Student Progress

OFL-Duarte is accountable for student progress and administers the following assessments: Renaissance STAR benchmarking assessments in reading and mathematics, the California Assessment of Student Performance and Progress ("CAASPP"), the California Standards Test and other California-mandated assessments. OFL-Duarte establishes yearly performance goals and uses the data from the assessments listed above to determine the effectiveness of the educational program. OFL-Duarte also is evaluated according to student and parent satisfaction indices, the number of students graduating from the program, and the number of students recovering credits and returning to traditional school environments.

OFL-Duarte uses the following measures of academic achievement in determining program success:

- Renaissance STAR Benchmark Assessments
- Lexile Scores
- CAASPP (movement of student from one proficiency level to the next in a given subject)
- California Standards Test (movement from one proficiency level to the next)
- ELPAC (movement from one proficiency level to the next)
- RFEP results (the number and percentage of ELs who have exited the EL program)
- Course Level Assessments (demonstration of proficiency in grade level courses using summative assessments)
- FITNESSGRAM (physical education assessment for required grades)

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

Six months after the close of the fiscal year, OFL-Duarte submits an annual report to the District containing year-end information detailing pupil achievement (i.e. Renaissance STAR growth metrics, CAASPP results, credit attainment rates, ELPAC results, RFEP results) as well as the financial audit for the school year. Data provided in this report is specific to students enrolled under this charter as approved by the District and meets all CCSS and California assessment requirements.

1. Progress Assessment Methods

Students are regularly assessed to determine skill level growth and the appropriateness of the program for meeting their individual needs. All students participate in testing programs as required by law. OFL-Duarte annually reports student achievement data to staff, parents, and the District. Teachers use the data to determine students' areas of strengths and weaknesses and adjust their instructional methods or curriculum accordingly; administrators use the data to review staff performance and create relevant

professional development; the Board of Directors use the data to evaluate the performance of school leaders and the educational model; and the District is able to use the data to evaluate the performance of OFL-Duarte.

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

2. Unit and Course Assessments

Teachers at OFL-Duarte use multiple formative, summative, and student self-assessments to track student progress and inform instruction. Formal and informal assessments within each instructional unit and course provide teachers and students real time data to evaluate the effectiveness of content delivery and standard mastery achievement. Teachers and students use the data when working collaboratively on ILPs. Teachers and leadership further utilize this data to inform teaching skills and additional professional development offerings. Appropriately selected and administered assessment instruments are aligned to the mission, exit outcomes, and curriculum of OFL-Duarte. These assessments provide information that is critical for:

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

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

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

Subject	Assessment Tools	Frequency
English Language Arts	Renaissance Star ELA benchmark assessment	Three times per year
	Oral presentation	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	SBAC	Annually
Mathematics	Renaissance Star math benchmark assessment	Three times per year
	Rubric-based performance tasks	Ongoing

	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	SBAC	Annually
Science	Lab reports	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit Assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	CST	Annually
Social Science	Oral presentation	Ongoing
	Rubric-based Performance Tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	CST	Annually
World Languages	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
Health/PE	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
Electives	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion

OFL-Duarte's students also develop their social-emotional skills through experiences designed to foster critical thinking. Research supports the positive association between social-emotional skills and academic achievement, with these skills having positive long-term behavioral and attitudinal effects.[7] Methods for assessing the progress of the development of these skills include reflection activities and one-to-one student teacher meetings (see Table C.2).

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

Skills	Assessment Tools	Frequency
Gratitude Grit Optimism Relationship Skills Responsibility	Journal entries	Ongoing
	One-on-one student teacher meetings	Twice weekly
	Character Education activities	Ongoing

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

Self-Awareness Self-Management Social Awareness	Teacher and staff anecdotal notes	Ongoing
	Student personal growth plan	Initially

3. Personalized Assessment

OFL-Duarte identifies the particular needs of each student during an enrollment orientation, which includes diagnostic assessments, parent conference, student goal setting, and transcript review. This process provides the student's teacher with an initial understanding of the student's communication skills, the student's perspective on school, why the student left his or her previous learning environment, and what the student's goals are. This information provides insight the teacher can use to help the student shape educational and personal goals. This approach is vital to the overall success of the personalized learning process.

The teacher, student, and parents work together to develop an ILP to help maximize the student's success in the program. OFL-Duarte recognizes that individual students have varied, often changing needs, and teachers adjust the ILP to meet these needs; however, any adjustments still maintain strict adherence to a well-defined set of content standards and graduation requirements. Student success is achieved through a balance between structure and flexibility in the learning process.

OFL-Duarte uses the following strategies when developing the ILP for each student:

- an assessment of the academic strengths and weaknesses of the student, using both formal and informal assessment procedures,
- a thorough examination of the expectations for each student,
- location of available resources and services so that an appropriate match between the expectations and the student's knowledge base can be achieved,
- collaborative review of community and charter school resources to support student achievement and bridge the gap between learning goals and prior academic knowledge, and
- the development of a personalized plan of action that is flexible, modifiable, and includes an evaluation procedure to determine achievement of desired outcomes.

Students demonstrate that they have met the standards required for the coursework before progressing to subsequent courses within the same content area.

4. Student Skill Growth

Comprehensive skill growth is measured using multiple assessment measures. One metric used for student level and school wide data tracking is the Renaissance STAR assessment system, which is nationally normed and aligned with CCSS. Renaissance STAR assessments allow OFL-Duarte to disaggregate data, evaluate curriculum, and compare students' skill growth to that of students at other schools with the same educational model.

This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. Students take the Renaissance STAR Reading and Math Assessments after enrollment and during two additional benchmark assessment windows. These benchmark assessments provide teachers with a snapshot of each student's reading and math levels.

