Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

# Options For Youth – Duarte

# Charter Petition

Submitted to:

**Duarte Unified School District**

Charter Petition approved on March 11, 2019
Material Revision approved on April 25, 2022
Material Revision approved on April 20, 2023
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Term:

July 1, 2027 - June 30, 2030

Request for Charter Renewal submitted: August 19, 2026

# Proposal

OFY-Duarte will serve students in grades 9-12. In addition to providing a strong educational model that integrates social-emotional learning within a safe and supportive environment, we are a Workforce Innovation and Opportunity Act (WIOA)–designated secondary school and an exclusive WIOA partner. Through robust workforce partnerships and a focus on college and career readiness, we deliver meaningful pathways for student success.

At the core of our work is a network of hope and support for students who need it most. We serve low-income students; those who have dropped out or are at risk of dropping out; minority students; children of migratory families; and students experiencing homelessness, foster care placement, or housing instability. We also support justice-involved youth; pregnant and parenting students; LGBTQ students; English learners; students with disabilities, special needs, or behavioral challenges; and those with IEPs or Section 504 plans who may benefit from a nontraditional setting. Additionally, we serve students who have experienced bullying, are skills-deficient, or require greater flexibility to complete their education or secure and maintain employment.

Our portfolio of schools and centers, strategically located across multiple communities, ensures continuity for highly mobile students and families. This model provides uninterrupted access to education, social-emotional support, and both academic and practical skill development—without the barriers often associated with traditional, location-based systems

The benefits of a partnership between OFY-Duarte and the Duarte Unified School District will be:

- Resources for students who do not have a localized home and who migrate with their families who depend on decentralized work
- Resources for students who have been bullied, who are LGBTQ, and who need the safety of an alternative school with social-emotional educational structures
- Blended learning options for students who need more flexible schedules including homeless and transient youth, pregnant students, parents, and individuals with health issues
- Dual Enrollment offers students the opportunity to earn college credit while enrolled in high school
- Workforce and career preparation opportunities that help students learn more about the labor market and career pathways in high growth sectors
- One percent (1%) of all apportionment OFY-Duarte will receive from the state will be paid to District in the form of an oversight fee (per CA Education Code 47613)

The Duarte Unified School District will also benefit directly from the social and economic impact of helping dropouts and other at-promise students. Research has shown that when compared to high school graduates, high school dropouts earn less over their lifetime, have higher rates of unemployment and incarceration, and are more likely to depend on public assistance.

# Charter School Legislative Intent

Education Code Section 47601 provides as follows:

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

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# Program Overview and Achievements

**Organization**

- Received WASC Accreditation through June 30, 2028
- Received accreditation from Cognia through 2028
- Served over 35,000 students in the current charter between 2019-2026
- Added an internal Network Leadership team to better support school site leaders

**Academic Programs**

- Expanded Dual Enrollment opportunities
- Offered a CTE Program in Construction, Health Sciences, Cosmetology and Information Technology, and Fundamentals of Electricity
- Cultivated partnerships with community-based organizations to provide students with access to workforce development opportunities.
- Utilized Renaissance Star Assessment to track student learning progression and to identify any intervention needs
- Expanded the Assistant Principal of Instructional Programs role to support teacher and staff development to increase student performance outcomes
- Hired additional Intervention Specialists to reduce achievement gap in math and English
- Added the Career Pathways Coordinator position to further aid students in exploring workforce opportunities
- Utilized the use of a case management system to monitor all progress towards students' college and career goals
- Added international experiential learning trips to Ireland,Scandinavia, Japan and Australia/New Zealand
- Sponsored a year-round sports program for students including basketball, volleyball, soccer, softball, flag football, and Virtual Yoga and Cheer
- Expanded our E-Sports program to all sites and developed an experiential learning field trip, plus an all-charter tournament
- Hosted a “Shark Tank” entrepreneurial program, where students developed and presented a product and business plan
- Participated in a yearly Engineering Design Challenge
- Offered volunteer and job shadowing opportunities so students could seek valuable job readiness skills
- Encouraged and supported students wishing to obtain the California State Seal of Biliteracy (SSOB)
- Increased the number of SSOB recipients by over 450% (2023-24 to 2024-25)

**Curriculum and State Standards**

- Implemented Bright Thinker curriculum; both paper based and online formats to diversify course offerings
- Launched the Launching Your Learning Application (LYLA) application to further support students using the Skyrocket paper-based curriculum
- Added an A-G approved intervention Algebra I course through Carnegie Learning
- Expanded online course offerings through the Edmentum platform
- Offered intervention programs and courses in ELA and Math such as My Math Path, and Zinc
- Continuously tracked testing data to identify learning gaps in student learning
- Offered a college readiness program, to encourage students’ post-secondary goals and planning

through partnerships with organizations such as College Readiness Experience the World (CREW), SoCAl Roc, and Sharefest
- Facilitated students with Advanced Placement opportunities
- Held SAT School Day and offered the PSAT to support college readiness.
- Partnered with Skyrocket Ed Services to develop research-based credit-based curriculum options for Long Term English Learner (LTEL) students

**Professional Development**

- Conducted training for all new incoming staff that exposed teachers to learning targets, mastery level learning, best practices and strategies in the classroom
- Offered and administered a variety of professional development opportunities for all staff throughout the school year
- Participated in WIOA professional developments and WIOA exclusive partner progress meetings
- Added specialized training and PD for social emotional awareness
- Offered 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 various local professional development opportunities with varying topics through Los Angeles Office of Education (LACOE) and the East San Gabriel Valley SELPA
- Participated in an array of national conferences for leadership, instructional, and curriculum development

**Student/Parent/Community Engagement**

- Implemented a Parent Advisory Committee (PAC) to advise on issues concerning families and develop recommendations to enhance school offerings and overall program
- Implemented a District English Learner Advisory Committee (DELAC) to advise on issues and programs designed to support English Learners and their families.
- Offered various opportunities for students to visit college campuses throughout the school year
- Offered a study skills course to all incoming students in order to acclimate students to their new school
- Held Senior Awards for all graduating seniors who were recognized for their accomplishments throughout the school year
- Partnered with Pathways Travels to offer a variety of experiential learning trips to all students
- Invited families to yearly special recognition award dinner for bilingual students
- Hosted 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 Back to School Nights/Open House events for the community and student families to visit school sites
- Hosted yearly Senior Signing Events for families of students accepted into post-secondary education
- Integrated a comprehensive wrap around service initiative ensuring all practical obstacles are removed, allowing students to accomplish their goals

# Affirmations and Declaration

OFY-Duarte hereby certifies that the information submitted in this materially revised charter petition for a California public charter school ("Charter") submitted to the Duarte Unified School District ("District") is true to the best of our knowledge and belief; we also certify that this Charter does not constitute the conversion of a private school to the status of a public charter school; and further we understand that if the material revision to the Charter is approved, OFY-Duarte will follow any and all federal, state, and local laws and regulations that apply to OFY-Duarte, including but not limited to the following:

1. OFY-Duarte shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1(a)(1)]
2. OFY-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 47605(d)(1)]
3. OFY-Duarte shall consult, on a regular basis, with the Charter School's parents, legal guardians, and teachers regarding the Charter Schools' educational programs. [Ref. Education Code 47605(d)(2)]
4. OFY-Duarte declares that it shall be deemed the exclusive public employer of the employees of OFY-Duarte for the purposes of the Educational Employment Relations Act. [Ref. Education Code 47605(c)(6)]
5. OFY-Duarte shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Education Code Article 3 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 47605(e)(1)]
6. OFY-Duarte shall admit all students who wish to attend the Charter School. Except as required by Education Code Section 47605(e)(2), admission to OFY-Duarte will not be determined according to the place of residence of the student, or of that student's parents 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 random public drawing. Preference will be extended as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of OFY-Duarte in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(1) and 47605(e)(2)(A)-(C)]
7. If a pupil is expelled or leaves OFY-Duarte without graduating or completing the school year for any reason, OFY-Duarte will notify the Superintendent of the school district of the pupil's last known address within 30 days, and will, 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. OFY-Duarte shall ensure that teachers in OFY-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. These documents shall be maintained on file at the Charter School and will be subject to periodic inspection by the District.

[Ref. Education Code Section 47605(l)]

9. The Charter School 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)]
10. OFY-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)]
11. OFY-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 schools.
12. OFY-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)]
13. OFY-Duarte shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
14. OFY-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. OFY-Duarte shall at all times maintain all necessary and appropriate insurance coverage.
16. OFY-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, the Individuals with Disabilities Education Improvement Act of 2004.
17. OFY-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").
18. OFY-Duarte shall comply with the Family Educational Rights and Privacy Act.
19. OFY-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 of 1974 (Gov. Code Section 87100 *et seq*.,), and Government Code Section 1090 *et. seq.*, as they may be amended from time to time.
20. OFY-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.
21. OFY-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)]
22. OFY-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)]
23. OFY-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)]

24. OFY-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 Section 47607(b).*

***Governing Law:*** *Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternative methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The charter authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The charter authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils. Education Code Section 47607(c)(7).*

## A. Best Interest of Pupils

Students come to OFY-Duarte for many reasons. Some of the most common reasons that students attend our school are credit deficiency, high levels of transiency, and being retained more than once in kindergarten through 8th grade. OFY-Duarte has been successful in meeting the needs of these students. Continued authorization of OFY-Duarte's charter petition reflects a finding consistent with the data: this school is producing meaningful academic growth and completion outcomes for students who have faced the most significant barriers to educational success, in a manner that compares favorably to similar programs operating across Los Angeles County. This is supported by the following results:

- **Grade 11 English Language Arts (ELA):** In 2024–2025, **39.9%** of OFY-Duarte's Grade 11 students (**800 students tested**) met or exceeded state standards on the CAASPP ELA assessment. This performance is **25.6 percentage points higher** than the median performance of comparable DASS schools (14.3%), placing OFY-Duarte among the highest-performing DASS and charter DASS schools in the Los Angeles County comparison group.
- **Grade 11 Mathematics:** In 2024–2025, **14.8%** of OFY-Duarte's Grade 11 students (**799 students tested**) met or exceeded state standards on the CAASPP Mathematics assessment. This is **10.2 percentage points higher** than the median performance of comparable DASS schools (4.6%). OFY-Duarte also tested the **largest Grade 11 student cohort** of any DASS school in the comparison group, demonstrating strong performance while serving a significantly larger population than its peers.
- **Distance from Standard (DFS):** In 2024–2025, OFY-Duarte achieved a **Distance from Standard (DFS)** of **-35.2 in English Language Arts** and **-136.2 in Mathematics**, with the Mathematics DFS improving by **12.3 points** from the previous year. Overall, OFY-Duarte outperformed **17 of the 18** comparable DASS schools and exceeded both the **statewide DASS** and **statewide charter DASS** average DFS scores, demonstrating strong academic performance relative to other alternative education schools.
- **Renaissance STAR Growth:** OFY-Duarte students continue to demonstrate strong academic growth on the Renaissance STAR assessments. In **Mathematics**, students achieved more than **one year of grade-level growth** in most years of the charter term, reaching **1.52 grade levels of growth**

in 2024–2025. In **English Language Arts**, growth accelerated to **1.5 grade levels** in 2024–2025 and **1.6 grade levels** based on partial 2025–2026 data. These results indicate that many students who enter the school performing below grade level are making academic gains at a rate of **1.5 to 1.6 grade levels in a single school year**, helping them close learning gaps more quickly.