Follow-up assessments identify student deficiencies so that the teacher can provide individualized, targeted interventions. OFL-Duarte is able to track the skills growth of the student population as a whole and the Renaissance STAR Assessments allow OFL-Duarte to design formative and summative assessments that align with the school's personalized curriculum.

5. Student Credit Attainment and Mastery

Each student is placed in the core subjects of ELA and mathematics based upon his or her assessed achievement levels, transcripts of previous coursework, state test results, and other data. Mastery of skills is determined by one or more of the following: teacher observational data, work samples, unit tests, and formative and summative assessments. Assessments are tailored to meet the specific learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Students are required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). In order to earn course credit, a student must demonstrate mastery, which is defined as a score of 70 percent or higher, on both coursework and unit exams. Students who do not meet this requirement must review and revisit a differentiated instructional process, such as direct instruction, online coursework, or individualized tutoring at the school site in order to master the skills and content.

Students have the opportunity to complete a maximum of ten academic units of work (equivalent to ten credits) during the same four-week learning period. Attendance is calculated, and an audit trail of all coursework is maintained for each student based on Education Code Section 46301.

6. Success Rates

The goal of OFL-Duarte is to re-engage students and provide academic support, enabling students to recover credits and return to their home district or graduate from the Charter School. OFL-Duarte internally measures graduation rates on a yearly basis. Because of the non-traditional nature of the program, OFL-Duarte determines graduation rates by measuring the number of students who have earned enough credits to be considered seniors at the beginning of the school year and those who then graduate by the conclusion of that same school year.

OFL-Duarte enrolls students year-round. Because of the varying needs of students who enroll and then leave OFL-Duarte, the drop-out rate is based on full-time students. OFL-Duarte notifies the District when students voluntarily leave the program and inform the District of the student's intent to return to their neighborhood school upon credit recovery. OFL-Duarte works collaboratively with the District to increase graduation rates, decrease drop-out rates, and address state priorities.

7. State Mandated Assessments and Accountability System

Pursuant to Education Code Section 60605, OFL-Duarte administers all required State and national standardized assessments (i.e. CAASPP, ELPAC) as they are developed and approved by State and Federal agencies. State mandated assessments are used to measure student achievement, inform instruction, and provide guidance for development of LCAP goals and objectives. Data collected from the assessments are analyzed, disaggregated, and shared with multiple stakeholders, including school staff, school leadership,

the Board of Directors, students, and parents. Based on the data, students who score below proficient are provided with further support interventions. All data collection comports with state and federal privacy laws including the Family Educational Rights and Privacy Act.

Element 4: Governance

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

A. Governance Overview

The Charter School is operated by OFL-Duarte, Inc., a California nonprofit public benefit corporation and governed by its Board of Directors (also referred to herein as "Board"). OFL-California, Inc. ("OFL-California"), a separate California nonprofit public benefit corporation, serves as the sole statutory member of OFL-Duarte as the term "member" is defined in Corporations Code Section 5056. The purpose of the sole statutory membership is to connect the network of OFL schools. Each OFL charter school is operated by separate corporations and governed by their own boards of directors (including OFL-Duarte), but OFL-California serves as the sole statutory member of each. OFL-California, Inc. is a nonprofit public benefit corporation that qualifies for exemption from federal income tax under Section 501(c)(3) of the Internal Revenue Code. There are no overlapping board members between OFL-California and OFL-Duarte. As the sole statutory member of OFL-Duarte, OFL-California, in accordance with IRS requirements may provide services to OFL-Duarte in lieu of services from other third-party providers. In such event, the provision of any such services and any amounts paid to OFL-California will be memorialized in a Board approved written agreement. OFL-California will comply with all applicable laws, including any laws that may hereinafter apply to it.

OFL-Duarte shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and OFL-Duarte. Pursuant to Education Code Section 47604, the District shall not be liable for the debts and obligations of the Charter School operated by OFL-Duarte or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

B. Role and Responsibilities of the Board of Directors

OFL-Duarte is governed by its Board in accordance with its Articles of Incorporation filed with the Secretary of State and its bylaws, which shall be consistent with the terms of this charter. See **Exhibit J: Articles of Incorporation, Bylaws, and Conflict of Interest Code**.

OFL-Duarte's Board shall be comprised of three (3) members, who shall manage the business affairs of OFL-Duarte. Board Members are selected based on background and education, commitment to the mission of OFL-Duarte, and ability to carry out board duties. The Board will be responsible for school policy decisions, including ensuring that the academic program is implemented effectively and results in student academic success. The Board will also adopt appropriate school policies, review the school's financials, oversee student discipline, monitor organization program performance, and ensure other policies are implemented as mandated by State or Federal law.

OFL-Duarte will follow all applicable laws, including the Brown Act and Senate Bill 126 (2019). OFL-Duarte's Board has multiple oversight responsibilities, including but not limited to:

- Development, review, or revision of OFL-Duarte's LCAP and mission,

- Adoption of recommended and required policies, including, but not limited to the Board policy on independent study, Student Master Agreement, and the student discipline policy,
- Development and approval of the annual budget,
- Participation in dispute resolution procedures and complaint procedures when necessary
- Approval of amendments to the Charter, including material revisions
- Annual review of the LCAP and Annual Update and approval of the LCAP revisions,
- Approval of annual fiscal and performance audits,
- Hiring, supervision, evaluation and, if necessary, termination of the Superintendent, and
- Approval of personnel discipline (e.g. suspensions or dismissals) as needed.

The Board may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by any law and which is not in conflict with the purposes for which OFL-Duarte is established. Subject to the Charter School's fiscal policies and procedures and subject to Education Code Section 47604 (as amended by Assembly Bill 406 (2019)), OFL-Duarte reserves the right to contract with other individuals and entities, whether public, private, for-profit, or nonprofit, in order to accomplish its goals and objectives as stated in this Charter, or to provide any or all services required hereunder, to the extent permitted by law.

The Board Members are selected by OFL-California. Directors serve for a term of one (1) year, but they are not precluded from serving multiple or consecutive terms. Each Director, including a Director designated to fill a vacancy, shall hold office until the expiration of the term for which designated and until a successor has been designated by OFL-California, or until his or her earlier death, resignation or removal. The biographies of OFL-Duarte's Board Members are included in **Exhibit B: Board of Directors Biographies**. Meetings of the Board of Directors of OFL-Duarte will be held within the boundaries of the District. Notwithstanding, meetings of the Board of Directors may be held elsewhere or in other modalities as may be reasonably necessary to protect the health and safety of the Board of Directors, staff and members of the public attending the meeting in compliance with government mandates or orders including, for example, Governor Newsom's Executive Order N-29-20 which was issued in response to the threat of the COVID-19 pandemic.

To ensure stable and consistent legal compliance and effective board practices, OFL-Duarte will provide or arrange for ongoing training to its Board Members. Topics may include, but are not limited to: understanding charter school budgets, the proper conduct of Board meetings in compliance with the Brown Act, Government Code Section 1090, California Public Records Act, Political Reform Act of 1974, avoiding conflicts of interest, ethics (pursuant to Education Code Section 53235), roles and responsibilities of the Board including fiduciary duties, the Charter School's Fiscal Policies and Procedures including the Procurement Policy, and other topics of relevance in serving on a charter school's Board. A copy of OFL-Duarte's Fiscal Policies and Procedures is in **Exhibit P – Fiscal Policies and Procedures**. The Board has adopted policies and procedures regarding conflicts of interest. A copy of OFL-Duarte's Conflict of Interest Code is in **Exhibit J: Articles of Incorporation, Bylaws, and Conflict of Interest Code**.

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

C. Roles and Responsibilities of the Superintendent

The Superintendent reports to the Board. The roles and responsibilities of the Superintendent, or his/her designee, include, but are not limited to, the following:

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

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

D. Ensuring Parental Involvement in Governance

Parents and guardians of OFL-Duarte students are encouraged to provide input in making decisions, including decisions that promote parent participation for all student subgroups, specifically students with exceptional needs, foster youth, and English Learners. Various school-wide parent outreach opportunities create positive and meaningful experiences for students. OFL-Duarte staff notifies parents, immediately

when problems with attendance, academic progress, or personal issues arise. Parents are given suggestions about ways they can support the learning process and a written report of student progress can be provided to parents immediately upon request. Parents may also receive more regular updates by calling or emailing their child's teacher or by visiting the school site.

Communication with parents occurs through digital media, regular phone calls from teachers, open houses each semester, quarterly newsletters, back to school nights, and progress reports. Student Advisors hold meetings with parents and guardians to help guide them through post-secondary and financial aid options, as well as host quarterly parent information meetings. Parents may also provide feedback to OFL-Duarte via scheduled parental focus group meetings. OFL-Duarte has parent information sessions scheduled throughout the year, including back to school nights, other events and LCAP informational meetings in both English and Spanish.

Element 5: Employee Qualifications

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

OFL-Duarte is committed to hiring qualified and dedicated employees for all positions. The Charter School hires knowledgeable and effective staff who connect with our students to empower and inspire them to achieve their goals and provide students with an education that prepares them for college and future careers. In accordance with Education Code 47605(d)(1), OFL-Duarte shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any employee or pupil on the basis of the characteristics described in Education Code Section 220. All employees shall be fingerprinted and receive a background clearance in the accordance with Education Code Section 44237 prior to commencing employment with OFL-Duarte. OFL-Duarte shall maintain workers' compensation insurance for its employees. OFL-Duarte maintains an Employee Handbook for all staff.

A. School Employee Qualifications

All instructional and non-instructional staff to be employed by OFL-Duarte shall possess the required knowledge, skills, abilities, education, experiences and minimum qualifications identified in each job description. All OFL-Duarte employees are subject to all applicable state and federal employment laws. Following are brief descriptions of key positions at OFL-Duarte. See **Exhibit N – Job Descriptions** for a more detailed description of the categories of positions employed by OFL-Duarte and the qualifications expected of the individuals in those positions. See **Exhibit O – Organizational Chart** for an organizational chart delineating supervisory roles and the lines of authority within OFL-Duarte.

1. Teacher Qualifications

Teachers at OFL-Duarte shall hold, at a minimum, a Bachelor's degree. To the extent required by applicable law, teachers in the Charter School shall meet all requirements of the ESSA, as applicable to their position. Effective July 1, 2020, teachers shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment as required by Education Code Section 47605(l)(1). These documents shall be maintained on file at OFL-Duarte and shall be subject to periodic inspection by the District. In accordance with Education Code Section 47605.4, teachers employed by the Charter School during the 2019-2020 school year shall have until July 1, 2025 to obtain the certificate required to the teacher's certificated assignment. In accordance with Education Code Section 47605(l)(2), by July 1, 2020, all teachers in the Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340 and 44341.