- **1-year graduation rates of 66.0% (2022-23), 75.4% (2023-24), and 83.1% (2024-25)** reflect consistent effectiveness at completing students who arrive credit-deficient and off-track. Year-to-year variation reflects both efforts the Charter School is making to graduate students and the highly mobile nature of the enrolled cohort rather than program instability.
- **Suspension rate of 0.1%** outperforms 13 of 19 comparator schools and is well below the CA State (2.9%) and DASS Statewide (3.2%) averages, reflecting a restorative school climate for a population with histories of prior school instability.
- **ELPI of 52.9%** surpasses both the DASS comparator median (41.6%) and CA State average (46.4%), outperforming 11 of 14 comparators; RenSTAR ELA GLE for English Learners reached 1.7 in 2024-25, among the strongest subgroup growth figures in the school.
- **CCI of 9.1%** exceeds the DASS comparator median (2.4%) and is near the DASS Charter statewide average (9.2%), outperforming 13 of 19 comparator schools.

## B. Dashboard Alternative School Status (DASS)

The California School Dashboard ("Dashboard"), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. However, because these state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education ("SBE") and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high risk students. As a result, the SBE directed the California Department of Education ("CDE") to explore the development of modified methods for indicators on the Dashboard to fairly evaluate and support alternative schools and their progress. In May 2017, the SBE approved the recommended participation process for the Dashboard Alternative School Status ("DASS") program. The DASS program replaces the previously administered Alternative Schools Accountability Model ("ASAM") and holds alternative schools and schools of choice accountable for modified methods of measurement for accountability. Alternative schools participating in the DASS program are identified through one of two methods:

1. Defined Alternative Schools – The school has a school type identified in Education Code Section 52052(d) which automatically qualifies them with an alternative status.
2. Other Alternative Schools – Schools that serve high-risk students but are not explicitly required to do so in the Education Code. 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 day sin a school year
    c. Wards of the Court (Welfare and Institution Code 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

OFY-Duarte established its eligibility to participate in the DASS program in 2019 and has maintained DASS eligibility since then. OFY-Duarte is eligible for alternative methods for calculating the state and local indicators pursuant to Education Code Section 52064.5(d) and OFY-Duarte's performance on alternative metrics applicable to the Charter School based on the population served must be considered by the District in determining whether the charter will be renewed.

## C. DASS Alternative Metrics for Renewal

OFY-Duarte and the District mutually agreed upon a set of alternative metrics to evaluate school performance. As a Dashboard Alternative School Status (DASS) school, OFY-Duarte is evaluated under a set of alternative metrics that better reflect the school's mission and the population it serves. These metrics — the one-year graduation rate, RenSTAR Grade Level Equivalent (GLE) growth in mathematics and reading, and core course completion, along with workforce readiness data and school climate survey results — provide a more complete picture of student progress than the state dashboard alone. Taken together, they demonstrate consistent and improving academic growth across multiple years and student subgroups.

### *1. 1 Year Graduation Rate (12th graders graduating)*

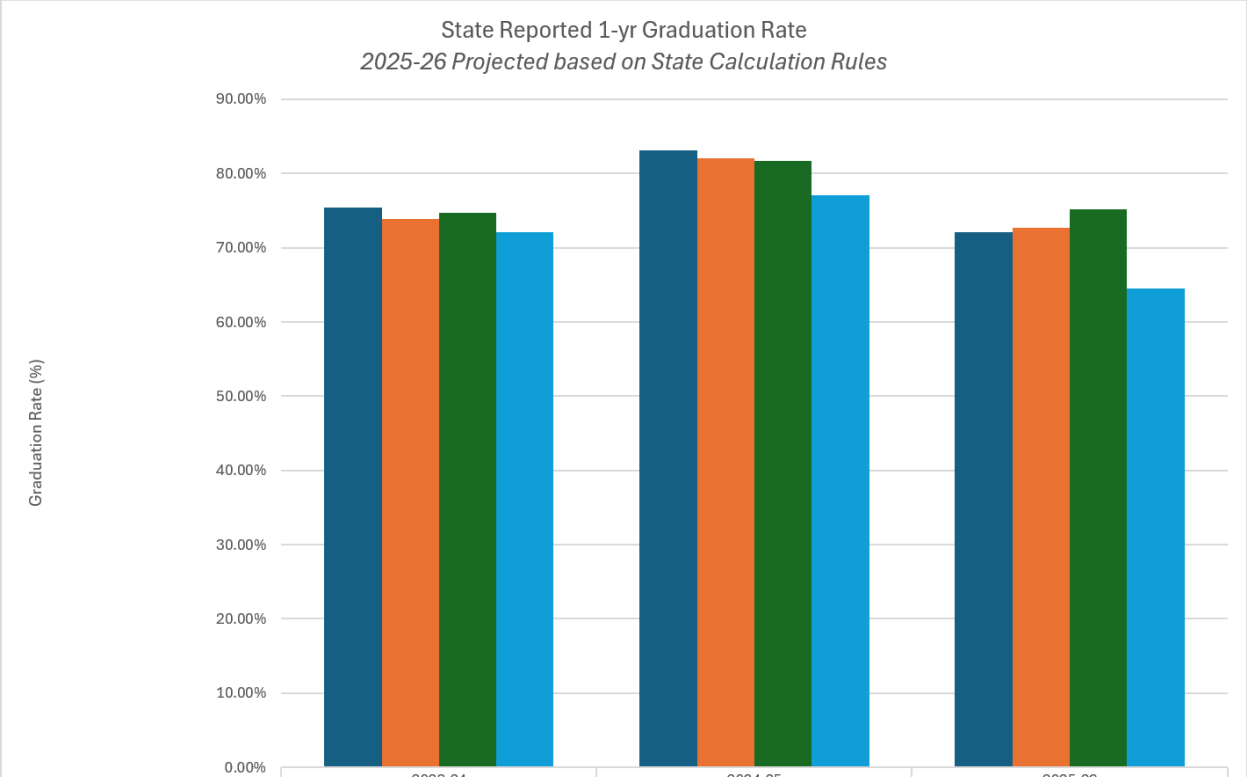
The state-reported one-year graduation rate measures the percentage of 12th grade students who earn a diploma within one year. This metric is substantially more appropriate than the four- or five-year cohort graduation rate for schools like OFY-D, which primarily enroll students who are significantly credit-deficient and often enter mid-cohort, after the four-year graduation window has already closed.

OFY-D's one-year graduation rate has shown strong improvement over the charter term. The All Students rate rose from **66.0% in 2022–23** to **75.4% in 2023–24** to **83.1% in 2024–25** — a 17.1 percentage point

gain over two years. Key subgroup results for 2024–25 include:

- **Socioeconomically Disadvantaged: 82.1%** — closely tracking the All Students rate, consistent with OFY-D's near-universal SED enrollment (~88%)
- **English Learners: 81.7%** — a particularly strong result, up from 56.3% in 2022–23, a gain of 25.4 percentage points in two years
- **Students with Disabilities: 77.1%** — above the comparable DASS average and reflecting meaningful completion support for this subgroup

The 2025–26 figures shown are as of the beginning of June 2026 and should be interpreted as a minimum expected rate, not a final result. Graduation activity continues through June, July and part of August, therefore the final reported rate is expected to increase.




| | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| All Students | 75.40% | 83.10% | 72.10% |
| Socioeconomically Disadvantaged | 73.90% | 82.10% | 72.70% |
| EL | 74.70% | 81.70% | 75.20% |
| SpEd | 72.10% | 77.10% | 64.50% |

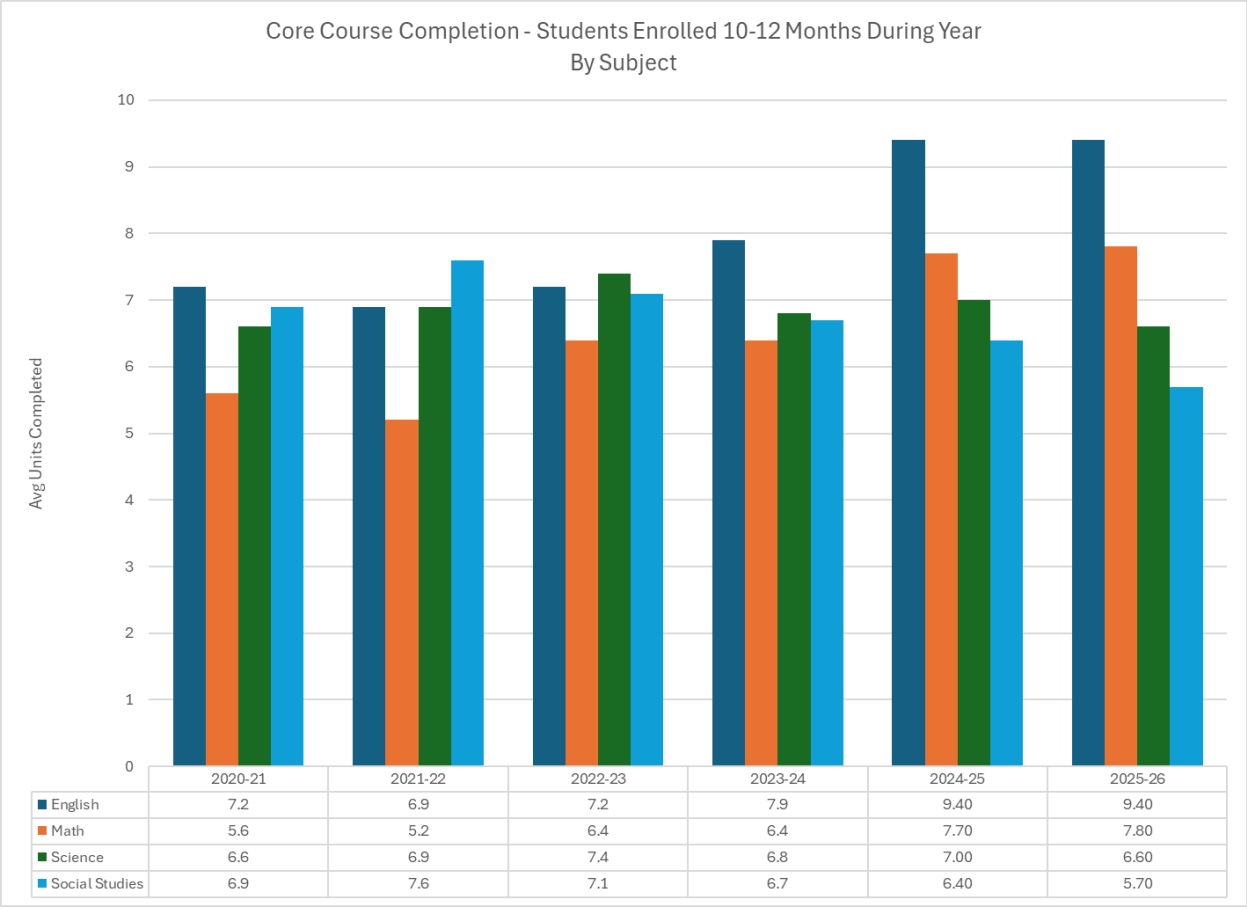
## 2. *Annual Core Course Completion*

Core Course completion measures the average number of core course units completed in each core academic subject per school year by length of enrollment. Credit accumulation is the primary driver of graduation eligibility for OFY-Duarte's credit-deficient population; steady growth in this metric reflects both increasing student engagement and the school's effectiveness in moving students toward diploma completion. Because the 2025–26 school year was still underway when the data was extracted, the

reported figures should be considered preliminary and are expected to increase as students continue to complete coursework through the end of the school year. Overall, the data demonstrates that students consistently complete substantial coursework in the four core subject areas and that course completion rates have remained relatively stable throughout the charter term, with notable gains in English Language Arts and Mathematics.

English course completion has shown the most consistent improvement, rising from 5.9 credits in 2019–20 to **9.4 credits in 2024–25** — a 59% increase over five years. Math completion similarly grew from 5.1 to **7.7 credits**, and Science from 6.4 to **7.0 credits**. Social Studies is the one subject with a slight recent decline (7.6 peak in 2021–22 to 6.4 in 2024–25), which reflects the increasing credit completion in other, historically slower to complete, subjects. This upward trend suggests that students are successfully progressing through graduation requirements and benefiting from the school's individualized instructional model and reflecting increased student engagement and persistence in subject areas that often presents challenges for credit-deficient students.