2. Superintendent and Assistant Superintendent(s)

The Superintendent and Assistant Superintendent(s) oversee the day-to-day management and operation of the Charter School including but not limited to management of the Charter School's fiscal health, general business operations, and effective implementation of curriculum, instruction, assessment, special programs, and staff development. The Superintendent must hold a master's degree and a Doctor of Education (or currently enrolled in a Doctor of Education Program). The Superintendent must also have a valid teaching credential and at least five years of experience in school administration and leadership in

curriculum and instruction. The Superintendent reports directly to the Charter School's governing board. The Assistant Superintendent(s) must hold a bachelor's degree. A Doctor of Education or advanced degree is preferred. The Assistant Superintendent(s) must also have a valid teaching credential, Administrative Services Credential, and relevant experience. The Assistant Superintendent(s) report to the Superintendent.

3. Director Level Positions

Director level positions at the Charter School support the Superintendent and Assistant Superintendent(s) in the management and operation of the Charter School. Director level positions must hold a bachelor's degree. A Doctor of Education or advanced degree is preferred. An Administrative Services Credential and at least 5 years of experience in school administration are required. Director level positions report to the Assistant Superintendent(s).

4. Principal Qualifications

The Principal is the primary administrator of the Charter School's resource centers. The Principal provides direct certificated instructional support and will be available to provide direct instruction to students. The Principal shall have, at a minimum, a Bachelor's degree. An advanced degree is strongly preferred. The credential required for a Principal is an Administrative Credential. The Principal will have managerial experience in an education setting and previous experience as an Assistant Principal or equivalent is preferred. The Principal reports to the Director of Schools.

5. Assistant Principal

The Assistant Principal is responsible for the direct supervision of teaching staff and will be available to provide direct instruction to students if the Assistant Principal holds a Single Subject Credential. The Assistant Principal shall have, at a minimum, a Bachelor's degree. An advanced degree is preferred. The Assistant Principal shall have a California clear single subject teaching credential however, an administrative credential is preferred. The preferred experience and skills of an Assistant Principal include at least 18 months of company teaching experience and supervisory or managerial skills. The Assistant Principal reports to the Principal.

6. Other Staff Qualifications

All other staff members, both instructional and non-instructional, will have the appropriate subject matter expertise, professional experience and demonstrated capacity to work successfully in an instructional support capacity. They will meet minimum qualifications outlined in each job description.

B. Recruitment

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

risk assessment. Newly hired teachers will participate in a training program prior to teaching to learn OFL-Duarte's curriculum, instructional model, and data-tracking systems.

In order to recruit and retain well qualified and experienced personnel, OFL-Duarte will offer a competitive salary and benefits package, as well as provide ongoing opportunities for professional development and training. OFL-Duarte is committed to maintaining a discrimination-free workplace to ensure the continued delivery of quality educational programs.

C. Change in Employment Status

In compliance with Education Code Section 44030.5, the Superintendent (or designee) will report any change in the employment status of an employee with a credential to the Commission on Teacher Credentialing not later than 30 days after a change in employment status, if the employee, while working in a position requiring a credential, and as a result of an allegation of misconduct or while an allegation of misconduct is pending, is dismissed, is non-reelected, resigns, is suspended or placed on unpaid administrative leave for more than 10 days as a final adverse action, retires, or is otherwise terminated by a decision not to employ or reemploy.

Element 6: Health and Safety Procedures

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

In order to provide safety for all students and staff, OFL-Duarte has adopted and implemented full health and safety policies and procedures as well as risk management policies at its school sites in consultation with its insurance carrier and risk management experts.

Following is a summary of the health and safety policies of OFL-Duarte.

A. Procedures for Background Checks

Employees and contractors of OFL-Duarte shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. OFL-Duarte shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent of OFL-Duarte (or designee) shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board of Directors will monitor the fingerprinting and background clearance of the Superintendent. Volunteers who will volunteer work outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

B. Role of Staff as Mandated Child Abuse Reporters

All employees shall be mandated child abuse reporters and follow all applicable reporting laws, pursuant to the same policies and procedures used by the District. OFL-Duarte shall provide mandated reporter training to all employees annually, in accordance with Education Code Section 44691.

C. Health and Safety of Students and Staff

1. Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

2. Immunizations

OFL-Duarte will adhere to all laws related to legally required immunizations for students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

3. Medication

OFL-Duarte will adhere to Education Code Section 49423 regarding the administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

4. Vision, Hearing, and Scoliosis

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

5. First Aid

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

6. Comprehensive School Safety Plan & Emergency Preparedness

A Comprehensive School Safety Plan which includes safety and disaster plans in accordance with Education Code Section 47605(c)(5)(F)(ii) has been adopted, implemented and maintained at all times. The Charter School shall ensure that all staff members receive training on OFL-Duarte's Comprehensive School Safety Plan and conduct emergency responsive drills for students and staff in accordance with such plan. The Charter School will review and update the Comprehensive School Safety Plan by March 1st of every year in compliance with Education Code Section 47605(c)(5)(F)(iii). Additionally, in order to provide safety for all students and staff, and in consultation with its insurance carriers and risk management experts, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at its resource centers.

7. Blood Borne Pathogens

OFL-Duarte shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. OFL-Duarte's Board of Directors shall establish and implement an infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV"), and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

8. Diabetes

OFL-Duarte will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students in grade 7, pursuant to Education Code Section 49452.7(a), et seq. The information sheet shall include, but not be limited to, all of the following:

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

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

OFL-Duarte shall maintain a drug, alcohol, and smoke-free environment. OFL-Duarte will annually inform parents and guardians of the dangers associated with using synthetic drugs and the possibility that dangerous synthetic drugs can be found in counterfeit pills pursuant to Education Code Section 48985.5. The annual notice will also include the risk of social media platforms being used as a way to market and sell synthetic drugs such as fentanyl. If the Charter School requires a course in health education for graduation from high school, the course will include instruction in the dangers associated with fentanyl use in accordance with Education Code Section 51225.38.

10. Suicide Prevention Policy

OFL-Duarte shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. OFL-Duarte has reviewed and updated the policy and training materials in accordance with Assembly Bill 58 (2023). OFL-Duarte will provide suicide awareness and prevention training to all teachers beginning in the 2024-2025 school year. If OFL-Duarte issues identification cards to its students, then the cards shall have printed on either side specified suicide prevention hotline numbers in accordance with Education Code Section 215.5.

11. Menstrual Products

OFL-Duarte will stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom pursuant to Education Code Section 35292.6.

12. Accommodations for Lactating Students

OFL-Duarte shall adhere to Education Code Section 222 regarding reasonable accommodations to a lactating pupil on the school campus to express breast milk, breastfeed an infant child, or address other needs related to breast-feeding.

13. Sports Programs

OFL-Duarte shall maintain policies and procedures to protect students participating in sports programs. The Charter School shall adhere to Education Code Sections 35179.5 and 49475 regarding the limitations on public school sports programs regarding the number and length of practices and concussions. Sudden cardiac arrest training shall be required for all coaches of sports programs at the Charter School in accordance with Education Code Section 33479, et seq. If OFL-Duarte offers an interscholastic athletic program, it will develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire, and regularly test and maintain at least one automated external defibrillator ("AED"), and make the AED available at on-campus athletic activities or events according to the requirements of Education Code Sections 35179.4 and 35179.6.

14. Bullying Prevention

OFL-Duarte has adopted procedures for preventing acts of bullying, including cyberbullying. Annually, all employees who have regular interaction with students participate in online training developed by the California Department of Education pursuant to Education Code Section 32283.5(a).

15. Mental Health Assistance Posters

In accordance with Assembly Bill 748 (2022), OFL-Duarte has created and prominently displays a poster that identifies approaches and shares resources regarding student mental health. Additionally, the information will be distributed on the school's website.

16. Nutritionally Adequate School Meal

OFL-Duarte will provide at least one nutritionally adequate school meal per day to free and reduced lunch eligible students pursuant to Education Code Section 49501.5. Additionally, any food items available for purchase by students will comply with the requirements of Assembly Bill 2316 (2024).

17. Human Trafficking Prevention Resources

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

18. California Healthy Youth Act

OFL-Duarte will teach sexual health education and HIV prevention education, including information about resources available to students related to adolescent relationship abuse and intimate partner violence, to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act as codified in Education Code Section 51930, et seq.

19. Safe Place to Learn Act

OFL-Duarte will comply with all applicable requirements of the Safe Place to Learn Act as codified in Education Code Section 234, et seq.

20. Firearm Safety Notice

OFL-Duarte shall annually provide parents/guardians with notice of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the regular school term in accordance with Education Code Section 48986.

21. Youth Behavioral Health Policy

OFL-Duarte will adopt a policy on referral protocols for addressing pupil behavioral health concerns by January 31, 2026 in compliance with Education Code Section 49428.2.

22. Smartphone Policy

OFL-Duarte will develop, adopt and update every 5 years, a policy to limit or prohibit use by students of smartphones while at the resource centers or under the supervision and control of an OFY-Duarte employee in compliance with Education Code Section 48901.7.

23. FERPA

OFL-Duarte complies with the Family Educational Rights and Privacy Act (FERPA).

D. Facility Safety

OFL-Duarte shall provide its staff and students safe facilities that meet or exceed local safety ordinances. The school sites will be accessible to all students. OFL-Duarte's facilities shall meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act.

OFL-Duarte shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. OFL-Duarte 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. OFL-Duarte shall conduct fire drills as required under Education Code Section 32001.

E. Comprehensive Discrimination and Harassment Policies and Procedures

OFL-Duarte is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. OFL-Duarte maintains a comprehensive policy, including training for staff and students, to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with OFL-Duarte's discrimination and harassment policies. See **Exhibit C: Student Handbook**. In accordance with Education Code Section 231.6, OFL-Duarte shall display a poster notifying students of the

applicable policy on sexual harassment. The posters shall be prominently displayed in each bathroom and locker room, and in public areas, at the Charter School's facilities.

F. Freedom of Speech and Press

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

Element 7: Balance of Student Body

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

A. Balance of Student Body and Student Recruitment

OFL-Duarte does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

OFL-Duarte maintains a policy of non-discrimination in all areas of its operations and strives to achieve a racial and ethnic balance among its students that reflects demographic balance of the territorial jurisdiction of the area where the resource center(s) is located. This balance is achieved and maintained through recruitment of underrepresented students from high-needs areas and working with community-based organizations.

Practices for ensuring OFL-Duarte's student population is balances and reflective of the community may include, but is not limited to, the following strategies:

- Developing annual marketing plans created in collaboration with school staff and with the use of student survey data.
- Targeted student recruitment in the geographic area(s) surrounding the Charter School.
- Community outreach with key stakeholders including students, families, community leaders, and local businesses.
- The development of promotional materials that appeal to the racial and ethnic groups represented in the territorial jurisdiction of the school district and surrounding area(s) of the Charter School.
- The distribution of promotional materials to a wide range of community organizations, businesses, and service providers that cater to the various racial, ethnic, and interest groups represented in the territorial jurisdiction and areas surrounding the Charter School.
- All materials will be readily available in English and other languages as necessary for the racial and ethnic groups represented in the territorial jurisdiction and areas surrounding the Charter School.
- OFL-Duarte engages with administrators and school counselors in district high schools to support them in providing an alternative educational option to their students who are disengaged from school and likely to be unsuccessful in a traditional setting.
- OFL-Duarte uses its Facebook, Twitter, and Instagram social media accounts to update students and parents about the school, serve as a hub for questions and comments, and showcase student projects, social clubs, events, and sports teams.