Overall, the data indicates that students enrolled for a full academic year are making meaningful progress toward earning credits needed for graduation.

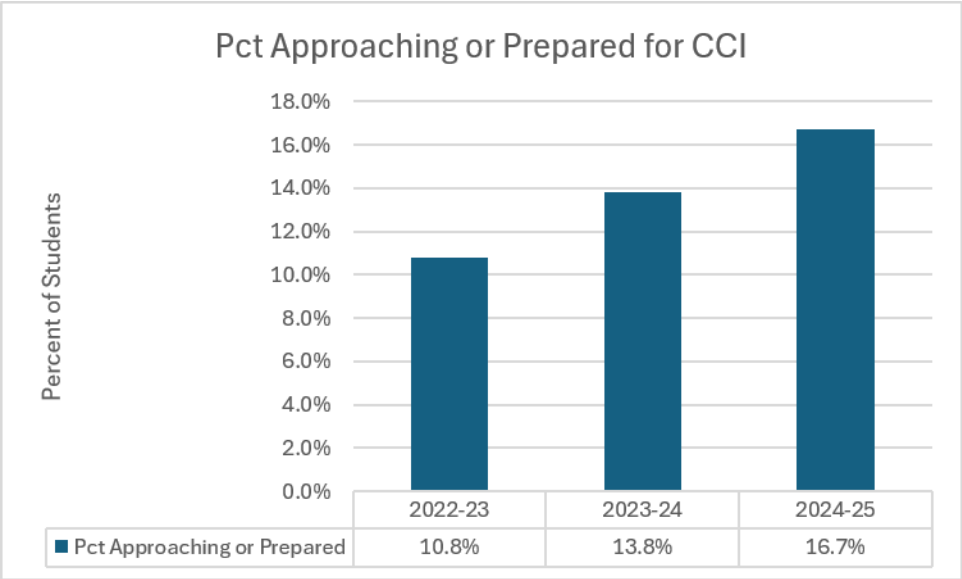



| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|---|---|---|
| English | 7.2 | 6.9 | 7.2 | 7.9 | 9.40 | 9.40 |
| Math | 5.6 | 5.2 | 6.4 | 6.4 | 7.70 | 7.80 |
| Science | 6.6 | 6.9 | 7.4 | 6.8 | 7.00 | 6.60 |
| Social Studies | 6.9 | 7.6 | 7.1 | 6.7 | 6.40 | 5.70 |

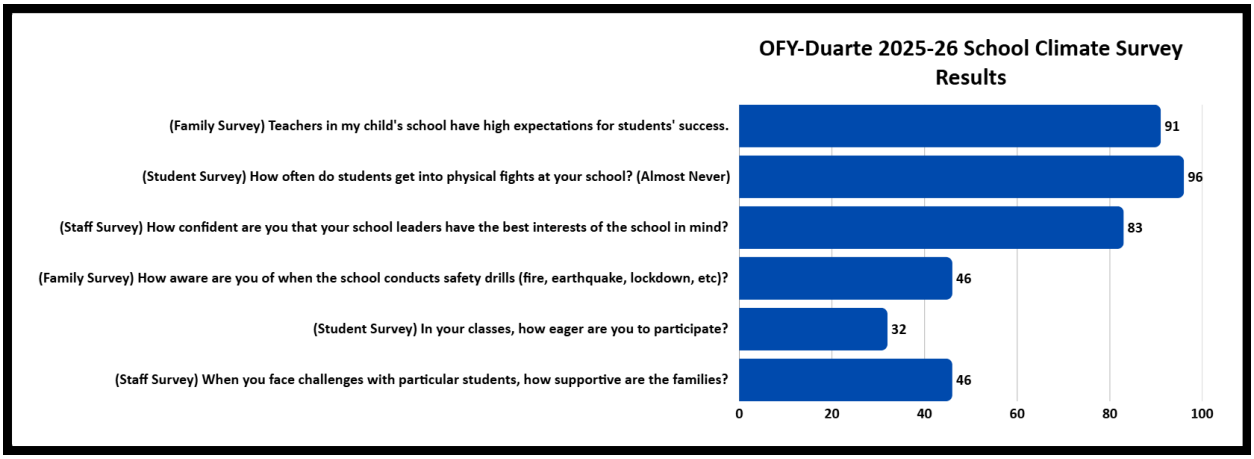
### 3. *Career/Workforce Preparedness*

Career/Workforce Preparedness measures how well the school is preparing students for success after high school graduation. It specifically tracks the percentage of students who meet at least one workforce

or college readiness measure by graduation for the state cohort of students. OFY Duarte has shown consistent growth working towards preparedness for all students who graduate. One limitation of this measure remains that there are fewer "Workforce" preparedness measures than college preparedness measures. The Charter remains committed on supporting students in their post-secondary plans, and graduating students ready to pursue them.




### 4. *Panorama Education Survey*




The Panorama Education Survey is a research-based school climate and stakeholder feedback survey used by schools across the country to gather input from students, families, and staff about their educational experiences. The survey typically measures topics such as sense of belonging, teacher-student relationships, school safety, academic mindset, family engagement, and overall school climate. The results provide schools with valuable data that can be used to identify strengths, address areas of growth, and support continuous improvement efforts.

The 2025–2026 survey, conducted by Panorama Education was distributed to all educational partners, including parents, staff, and students, to gather feedback on important areas such as school safety, sense of belonging, teacher-student relationships, and barriers to engagement. Participation included 302 staff responses; 462 family responses; and 1,659 student responses. The data below highlights the top and lowest rated responses from each group.

The survey results indicate that OFY-Duarte continues to foster a safe, supportive, and student-centered learning environment. Parents reported strong confidence in the school's academic expectations, with 91% agreeing that teachers maintain high expectations for student success. Students also identified school safety as a significant strength, with 96% reporting that physical fights occur "almost never" at the school. Staff expressed a high level of trust in school leadership, with 83% indicating confidence that school leaders act in the best interests of the school community. Survey results also highlighted opportunities for growth. Family awareness of school safety drills was reported at 46%, suggesting a need for increased communication regarding emergency preparedness procedures. Similarly, staff rated family support when addressing student challenges at 46%, indicating an opportunity to strengthen school-home partnerships through increased outreach and collaboration. Student engagement emerged as the lowest-rated area, with 32% of students reporting they are eager to participate in class. To address this, OFY-Duarte will continue to encourage student participation in the wide range of academic, social-emotional, extracurricular, and career-focused opportunities available through the school. OFY-Duarte will also strengthen communication with families through ParentSquare, parent engagement events, and regular progress updates to foster stronger partnerships that support student success.

### *5. Renaissance Star Assessments-Reading and Math Benchmarks*

The Charter School analyzes many data points provided by Renaissance Star Assessments for benchmark testing of students throughout the year. The Grade Level Equivalence (GLE), Lexile, Quantile, and Student Growth Percentile (SGP) are all based on the Scaled Score and Scaled Score growth seen test by test throughout the school year. The Charter School has placed a focus on GLE growth, with an aim for students to average gains of at least a year's worth of growth each school year.

OFY-Duarte administers the Renaissance Star assessment to measure student academic growth in mathematics and reading. A number of the state testing results are tracked including the Grade Level Equivalent (GLE) growth — the average number of grade levels a student advances during the school year. A GLE growth score of 1.0 represents one year of expected academic growth; scores above 1.0 indicate students are growing faster than the expected rate, closing the gap between their current performance and grade-level standards.

The figures reported here are for students enrolled 10–12 months during the school year — the most meaningful cohort, as they have had sufficient time at OFY-Duarte to demonstrate growth attributable to the school's instructional program.

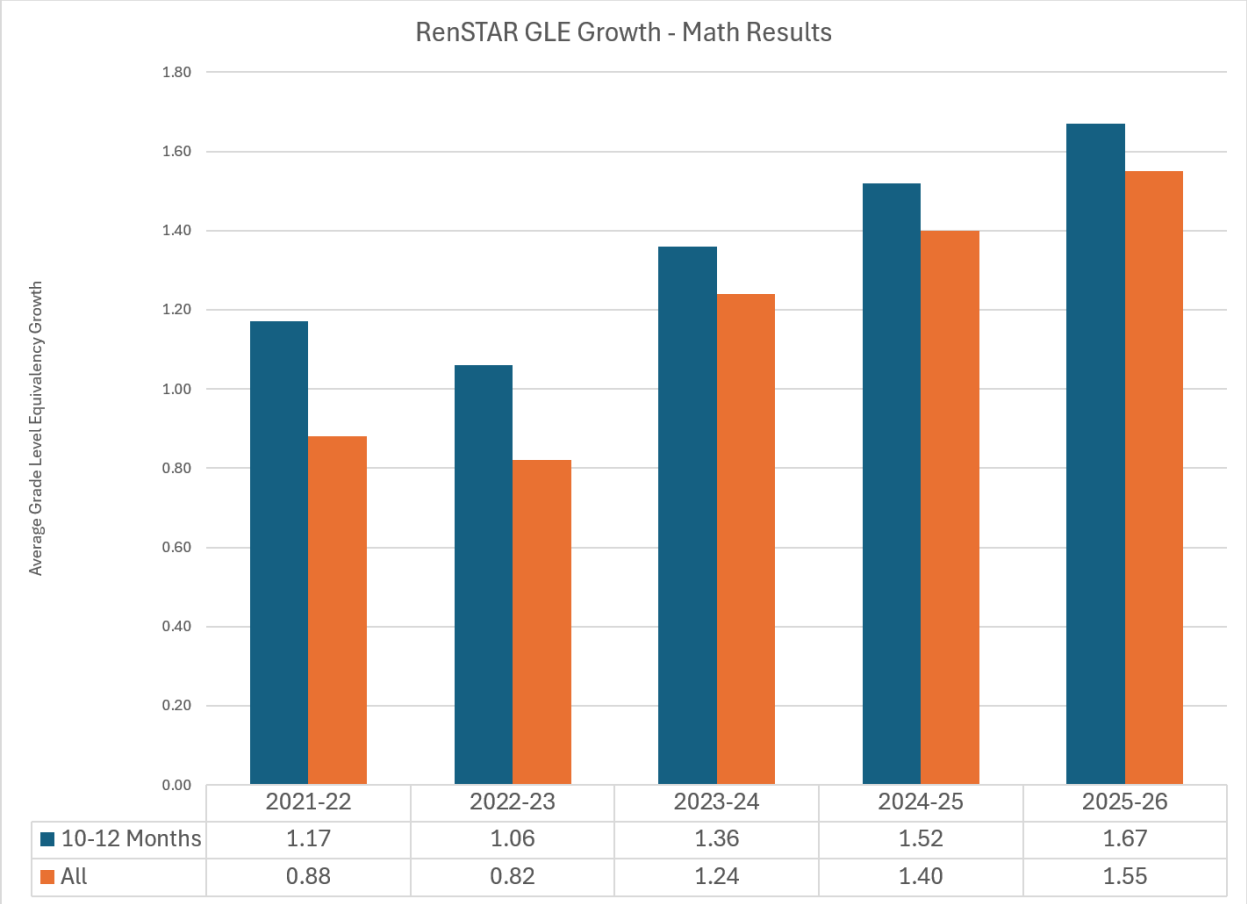
#### *a) Mathematics GLE Growth*

OFY-Duarte students enrolled 10–12 months have exceeded 1.0 GLE growth in Math in every measured year. After a dip during the 2021–23 period, growth has accelerated markedly, reaching **1.52 GLE in 2024–25** for All Students — the highest recorded in the five-year period. This means the average OFY-Duarte student grew more than one and a half grade levels in mathematics during the 2024–25 school year.