OFL-Duarte's unique model provides an alternative to the comprehensive high school with its flexible schedule, programs and calendar. OFL-Duarte will target recruitment efforts towards students who are socioeconomically disadvantaged, have a history of low academic performance, have disabilities, are out of school, or at risk of dropping out of school.

OFL-Duarte's recruitment efforts focus on students who are:

- Pregnant and parenting teens
- Credit deficient
- Students with a past record of high levels of truancy
- Special education students with IEPs identifying a significant level of independent study as appropriate
- English learners
- Students qualifying for free or reduced meal programs
- Transient and homeless students
- Students in foster care
- Adjudicated youth

OFL-Duarte has established partnerships with community colleges and other organizations such as WIC, Boys and Girls Clubs, churches, and the juvenile justice system in an effort to recruit students and maintain a target population that is reflective of the community. Student outreach is conducted in English, Spanish and other languages

OFL-Duarte reviews the student demographic data on regular basis and updates the recruitment and outreach plan as needed based upon the enrollment results from the previous year.

Element 8: Admission Policies and Procedures

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

A. Student Admissions Policies and Procedures

OFL-Duarte shall not discriminate against any student based upon any of the characteristics listed in Education Code Section 220 prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

OFL-Duarte shall admit all pupils who wish to attend the school. OFL-Duarte will comply with all laws establishing maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of a pupil or his or her parent or legal guardian within the state.

All students entering OFL-Duarte along with a parent or legal guardian, will be strongly encouraged to participate in an enrollment meeting with a teacher, center coordinator, and/or Assistant Principal. The parent or guardian must be present to sign the necessary enrollment forms and agreements. In the case of minors, only the parent or legal guardian may sign the Master Agreement Form to enroll his or her child into the Program.

OFL-Duarte shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act (also referred to herein as "McKinney Vento Act") and ensure that each child of a homeless individual and each homeless youth has equal access to the same free appropriate public education as provided to other children and youths. When enrolling unaccompanied homeless youth under the McKinney-Vento Act, OFL-Duarte's policy states that the teacher must co-sign the enrollment paperwork and include a note stating: "Minor represents that no parent or guardian caregiver is available, and that minor is an 'unaccompanied homeless youth' as defined under the McKinney-Vento Act."

OFL-Duarte's educational program is designed to serve all students but particularly students who are academically low performing, have dropped out or at risk of dropping out of school and are economically disadvantaged.

B. Lottery Preferences and Procedures

If the number of pupils who wish to attend OFL-Duarte exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing in accordance with Education Code Section 47605(d).

The lottery will be held at the Charter School's resource center or other public location that is easily accessible and large enough to allow all interested parties to observe the drawing. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. The lottery will be open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission.

The public will be notified of the date, time and location of the random drawing through written notices posted at the resource center and the Charter School's website at least thirty (30) days prior to the date

of the random drawing. Applicants who have informed OFL-Duarte of their intent to enroll will be notified of the lottery via automated and/or personal telephone calls, email notifications, and/or letters sent home to the addresses provided in the applications.

Exemptions and preferences will be offered in the following categories in accordance with applicable state and federal laws:

1. Existing students of OFL-Duarte are guaranteed continued admission and are exempt from the lottery process.
2. First preference for admission will be given to siblings of students admitted to or attending OFL-Duarte.
3. Second preference for admission will be given to pupils who reside in the attendance area of the District.

As part of conducting its random public drawing process, applicants will be able to identify eligibility for admissions preference categories in the application.

Lottery spaces will be drawn by the Principal, or the Principal's designee. Applicants drawn up to the number of open spots available and securing a spot will be notified in writing by U.S. mail and/or electronic mail. Applicants must accept admission within 10 business days from the date of notification by confirming with school staff of their intent to complete the enrollment process and/or submitting a completed Registration Form. Applicants who decline an offered spot or who fail to accept by the deadline will forfeit their right to enroll in the Charter School for that school year. The Principal, or designee, will supervise school site staff in coordinating notification of admission to applicants drawn in the lottery and the processing of enrollment materials.

After all available spots have been allocated through the lottery, remaining applicants who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw order in the lottery, which will be used as space becomes available throughout the school year. The wait list will be kept on file at the school and will be valid for the duration of the school year. Applicants with a preference will be placed at the top of the wait list in the order of preference priority and the order their names are drawn. The wait list will not carry over to the following year. Applicants who are not offered spots at the public drawing will remain on the wait list until a space becomes available or the end of that school year.

The lottery process will be transparent at all times. Applications and the randomly generated lottery list will be maintained by OFL-Duarte's enrollment staff. Numerous OFL-Duarte administrative, certificated, and classified staff will supervise and facilitate the public lottery drawing and the establishment of the wait list. OFL-Duarte's policies and procedures regarding enrollment will be clearly publicized in the application instructions and on the Charter School's website.

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

Element 9: Pupil Suspension and Expulsion Policies

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

A. Suspension/Expulsion Procedures

OFL-Duarte's suspension and expulsion procedures comply with the requirements of Education Code Section 47605(c)(5)(J). OFL-Duarte's policies and procedures regarding student discipline can be found in the Charter School's Suspension and Expulsion Policy. Among other things, the policy sets forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with State

and Federal law. Parents, students, and staff may provide input on the design and implementation of OFL-Duarte's discipline policy to the Board of Directors. The Board of Directors may periodically amend the policy, develop additional criteria, and add alternative methods of discipline; provided, however, that all such amendments and additions ensure that students are afforded due process to the extent required by applicable law.