### *b) Reading (ELA) GLE Growth*

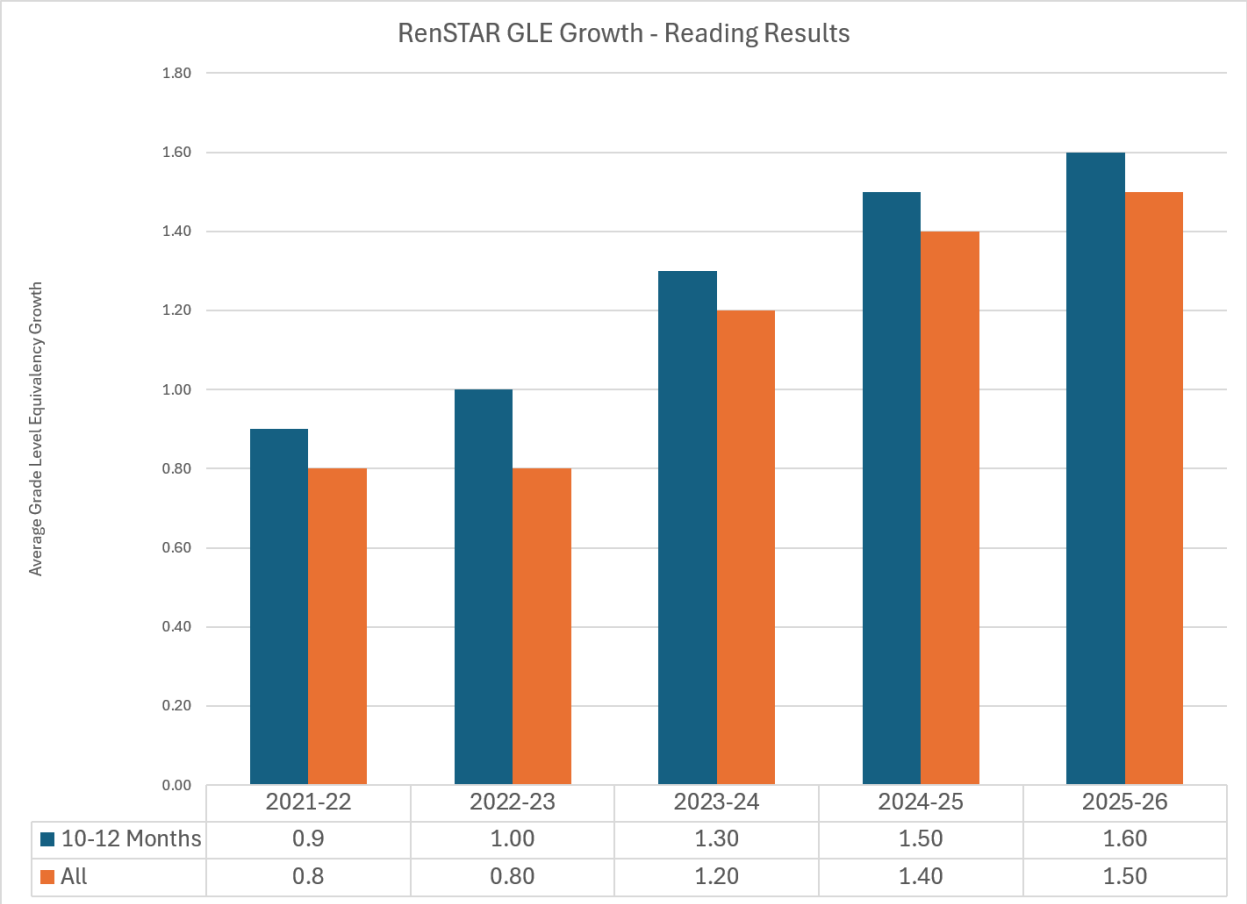
Reading GLE growth mirrors the math trend: consistent performance above 1.0 in most years, with a notable upswing in recent years. All Students reached **1.50 GLE in 2024–25**, up from 1.30 the prior year and the highest in the five-year period. English Learners recorded **1.70 GLE in 2024–25** — the strongest ELA subgroup result in the dataset and a meaningful indicator of the school's language development effectiveness.

Overall, the RenSTAR growth data demonstrates that OFY-Duarte's instructional model is producing consistent, above-expected academic growth for its students. The acceleration in both Math and ELA GLE over the past two years is particularly meaningful, as it coincides with improving graduation rates and CAASPP outcomes — indicators that point to a school on a sustained upward trajectory.




| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|---|---|
| 10-12 Months | 1.17 | 1.06 | 1.36 | 1.52 | 1.67 |
| All | 0.88 | 0.82 | 1.24 | 1.40 | 1.55 |

The Charter School has shown consistent growth over the course of the charter term and post pandemic on Math Grade Level Equivalency growth. This is true when looking at subgroup breakdowns as well. Students working on completing Math and English core course units along with teacher supports have led to gains of a year and a half or more on average for students. This result is even larger when looking at students enrolled the full school year.




Similarly, the Charter has shown consistent gains in reading – this is true across subgroups as well.

### 6. *Summary*

The alternative metrics presented here provide strong evidence of OFY-Duarte's effectiveness in serving a high-need student population:

- **One-year graduation rates have increased by 17.1 percentage points in two years**, reaching 83.1% in 2024–25 — with consistent improvement across SED, EL, and SWD subgroups.
- **RenSTAR GLE growth exceeds 1.0 in both Math and ELA for all reported subgroups in 2024–25 and 2025-26**, meaning students are growing faster than expected grade-level rates.
- **Core course completion has increased substantially in English (59%) and Math (51%)** since 2019–20, directly supporting the graduation rate and grade level equivalency improvements observed.

These results, viewed alongside the Charter School's CAASPP performance relative to DASS comparator schools below and near-zero suspension rate, present a consistent picture: OFY-Duarte is delivering measurable academic growth for students who have not thrived in traditional settings, and is improving year over year on the metrics most meaningful for its population.

## D. Analysis of State Data

This analysis benchmarks OFY-Duarte's 2024–25 California School Dashboard results against: (1) the statewide DASS average, (2) the DASS charter school average, and (3) a comparator set of 19 DASS high schools located in the districts where OFY-Duarte operates center locations across Los Angeles and Ventura counties.

Key Indicators at a Glance

| Entity | Math DFS | Math Chg | ELA DFS | ELA Chg | Grad % | Susp % | CCI % | ELPI % |
|---|---|---|---|---|---|---|---|---|
| **OFY – Duarte** | **-136.2** | **+12.3** | **-35.2** | **+0.1** | **34.9%** | **0.1%** | **9.1%** | **52.9%** |
| CA State | -42.4 | — | -8.1 | — | 87.8% | 2.9% | 51.7% | — |
| DASS Statewide (weighted avg) | -175.2 | — | -104.6 | — | 59.5% | 3.2% | 7.1% | — |
| DASS Charter (weighted avg) | -146.3 | — | -68.8 | — | 41.7% | 0.4% | 9.2% | — |
| Comparator median (19 DASS schools) | -217.3 | — | -139.3 | — | 64.2% | 1.3% | 2.4% | 41.6% |

*Table 1. 2025 CA School Dashboard indicators, All Students subgroup. DFS = Distance from Standard (scale score units; higher/less negative = stronger performance). DASS and charter averages are enrollment-weighted means computed from CDE Dashboard research files. Comparator median reflects 19 DASS schools in OFY-D center-location districts.*

### 1. *Academic Achievement*

OFY-Duarte's academic achievement scores, measured by Distance from Standard (DFS), represent its strongest performance relative to peers. In Mathematics, OFY-Duarte recorded a DFS of −136.2, outperforming 17 of 18 comparator DASS schools with available data and exceeding both the DASS statewide average (−175.2) and the DASS charter average (−146.3). Equally notable, Math DFS improved by +12.3 points year-over-year, indicating meaningful upward momentum. In English Language Arts, OFY-Duarte's DFS of −35.2 similarly outperforms 17 of 18 comparators and is among the closest to the CA state average (−8.1) within the local DASS peer group. While all DASS schools, including OFY-Duarte, remain below state proficiency benchmarks, OFY-Duarte's academic results reflect a school that is performing above the norm for DASS schools serving comparable student populations.

### 2. *Student Safety and School Climate*

OFY-Duarte's suspension rate of 0.1% is among the lowest in the comparator group, outperforming 13 of 19 peers and well below the CA state average of 2.9%. This near-zero rate reflects a school culture that emphasizes restorative rather than exclusionary practices — a particularly meaningful indicator for a population that has frequently experienced school instability and disciplinary involvement prior to enrollment.

### 3. *English Learner Progress*

OFY-Duarte's English Learner Progress Indicator (ELPI) of 52.9% reflects the proportion of English Learners making measurable progress toward proficiency. This result exceeds both the comparator median (41.6%) and the CA state average (46.4%), placing OFY-Duarte in the stronger tier of DASS schools on this measure

and outperforming 11 of 14 comparators with available data. Targeted language supports and individualized instruction appear to be producing meaningful progress for this subgroup.

### 4. College and Career Readiness

OFY-Duarte's College and Career Indicator (CCI) of 9.1% reflects the share of graduates meeting college or career readiness benchmarks. This places OFY-Duarte above the comparator median of 2.4% and at approximately the DASS charter statewide average of 9.2%. The gap between OFY-Duarte's CCI and the CA state average of 51.7% is consistent across the DASS sector and reflects the compounded educational disruption many enrolled students have experienced prior to arrival. OFY-Duarte's WIOA partnership and A-G course offerings represent ongoing investments in expanding college and career pathways.

### 5. Graduation Rate

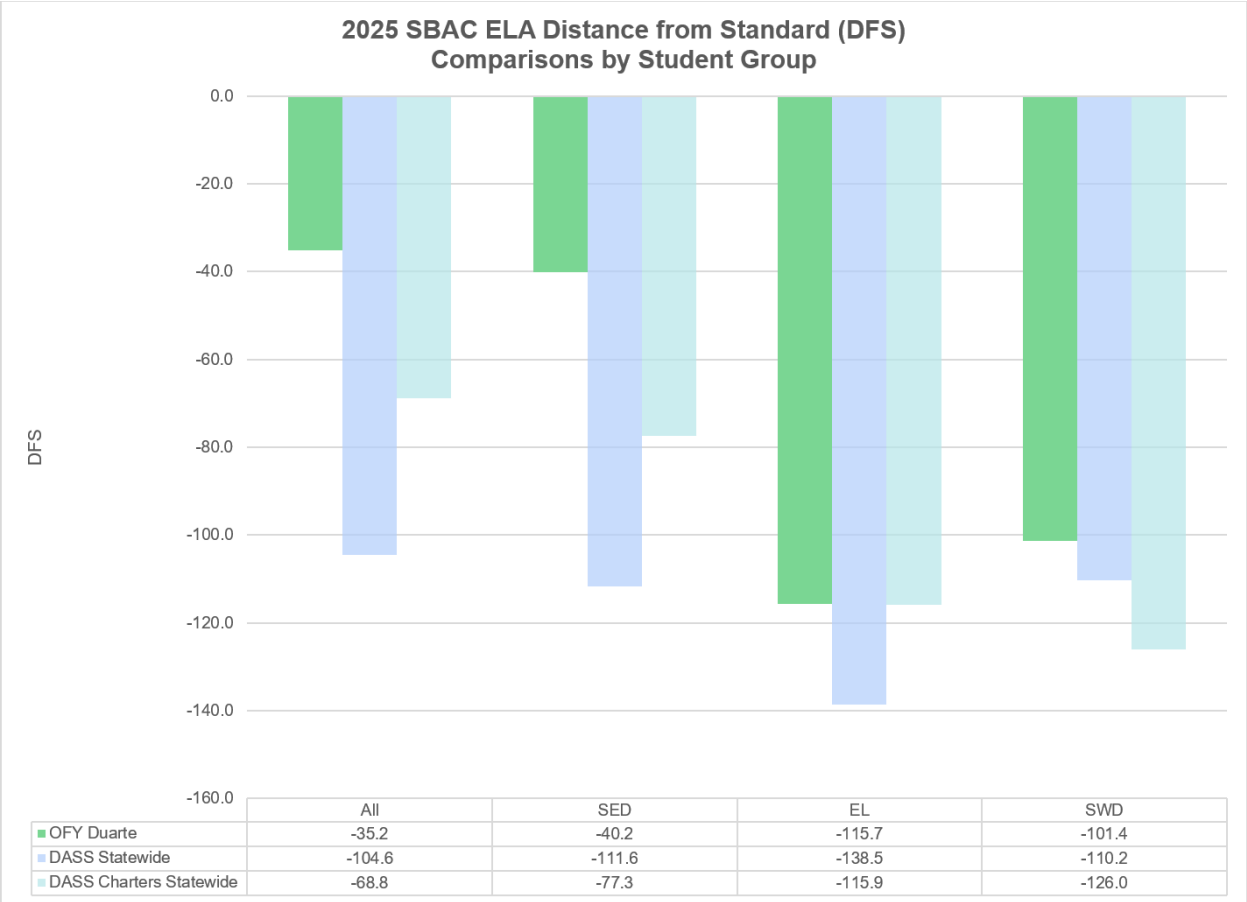
OFY-Duarte's four- and five-year graduation rate of 34.9% is below the comparator median of 64.2% and is an area of ongoing focus. Several contextual factors bear on this result:

- OFY-Duarte enrolls a disproportionately high-need population, including students who are credit-deficient at entry, have experienced housing instability, are system-involved, or have previously dropped out of traditional schools. Many students enroll mid-cohort, after the four-year graduation window has already narrowed.
- Foster youth (18.6%) and students with disabilities (24.8%) face the most acute barriers to on-time completion and are priority subgroups for targeted intervention.
- Wide variation in DASS graduation rates across the comparator group — from 3.9% to 97.9% — reflects fundamental differences in enrollment models, cohort construction, and student credit status at entry, limiting direct comparability.

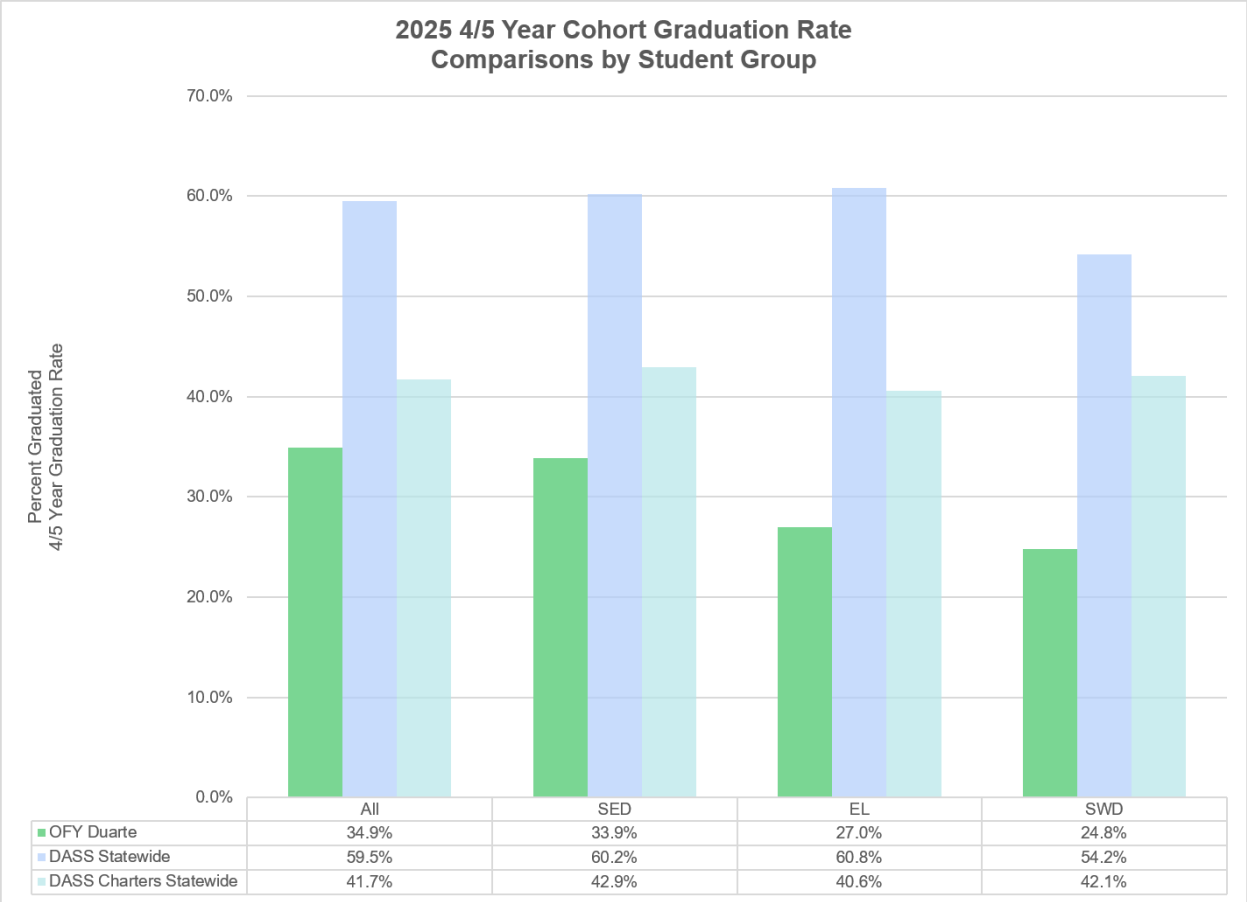
OFY-Duarte is committed to increasing graduation rates through individualized credit recovery plans, WIOA-aligned support services, and wrap-around interventions for highest-need subgroups.

### 6. Conclusion

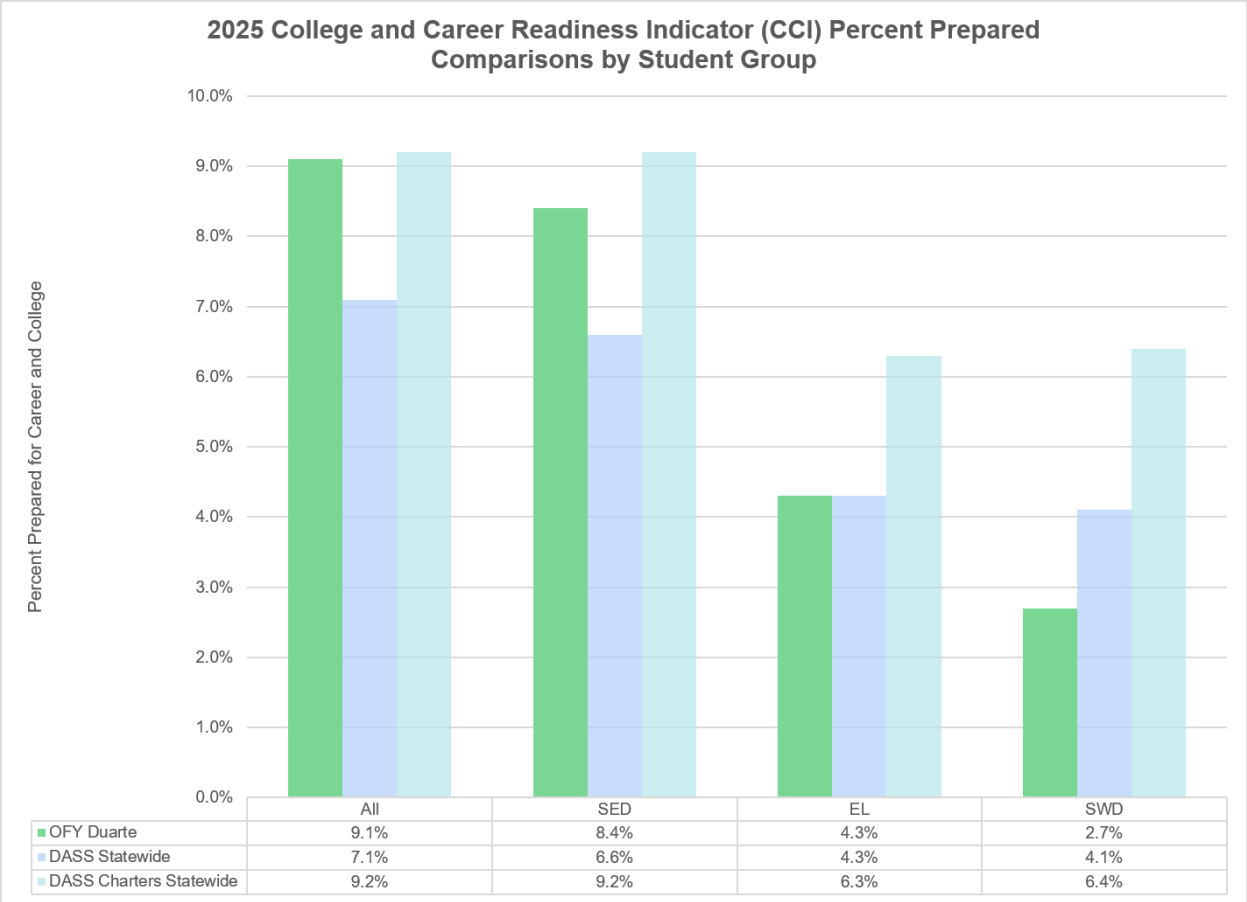
OFY-Duarte's 2024–25 Dashboard results, evaluated in the context of comparable DASS schools, demonstrate a school performing at or above the alternative education peer standard on academic achievement, English Learner progress, and college and career readiness. The Charter School's improving Math DFS trend and above-average ELPI results are indicators of genuine academic growth for a population that has faced significant barriers to educational success. Graduation rates remain the most significant area of challenge, consistent with the complex needs of the students OFY-Duarte serves, and are the subject of active programmatic attention, while still recognizing this is a measure that does not accurately reflect the work the Charter School does with students. It is notable however, that despite the challenges with graduation rate, OFY-Duarte performs better than many of their peers on the CCI. Overall, these results support a finding that OFY-Duarte is meeting the educational needs of its students in accordance with its DASS mission and in a manner that compares favorably to similar alternative education programs operating in its service area.