OFL-Duarte's Suspension and Expulsion Policy and student behavioral expectations are described in OFL-Duarte's Student Handbook. See **Exhibit C: Student/Parent Handbook**. This handbook shall be available to parents and students upon enrollment through the OFL-Duarte website. Students will be expected to conform to OFL-Duarte's rules and expectations. Teachers and staff will monitor student behavior during OFL-Duarte's hours of operation and during experiential learning trips. If a problem should arise, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

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

Element 10: Employee 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(c)(5)(K).*

A. Retirement Benefits

All staff members of OFL-Duarte will be covered by Federal Social Security pursuant to applicable law. With respect to additional employee benefits, OFL-Duarte will comply with all applicable State and Federal laws governing such benefits.

OFL-Duarte will offer a 401(k) Retirement Plan to eligible employees. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. OFL-Duarte's designated benefits supervisor from the human resources team will be responsible for enrolling eligible employees and ensuring that appropriate arrangements for that coverage have been made.

Element 11: Public School Attendance Alternatives

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

No student shall be required to attend OFL-Duarte.

Students residing in the District who choose not to attend OFL-Duarte may attend school within the District according to District policy or at another school district or school within the district through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 12: Employee Return Rights

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

A. Employees Return Rights

No employees of the District shall be required to work at OFL-Duarte. Employees of the District who choose to leave the employment of the District to work at OFL-Duarte have no automatic rights of return to the District after employment by OFL-Duarte, unless specifically granted by the District through a leave of absence or other agreement or as may be required by law.

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

Element 13: Dispute Resolution Process

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

A. Resolving Disputes Relating to Provisions of the Charter

OFL-Duarte recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following is intended as a starting point for a discussion of dispute resolution procedures. OFL-Duarte is willing to consider changes to the process outlined below as suggested by the District.

OFL-Duarte and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between OFL-Duarte and the District, OFL-Duarte staff, employees and Board members of OFL-Duarte and the District agree to apprise the other, in writing, of the specific disputed issue(s) ("dispute statement") and to refer the issue to the District Superintendent and Superintendent of OFL-Duarte, or their respective designees. In the event that the District's Board of Education believes the dispute relates to an issue that could potentially lead to revocation of the charter, OFL-Duarte requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Within 10 days of receipt of the dispute statement, OFL-Duarte's Superintendent and the District Superintendent, or their respective designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendents, or their respective designees, shall meet again within 15 days from the date of the initial meeting to identify a neutral, third-party mediator to engage in a mediation session designed to facilitate resolution of the dispute. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any mediator shall be non-binding, unless the governing authorities of OFL-Duarte and the District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days from the date the parties jointly identified a mediator. OFL-Duarte and the District shall share all mediation costs and all other costs associated with dispute resolution equally. All timelines and procedures in this section may be revised upon mutual written agreement of the District and OFL-Duarte.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the Charter School shall be given a reasonable period to correct the violation, unless the District indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the Charter School's pupils. The dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of OFL-Duarte's pupils. Additionally, in such cases, other procedures outlined herein may be adjusted as reasonably necessary to protect the health and safety of students from severe and imminent harm.

The District reserves the right to take any action it deems appropriate and OFL-Duarte reserves the right to seek legal redress for any such actions under the law.

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

OFL-Duarte's entitlement to receive funds pursuant to this charter and any applicable federal and state law shall be continuous throughout the term hereof. In the event of any disputes between the parties, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of OFL-Duarte from the State of California or the federal government, which funds, when paid, become the sole and exclusive property of OFL-Duarte. Nothing stated herein requires the District to pay to OFL-Duarte those state and federal funds designated for OFL-Duarte that it has not yet received.

B. Internal Disputes

OFL-Duarte has developed and maintains internal dispute resolution procedures to address internal disputes related to the operation of the Charter School. OFL-Duarte maintains a Uniform Complaint Policy and Procedures Form ("UCP") that was established to provide a uniform process for investigating complaints that allege that OFL-Duarte has violated laws or regulations related to certain educational programs or issues as required by state and federal laws. A copy of the UCP can be found in **Exhibit C – Student/Parent Handbook**. In addition to the UCP, parents and guardians can call into a We Want to Know HOTLINE (1-800-990-8384) to speak to an independent third-party regarding concerns and complaints regarding the Charter School. Within two school says of the call, a confidential report will be sent to OFL-Duarte for a comprehensive review. OFL-Duarte also maintains an Enrollment/Disenrollment Complaint Form that parents and guardians can use to submit a complaint to the District when the Charter School is alleged to have discouraged a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. A copy of the Enrollment/Disenrollment Complaint Form can be found on OFL-Duarte's website (www.ofl-d.org). OFL-Duarte will adopt additional policies and procedures to address internal disputes when required by law. The District shall promptly refer all disputes not related to a possible violation of the charter or law to OFL-Duarte.

Element 14: Closure Procedures

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

A. Closure Protocol

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

Closure of OFL-Duarte will be documented by official action of OFL-Duarte's Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and persons or persons responsible for closure-related activities.

OFL-Duarte will be the responsible entity to conduct closure activities and will fund closure activities with its remaining unrestricted assets.

Upon determination of closure, OFL-Duarte will promptly notify parents, guardians and students of OFL-Duarte, the District, the Los Angeles County Office of Education, the Charter School's SELPA, if any, the retirement systems that employees participate in, and the CDE. These notices will include all information required by Title 5 of the California Code of Regulations Section 11962(b).

OFL-Duarte will ensure that the notification to the parents, guardians and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close OFL-Duarte.