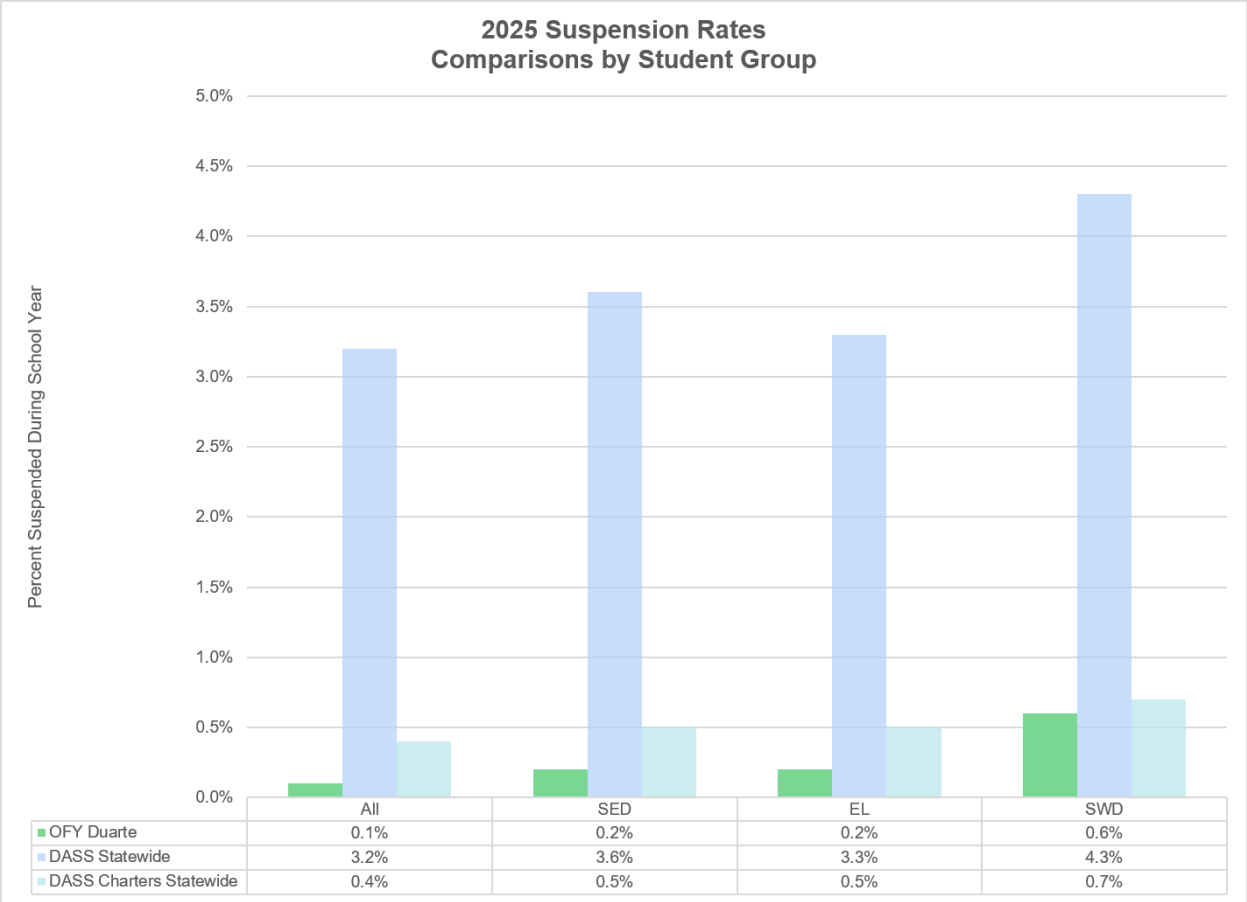



| | All | SED | EL | SWD |
|---|---|---|---|---|
| OFY Duarte | -35.2 | -40.2 | -115.7 | -101.4 |
| DASS Statewide | -104.6 | -111.6 | -138.5 | -110.2 |
| DASS Charters Statewide | -68.8 | -77.3 | -115.9 | -126.0 |

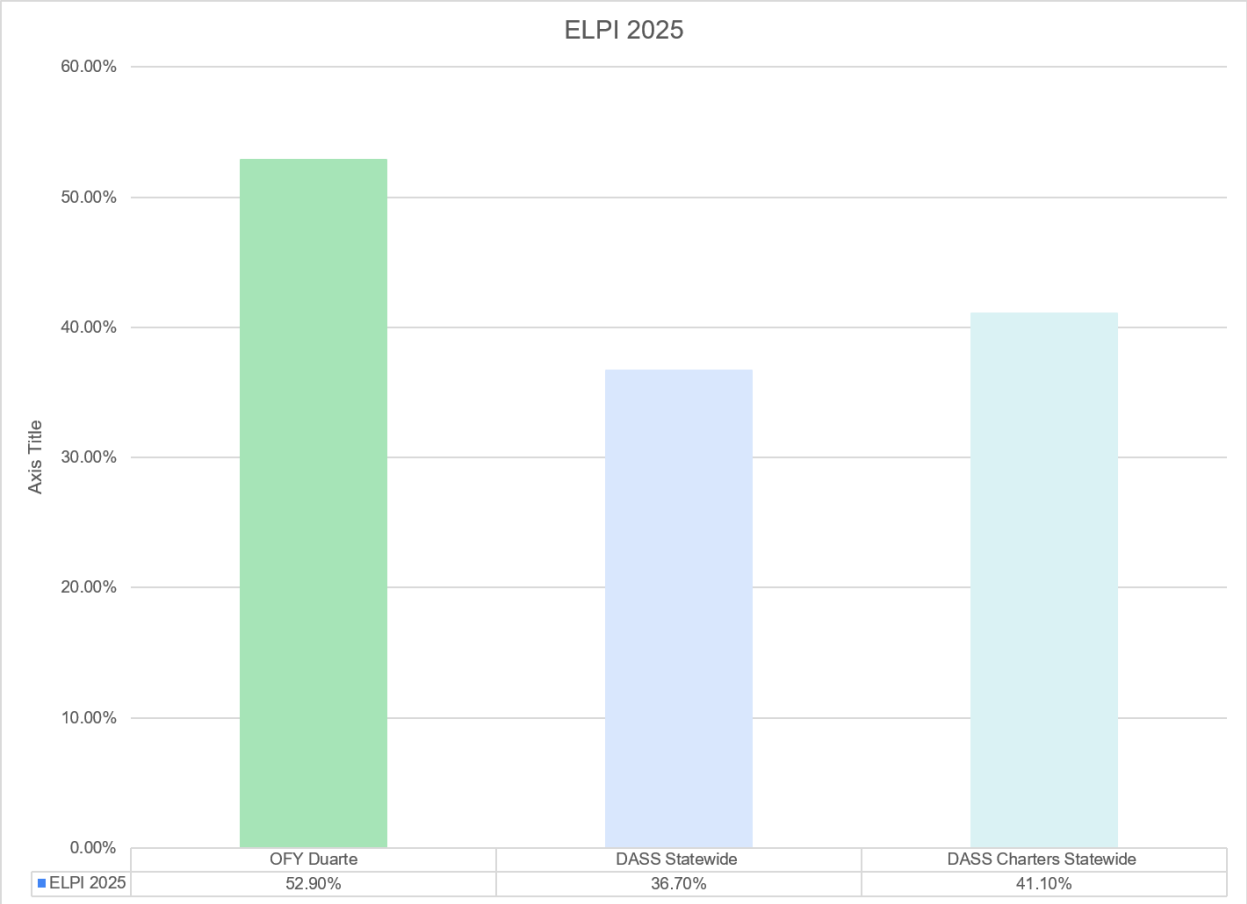



| | All | SED | EL | SWD |
|---|---|---|---|---|
| OFY Duarte | 34.9% | 33.9% | 27.0% | 24.8% |
| DASS Statewide | 59.5% | 60.2% | 60.8% | 54.2% |
| DASS Charters Statewide | 41.7% | 42.9% | 40.6% | 42.1% |


2025 College and Career Readiness Indicator (CCI) Percent Prepared
Comparisons by Student Group
Percent Prepared for Career and College
10.0%
9.0%
8.0%
7.0%
6.0%
5.0%
4.0%
3.0%
2.0%
1.0%
0.0%
All
SED
EL
SWD
OFY Duarte 9.1% 8.4% 4.3% 2.7%
DASS Statewide 7.1% 6.6% 4.3% 4.1%
DASS Charters Statewide 9.2% 9.2% 6.3% 6.4%




| | All | SED | EL | SWD |
|---|---|---|---|---|
| OFY Duarte | 0.1% | 0.2% | 0.2% | 0.6% |
| DASS Statewide | 3.2% | 3.6% | 3.3% | 4.3% |
| DASS Charters Statewide | 0.4% | 0.5% | 0.5% | 0.7% |




As shown above, OFY-Duarte more than meets the legal standard for a five-year charter renewal under Education Code Section 47607(c)(7).

# Element A: 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 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

Options For Youth-Duarte (OFY-Duarte) is a catalyst for quality educational options that demystifies the path to success. Our educational philosophy is based on the belief that all students, regardless of past academic performance or personal obstacles, can graduate from high school with skills necessary to succeed in post-secondary education or the job market. We use social-emotional learning to give our students the resources to empower themselves, to achieve their dreams, and reach their full potential. Our programs are founded upon research that shows how to promote equity, and we believe every student deserves a teacher and education that supports their individual academic and non-academic needs.

OFY-Duarte is an exemplary model of successful blended learning programs with exclusive WIOA partnerships. OFY-Duarte envisions a balanced collaboration with our WIOA partners to ensure all students are adequately prepared for college and the workforce. This includes retaining at-promise youth and recovering dropouts in order to assist them in obtaining a high school diploma. We are partnered with several Workforce Innovation and Opportunity Act (WIOA) providers under exclusive partnership agreements.

OFY-Duarte 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. Our schools are also distinguished by the fact that we put the students themselves at the center of their own education, by integrating social-emotional learning (SEL) into all our academic and extracurricular programs. Through SEL, our students develop the skills needed to set and complete goals, understand their emotions and how they relate with others, and make responsible choices.

OFY-Duarte strongly supports the movement to increase equity in public education, and our academic programs are designed to promote fairness and inclusion for disenfranchised students. Through the flexible format of our programs that extend far beyond classroom walls, we can reach disenfranchised students who would otherwise be left behind by the traditional public school system.

At OFY-Duarte, 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 toward greatness.

The OFY-Duarte Charter School will be led by an experienced senior leadership team. (Please see **Exhibit A: Leadership Team** for a short biography of each current senior leadership team member.)

## 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: OFY-Duarte is committed to a culture of teamwork, collaboration, and performance excellence while enhancing all students in the areas of character development and academic achievement. OFY-Duarte's stakeholders believe that our students are unique individuals who:

- Can learn
- Are capable of self-improvement
- Are capable of quality work
- Are worthy of a positive dream for their future and can develop positive life plans
- Will flourish in a positive school environment with instruction personalized to their specific needs

## C. Students Served

OFY–Duarte serves students beginning at age 14. Students may remain enrolled through their 24th birthday, provided they enroll prior to turning 21 and continue to make satisfactory academic progress. OFY-Duarte currently serves middle school and high school students. However, on and after the charter renewal date of July 1, 2027, OFY-Duarte will not admit new middle school students (grades 7 and 8) and will only admit and serve high school students (grades 9 through 12) who have earned sufficient credits to be placed in grades 9 through 12. Notwithstanding, OFY-Duarte will continue to serve middle school students (grades 7 and 8) who were enrolled in the Charter School prior to July 1, 2027 and who remain continuously enrolled in the Charter School until they graduate or withdraw from the Charter School. Any description of how OFY-Duarte serves middle school students in this renewal charter petition shall apply to those middle school students who were enrolled in the Charter School prior to July 1, 2027 and who remain continuously enrolled until they graduate or withdraw from OFY-Duarte.

Data shows the need for an additional high-quality comprehensive alternative education model to serve those students who have left school or are planning to dropout due to risk factors. OFY-Duarte will meet the needs of the students of the local community by 1) identifying students who are disconnected or out of school, 2) closing the achievement gap for these at-promise and underserved students, and 3) increasing the high school graduation rate by re-engaging the target population. 4) Ensuring workforce education tailored around the federally established WIOA barriers.

OFY-Duarte will provide rigorous Common Core-aligned coursework and personalized learning strategies in a student-centered learning environment where students will develop and maintain relationships with all staff to ensure student growth and accountability. OFY-Duarte will work with the Duarte Unified School District to offer a practical, proven educational option to high-risk youth who are not successful in the traditional setting. In addition, OFY-Duarte will offer and encourage student participation in experiential learning opportunities that develop students' social-emotional awareness and leadership skills, which research has shown to produce positive lifetime outcomes.[1] [2]

OFY-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:

- Low-income students
- Students who have dropped out or are at risk of dropping out,
- Minority students
- Children of migratory families
- Homeless students
- Transient students
- Migrant students
- Foster students
- Transient students
- Justice-involved youth
- Pregnant and parenting students
- LGBTQ students
- Migrant students
- Students with disabilities
- Students with special needs
- Students with behavioral problems
- English learners
- Chronically absent students
- Students that are bullied
- Skills deficient students
- Students with an Individualized Educational Plan or Section 504 plan that may benefit from a nonconventional setting
- Students that need flexibility in their schedule, and individuals who require additional assistance to complete an educational program or to secure or hold employment.



Social-emotional learning allows OFY students and teachers to focus on the whole student by supporting academic and personal milestones

OFY-Duarte will meet the needs of the students of the local community by:

- Providing students with access to a full continuum of supports aligned to the 14 WIOA elements
- Partnering with community organizations that have the ability to provide various wrap around services.
- Identifying students who are disconnected or out of school

[1] Lippman, L., Ryberg, R., Carney, R., & Moore, K. A. (2015). Key 'Life skills' That Foster Youth Workforce Success: Toward a Consensus across Fields. Unpublished document, Child Trends Inc., Washington.

[2] Heckman, J. J., & Kautz, T. (2012). Hard evidence on life skills. Labour economics, 19(4), 451-464.

- Closing the achievement gap for these at-promise and underserved students
- Increasing high school graduation rates by re-engaging the target population
- Providing opportunities for recovery and re-engagement through the academic program, after school sports activities, and experiential learning trips
- Reinforcing academic and personal growth, ultimately leading to increased District graduation rates.

OFY-Duarte will work with the school district to offer a practical, proven educational option to at-promise youth who are not successful in the traditional setting. We will serve at-promise students through a flexible blended learning model that includes a social emotional curriculum and high levels of one-on-one student- teacher interaction. OFY-Duarte will operate on a year-round, multi-track calendar in small, safe learning environments. All of our teachers are credentialed and will provide students with rigorous differentiated instruction, early academic intervention and 240 instructional days, thereby maximizing students' potential for academic and career success. OFY-Duarte's educational model provides an alternative path to academic excellence and overall success for those students who have unique needs that have not been met in a traditional high school environment.

OFY-Duarte anticipates serving an average of approximately 280 ADA annually, with enrollment fluctuations ranging between 100 and 300 ADA per location.

**OFY-D Student Demographics**

| Total Enrollment | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|
| | 915 | 2354 | 3385 | 3369 | 3355 |

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

| 2025-2026 Comparison of Total Students | OFY-Duarte | Duarte Unified School District | Los Angeles County (All Districts) |
|---|---|---|---|
| Total Enrollment | 3355 | 7387 | 1,242,816 |
| Hispanic/Latino | 2244 | 4838 | 801,616 |
| American Indian or Alaska Native | 16 | 14 | 2,485 |
| Asian | 60 | 406 | 103,153 |
| Pacific Islander | 10 | 14 | 2,485 |
| Filipino | 13 | 347 | 26,099 |
| African American | 419 | 546 | 83,268 |
| White | 402 | 886 | 157,833 |
| Two or More Races | 93 | 347 | 43,498 |
| Not Reported | 97 | 192 | 21,127 |

| 2025-2026 Comparison Total & % Students | | OFY-Duarte | Duarte Unified School District | Los Angeles County (All Districts) |
|---|---|---|---|---|
| Special Education | # | 673 | 1,298 | 192,110 |
| | % | 20.1% | 17.6% | 15.5% |
| Socioeconomically | # | 2,947 | 5,228 | 878,491 |

| | | | | |
|---|---|---|---|---|
| **Disadvantaged** | **%** | **87.8%** | **70.8%** | **70.7%** |
| **English Learners** | **#** | **451** | **958** | **183,895** |
| | **%** | **13.4%** | **13.0%** | **14.8%** |

**OFY-Duarte 2025-2026 Enrollments by Grade Level**

| Grade Level | Student Count | Percentage of Total |
|---|---|---|
| **8** | **13** | **0.4%** |
| **9** | **1033** | **30.8%** |
| **10** | **946** | **28.2%** |
| **11** | **843** | **25.1%** |
| **12** | **520** | **15.5%** |
| **Total Enrollment** | **3355** | **100%** |

OFY-Duarte serves a workforce minded student population who are low-income students, students who have dropped out or are at risk of dropping out, minority students, children of migratory families, homeless students, foster students, transient students, justice-involved youth, pregnant and parenting students, LGBTQ students, migrant students, students with disabilities, students with special needs, students with behavioral problems, English learners, chronically absent students, students that are bullied, skills deficient students, students with an Individualized Educational Plan or Section 504 plan that may benefit from a nonconventional setting, students that need flexibility in their schedule, or individuals who require additional assistance to complete an educational program or to secure or hold employment. It is the intent of the Charter School to serve students currently existing outside traditional public schools through a guided personalized learning system. Inter-district transfers from Duarte Unified School District must be released and approved by the Duarte Unified School District Staff. Workforce partnerships enable OFY-Duarte to serve students between the ages of 14 through 24, so long as they enroll prior to their 21st birthday.

Students transferring into the Charter School may be referred by:

- District/administrative referrals
- Court/judicial system referrals
- Social Service and Community agencies
- Self-referral
- Word of mouth (often from students and siblings already attending the program)
- Expulsion committees
- Community workforce partner

OFY-Duarte is committed to ensuring a highly personalized learning environment where all students can succeed. Each teacher will facilitate the progress of 55 students over the course of a week but no more than 8 students per hour each day. Small group instruction classes will include between 15-25 students, allowing for differentiation and one-on-one support for struggling students.

A study by Levin, Belfield, Muennig, and Rouse found that small size, high levels of personalization, and high academic expectations–foundational components of OFY-Duarte model–were common factors of successful programs dedicated to increasing high school graduation rates.[3] For example, the researchers

[3] Belfield H. Levin et al.,*The costs and benefits of an excellent education for all of America's children* (Vol. 9). (New York: Teachers College,

found that one type of comprehensive school reform in a high school setting involving small learning communities with close, personalized instruction by teachers yielded a 16% increase in high school graduation rates.[4]

OFY's educational model will address the needs of OFY-Duarte's student-body 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.

### *1. Community Need for Charter*

The United States is in a continued crisis state regarding high school dropouts. Every 26 seconds another young person drops out of school, making for a total of more than 7,000 American students who drop out every day.[5] A study by Vanderbilt University researchers spelled the many reasons why so many children end up leaving school, including toxic living conditions, homelessness, violence, abuse, and catastrophic family events.[6]

Unfortunately, dropping out of high school comes with a lasting detrimental economic impact on the former student. The unemployment rate of high school dropouts in the country is nearly 19% or four times higher than the general unemployment rate.[7] The annual income of a high school dropout is 44% less than that of a high school graduate.[8]

Further research points to the extraordinarily negative impact the high rate of dropouts has on the larger community. States a report by the Alliance for Excellent Education, a leading educational research organization:

> Data shows the economic benefits each state could accrue over the lifetimes of just one year's dropouts if those students could be converted to graduates. The numbers vary from state to state. Vermont (at the low end) would see its economy increase by $439 million; Mississippi (near the middle) would add $3.98 billion; and California's economy (at the high end) would accrue an additional $42 billion over the lifetime of the students of each graduating class. These figures are conservative, and do not take into account the added economic growth generated from each new dollar put into the economy.[9]

A UCLA study demonstrated the detrimental impact that the high school dropout population has on the individual American taxpayer. Specifically, each person who fails to complete their high school diploma incurs a cost to American taxpayers of $209,200. This figure includes taxpayers needing to compensate $139,100 in tax revenue for dropouts' lost earnings, $40,500 in costs for public health, $26,600 spent to

Columbia University 2007)

[4] Ibid.

[5] Tony Miller, "Partnering for Education Reform" https://www.ed.gov/news/speeches/partnering-education-reform, (2011)

[6] Marybeth Shinn et al., "Poverty, Homelessness and Family Break-Up" https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5760188/, *Child welfare* vol. 94,1 (2015)

[7] "Unemployment rate of high school graduates and dropouts not enrolled in school in the United States from 2000 to 2017" https://www.statista.com/statistics/184996/unemployment-rate-of-high-school-graduates-and-dropouts/ (2018)

[8] Jason M. Breslow, "By the Numbers: Dropping Out of High School" https://www.pbs.org/wgbh/frontline/article/by-the-numbers-dropping-out-of-high-school/, (2012)

[9] Jason Amos, *Dropouts, Diplomas, and Dollars: U.S. High Schools and the Nation's Economy* (Washington, DC: Alliance for Excellent Education, 2008)

handle the costs of dropouts' criminal activity, and, lastly, $3,000 for welfare.[10]

Current research now places the overall economic and social cost of a single dropout considerably higher, with some national estimates ranging from approximately $272,000 to nearly $300,000 per individual over a lifetime.[11]

It's clear that America's public education system is troubled by persistent failures in keeping students on track to graduate on time with a high school diploma. Research by Levin and his colleagues details that in the United States "only 66 to 70 percent of public high school students currently manage to receive a diploma 'on time,' that is, alongside their original 9th grade classmates."[12] The challenges are more significant with historically underprivileged groups, particularly in cities. For example, the on-time graduation rate is 48% for African-American students and 40% for Latino students in schools in the Los Angeles Unified School District.[13]

In response to our country's considerable dropout problem, OFY-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 and are at risk of not completing high school. OFY-Duarte serves a population of students that have unique academic and non-academic needs as well as federally recognized barriers to success. The Charter School meets the needs of the students in the local community by:

1) Providing an instructional design unique to each student's college and career needs that aligns with the federal and state workforce education requirements and standards
2) Identifying students who are disconnected, at-promise, or in need of additional supports
3) Addressing skill gaps with personalized, one-on-one academic support, and targeted small group instruction
4) Referring to community partners for additional workforce and student support services
5) Providing opportunities for recovery and re-engagement throughout the year due to the rolling 240-day annual calendar, sports and experiential learning trips
6) Reinforcing academic and personal growth, ultimately leading to increased district graduation rates

OFY-Duarte provides an educational program offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster or post-secondary learning thus positively impacting the community. OFY-Duarte's student population will include students that are seeking a workforce centered program with the means to assist low-income students, students who have dropped out or are at risk of dropping out, minority students, children of migratory families, homeless students, foster students, transient students, justice-involved youth, pregnant and parenting students, LGBTQ students, migrant students, students with disabilities, students with special needs, students with behavioral problems, English learners, chronically absent students, students that are bullied, skills deficient students, students with an Individualized Educational Plan or Section 504 plan that may benefit from a nonconventional setting, students that need flexibility in their schedule, and

[10] Catterall, *The Societal Benefits and Costs of School Dropout Recovery*, (Los Angeles, UCLA, 2010), 4.

[11] National Center for Educational Statistics, "Trends in High School Dropout and Completion Rates in the United States" https://nces.ed.gov/programs/dropout/index.asp

[12] Levin et al., *The Costs and Benefits of and Excellent Education for All of America's Children*, quoted in Catterall, *The Societal Benefits and Costs of School Dropout Recovery*, (Los Angeles, UCLA, 2010), 1.

[13] Ibid., 2.

individuals who require additional assistance to complete an educational program or to secure or hold employment. The school's population will also include students that need a flexible school schedule, hope to graduate early and/or thrive in a small learning environment. OFY- Duarte's priority of building one-on-one relationships with every student is paramount in facilitating student success that leads to greater self-confidence.

OFY-Duarte will commit to ensuring a highly personalized learning environment where all students can succeed. OFY-Duarte students will be faced with less viable educational alternatives if the charter school does not serve them.

Students in California who need to abandon their normal course of high school studies due to expulsion or personal reasons have the option of attending state-run continuation schools. However, the curriculum at the majority of these continuation schools is only at the remedial level and does not contain the type of college preparatory coursework that students would need to complete to qualify for admission to four-year universities.