OFL-Duarte will also develop a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, which they will provide to the individual or entity responsible for closure-related activities.

As applicable, OFL-Duarte will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232(g). OFL-Duarte will ask the District to store original records of the Charter School students. All student records of OFL-Duarte shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, OFL-Duarte shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

OFL-Duarte will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of OFL-Duarte, all assets of OFL-Duarte, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending OFL-Duarte will remain the sole property of OFL-Duarte, and upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation and bylaws. As OFL-Duarte is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of OFL-Duarte, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Any assets acquired from the District or District property will be promptly returned upon OFL-Duarte closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As specified by the Budget in **Exhibit E: Proposed Budget**, OFL-Duarte will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Charter Requirements

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

A. Facilities

School sites are typically configured into three classrooms, one administrative office, an open student work space, a conference space, a student meeting space, a kitchen area, a science wet lab, and appropriate restroom facilities for staff and students. The space required to implement the educational model ranges from 3,000 to 6,000 square feet. The school sites will be properly zoned and cleared for student occupancy by appropriate local authorities.

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

During the charter renewal term, OFL-Duarte will operate a resource center within the District's boundaries at 1202-1204 E. Huntington Drive, Duarte, CA 91010. A fully executed lease agreement has been secured to expand the operations and capacity of this resource center within the same shopping center at 1210 B East Huntington Drive, Duarte, CA 91010. OFL-Duarte will simultaneously operate the resource center at its current location of 1202-1204 E. Huntington Drive, Duarte, CA 91010 and at the expanded space at 1210 B East Huntington Drive, Duarte, CA 91010.

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

B. Administrative Services

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

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

OFL-Duarte's current contracted CMO service provider is Propel, A Charter Management Group, Inc., a nonprofit public benefit corporation.

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

C. Potential Civil Liability Effects

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

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

Further, OFL-Duarte shall enter into a Memorandum of Understanding ("MOU") with the District, wherein OFL-Duarte shall indemnify the District for the actions of OFL-Duarte under this charter.

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

As stated above, insurance amounts shall be determined by recommendation of the District and OFL-Duarte's insurance broker and carriers for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of OFL-Duarte.

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

D. Reporting Requirements

1. Budget

See **Exhibit E: Proposed Budget**.

2. Financial Reporting

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

1. By July 1 a preliminary budget for the current fiscal year
2. By July 1, LCAP and an annual update to the 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, by December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
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 actuals report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

OFL-Duarte will provide reporting to the District as required by law and as requested by the District including, but not limited to, on the following:

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

OFL-Duarte will also provide the following data and reports as required by the District:

a. If placed on a "Financial Watch List" by the County Office of Education or the Fiscal Crisis and Management Assistance Team: A monthly statements of accounts
b. Test results for all state mandated assessments, which are:
    i. ELPAC
    ii. Spanish Assessment of Basic Education ("SABE")
    iii. CAASPP and CAST results
    iv. PFT (Physical Fitness Test)

Changes in reporting requirements may be incorporated by reference into the charter when OFL-Duarte and District update the MOU.

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

E. Calendar

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

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

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

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

OFL-Duarte has determined the specific days the holidays will be observed and has included these days in the Student Handbook. Student holidays can be found in **Exhibit C**: **Student/Parent Handbook** and in **Exhibit I. School Calendar**.

F. Terms of Charter

The term of this Charter shall be for five years, from July 1, 2020, through and including June 30, 2025. Notwithstanding, the term of this Charter was extended by three years to June 30, 2028 pursuant to Education Code Section 47607.4 [Assembly Bill 130 (2021); Senate Bill 114 (2023)]

OFL-Duarte may submit a renewal of the Charter Petition pursuant to Education Code Sections 47605 and 47607 ("Renewal Petition") to the District any time prior to the expiration of the charter term. The Renewal Petition shall be deemed received by the District for purposes of California Code of Regulations, Title 5 ("5 CCR") Section 11966.4 when OFL-Duarte submits the Renewal Petition to the District office, along with a certification that OFL-Duarte deems the Renewal Petition to be complete, in accordance with Education Code section 47605(b), as amended. In reviewing the Renewal Petition, the District shall comply with the provisions of law as they apply to charter schools, including, but not limited to, Education

Code Sections 47607 and 47605, and 5 CCR Section 11966.4. The Renewal Petition shall be deemed automatically renewed if the District fails to grant or deny the Renewal Petition within the time periods set by law.

G. Amendments

This Petition may only be amended by written agreement of OFL-Duarte and the District.

H. Interpretation

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

I. Transportation

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

J. Notices

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

To the Charter School:
OFL-Duarte, Inc.
Attn: Ileana Kiriakos, Superintendent
1202-1204 E. Huntington Drive
Duarte, CA 91010
A copy of all notices to the Charter School must also be sent via email to ileana@ofy.org.

To the District:
Duarte Unified School District
Attn: Dr. Jessica Medrano, Superintendent
1620 Huntington Drive
Duarte, CA 91010

Any party hereto may change its address for the purpose of receiving notices, demands, and other communications as herein provided by a written notice given in the manner aforesaid to the other party or parties hereto.

K. Alternative Education Programs

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

L. Conflict of Interest

OFL-Duarte shall at all times comply with the applicable law concerning conflicts of interests including those under Senate Bill 126 (2019).

M. Responding to Inquiries

OFL-Duarte will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

N. Exhibit Alterations

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

O. Administrative Services

OFL-Duarte's criteria for the selection of contractors that demonstrate the necessary expertise and the procedure for selection of contractors is described in the Charter School's Procurement Policy in **Exhibit P – Fiscal Policies and Procedures**.