By contrast, a study by Stanford University states about schools such as OFY that teach academic material beyond the remedial level:

> Field research into "beating the odds" schools confirms that alternative schools that focus on school connectedness, academic progress, and successful post-secondary transitions measures and that establish clear identification, placement, induction, and monitoring procedures for all of their students can and often do provide important opportunities and resources for a vulnerable population of youth to succeed academically. [14]

### 2. *Dashboard Alternative School Status*

OFY-Duarte will be dedicated to serving at-promise- students with federally recognized barriers to success. OFY-Duarte has established its eligibility to participate in the California State Board of Education's Dashboard Alternative School Status ("DASS"). OFY-Duarte will be committed to upholding the highest accountability standards set forth in 2017 by the State Board for alternative schools serving underserved and at-promise students.

## D. Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), the Charter School has set annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Basic Services: Quality Teachers, Curriculum, and Facilities
2. Implementation of all State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement

[14] Jorge Ruiz de Velasco & Daisy Gonzales, *Accountability for Alternative Schools in California* https://edpolicyinca.org/sites/default/files/Accountability%20for%20Alternative%20Schools.pdf, PACE Policy Analysis for California Education, page 9, (2017)

6. School Climate
7. Course Access
8. Student Outcomes

The Charter School has used multiple forms of data collected to assess progress toward the goals outlined herein. Pursuant to Education Code Section 47606.5, the Charter School produces a Local Control and Accountability Plan ("LCAP"), which updates the goals and annual actions to achieve the goals identified herein below regarding the State Priorities, using the LCAP template adopted by the State Board of Education. OFY-Duarte submits the LCAP to the District annually on or before July 1st, as required by Education Code Section 47604.33. OFY-Duarte complies with all elements of the LCAP, including the adoption of any templates required by the State Board of Education.

LCAP goals are updated annually to reflect the evolving needs of students and are shared with our district authorizer for review. Additional feedback is solicited from stakeholder groups as well as the SELPA. These goals are shared with our partner district for review, address all eight state priorities, and offer a detailed plan for how we can reach our goals. An example breakdown on how OFY-Duarte will meet these goals is provided in the tables below and a detailed breakdown is included in **Exhibit E**: Local Control and Accountability Plan.

LCAP Goal 1

| | | | |
|---|---|---|---|
| **Goal 1:** Our goal is to ensure that every student receives personalized support and instruction in English and Math, tailored to their individual needs. By providing a wide range of courses and materials aligned with state standards, the charter aims to support students to improve Standard Met/Standard Exceeded by at least 15% by 2027 as measured by achievement in local and state assessments.<br>**State Priorities Addressed:** 2, 4, 7 & 8 | | | |
| Actions to Achieve Goal | #1 | Recruitment and Professional Learning | The Charter School aims to recruit, retain, and empower highly qualified staff members who are dedicated to fostering inclusive learning environments by offering staff professional learning focused on providing targeted interventions and strategies tailored to the needs of diverse learners, including Foster Youth (FY), Low Income (LI), Homeless Youth (HY), and Students with Disabilities (SWD). |
| | #2 | Benchmark Assessments and Interventions | Following administration of Benchmark Assessments all students scoring at the Urgent Intervention level in reading and math will be assigned an Evidence Based Intervention to support the growth in ELA and Math skills. |
| | #3 | EL Instruction, Support, and Language Acquisition Programs | The Charter will assign evidence-based intervention programs to English Learners to support in the development and strengthening of English language acquisition skills necessary to access core curriculum. |

| | | | |
|---|---|---|---|
| | #4 | Broad Course of Study | All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. |
| | #5 | 21st Century Skills and Education Technology | The Charter will provide Educational Partners with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction in the 21st century. |
| | #6 | IEP service delivery | To ensure equitable learning outcomes for SWD the charter will monitor IEP service delivery. Additionally, SES staff will receive training and support to identify disproportionality and to examine data to assign evidence-based intervention to SWD who are below grade level. |
| | #7 | SES teacher retention and Monitoring IEP compliance | The charter will provide Special Education staff additional resources, training, coaching and time to ensure the accurate IEP reporting and goal implementation, in accordance with State and Federal guidelines. |
| | #8 | Comprehensive Support and Improvement (CSI) Funds to Support Graduation Rate, ELA and Math Progress | OFY-Duarte will use CSI funds to support a comprehensive needs assessment and root cause analysis aimed at addressing low graduation rates, high chronic absenteeism, and low performance in ELA, Math, and College/Career readiness. Funds will support the implementation of evidence-based programs, including Carnegie Math for targeted math intervention and Zinc Learning Labs to build ELA skills and reading comprehension. These programs align with LCAP goals and will be supplemented by instructional supports and progress monitoring tools. |

LCAP Goal 2

**Goal 2:** As mentioned in the Annual Performance section of the LCAP our charter is focused on enhancing College and Career readiness and graduation rates for all student demographics, including African American, EL, HY, FY, LI, SWD, Hispanic, and White students. By 2027, our goal is to elevate each indicator and student group from a red to orange color designation on the CA dashboard.
**State Priorities Addressed:** 2, 4, 5 & 7

| | | | |
|---|---|---|---|
| Actions to Achieve Goal | #1 | Workforce Exploration and Career-Focused Opportunities | The Charter School will provide CPC's, CPAs as a resource for all students to provide guidance and opportunities with 21st century professional learning and resources to ensure that all students are provided with guidance and opportunities for exposure to their specific career pathway and their respective industries through qualified school personnel, student events, and CTE programs. |
| | #2 | Academic and Postsecondary Planning | The charter aims to streamline transitions from high school to postsecondary opportunities, supporting students in exploring diverse pathways and college admission. This will involve strategic planning based on Common Core standards, post-secondary aspirations, GPA, benchmark data, and performance standards. Personalized assistance, resources, and information will be provided for Foster Youth and Homeless students during biannual meetings with PSC. |
| | #3 | Improving Access to Dual Enrollment and Career Technical Education Programs | Additional resources for students will be provided to reduce participation barriers and provide targeted support for students participating in Dual Enrollment and Career Technical Education with the goal of improving outcomes for all student groups. |
| | #4 | Targeted Subgroup Graduation Monitoring and Interventions | Leadership at each school site will implement targeted subgroup monitoring systems and interventions to increase overall Graduation Rates with an emphasis on subgroups that scored low on the CA Dashboard. |
| | #5 | Targeted Small Group Instruction | Students will have access to highly qualified Small Group Instruction teachers to support their progression in core courses through direct instruction. SGI teachers will be supported with coaching and professional development opportunities to increase teacher efficacy and enhance and deepen subject matter competency. |

LCAP Goal 3

**Goal 3:** The charter aims to maintain EL reclassification rates at or above the state rate for eligible students. For LTEL students the charter will provide ELD teachers with professional development specific to the needs of LTEL students and offer a research-based language acquisition program designed to develop student proficiency in all 4 language domains as assessed on ELPAC. These actions will support an increase in LTEL and EL students making progress towards English language

| | | | |
|---|---|---|---|
| proficiency at or above the state proficiency rate by 2027.<br>**State Priorities Addressed:** 2, 4, 7 & 8 | | | |
| Actions to Achieve Goal | #1 | Professional Learning for ELD teachers | Professional Learning will be offered to build ELD teacher capacity, enhance knowledge of ELPAC, reclassification procedures, English Language Development (ELD) standards, implement a robust integrated and designated ELD program, and use evidence-based practices specific to the needs of EL students. |
| | #2 | Professional Learning for ELD teachers of LTEL students | Professional Learning will be offered to ELD teachers who work with LTELs that will focus on the specific needs of LTEL students and support increases in ELPI and growth in proficiency as measured by ELPAC. |
| | #3 | PL for Instructional Staff | The charter will provide ongoing professional learning and coaching initiatives aimed at retaining highly qualified instructional staff dedicated to delivering rigorous, standards-aligned instruction tailored to meet the diverse language and academic needs of English Learners (EL) and dually identified EL/Students with Disabilities (SWD). By enhancing teacher efficacy, the charter aims to drive improved academic outcomes for all EL students. |
| | #4 | LTEL Research based language acquisition program | The charter will partner with curriculum provider to develop and implement a research-based language acquisition program which will specifically address the needs of LTEL students and increase in growth of LTEL English proficiency as determined by ELPAC and local assessment measures. |

## E. Academic Calendar and Student Schedule

The average daily attendance ("ADA") guidelines to which OFY-Duarte will adhere to 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 will be based on work product completion and onsite presence.

OFY-Duarte school sites will be open from 8am-4pm Monday through Friday and may stay open in the evening and on weekends, depending on student need. The school site will be 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 will attend appointments with their Independent Study

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. OFY-Duarte will provide 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 Independent Study teachers at each appointment. In addition, teachers will 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 low income 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** | 8:00-9:00: one on one appointment with teacher | 10:00-11:30: 10th grade English SGI class<br>1:00-2:30: Integrated Math SGI class<br>2:30-3:30: Tutoring w/ Interventionist | 1 hour of independent academic work (e.g. Student Activity Workbooks, online course, projects) |
| **Tuesday** | 8:00-9:00: post secondary counselor/career pathways coordinator meeting | 10:00-11:30: 10th grade English SGI class<br>1:00-2:30: Integrated Math SGI class | 2 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects) |
| **Wednesday** | 8:00-9:00: one-on-one appointment with teacher | 10:00-11:30: 10th grade English SGI class<br>1:00-2:30: Integrated Math SGI class<br>2:30-3:30: Tutoring w/ Interventionist | 1 hour of independent academic work (e.g. Student Activity Workbooks, online course, projects) |

| | | | |
|---|---|---|---|
| **Thursday** | 8:30-9:30: math tutoring | 10:00-11:30: 10th grade English SGI class<br>1:00-2:30: Integrated Math SGI class | 2 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects) |
| **Friday** | 10:00am-12:00pm: Meet with the Career Pathways Coordinator to discuss/work on WIOA partner assigned activities and review progress toward workforce goals<br>12:00-1:00: Leadership opportunity, tutoring (if necessary) | 4-6 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects) | |

**Student Two** is a low income 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. He is a justice involved individual.

| | | |
|---|---|---|
| **Monday** | 4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects) | |
| **Tuesday** | 11-12:00: Appointment w/ Independent Study teacher<br>1:00-2:00: 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 | 2:00-4:00: English Foundations SGI class |
| **Wednesday** | 4- 6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects) | |

| | | |
|---|---|---|
| **Thursday** | 11-12:00: Appointment w/ Independent Study teacher<br>1:00-2:00: 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)<br>Additional time with EL specialist will be scheduled as needed. | 2:00-4:00: English Foundations SGI class |
| **Friday** | 9:00-11:00 English tutoring<br>1:00pm-3:00pm: Meet with the Career Pathways Coordinator to discuss/work on WIOA partner assigned activities and review progress toward workforce goals<br><br>Independent academic work (as needed to complete assignments) | |

Provided below are two sample schedules that illustrate how instructional staff interact with students to individualize and accommodate each student's needs.

**Sample Independent Study Teacher Schedule:**

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|
| 8:00-11:00: Student appointments (60 minutes each) | 8:00-10:00: Small Group Instruction class | 8:00-11:00: Student appointments (90 minutes each) | 8:00-10:00: Small Group Instruction class | 8:00-10:00: PLC meeting | Option to teach Saturday school as needed by students |
| 11:00 – 12:00: PLC meeting with content-area group | 10:00-12:00: Small Group Instruction class | 11:00 – 12:00: PLC meeting with content-area group | 10:00-12:00: Small Group Instruction class | 10:00-12:00: Individual student tutoring | |
| 12:00-1:00: Lunch | 12:00-1:00: Lunch | 12:00-1:00: Lunch | 12:00-1:00: Lunch | 12:00-1:00: Lunch | |
| 1:00-3:00: Small Group Instruction class | 1:00-2:00: Prep, individual student tutoring, new student orientations, etc. | 1:00-3:00: Small Group Instruction class | 1:00-2:00: Prep, individual student tutoring, new student orientations, etc. | 1:00-2:00: Learning center staff meeting | |

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

**Sample Small Group Instruction Teacher Schedule:**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| 8:00-9:00 Lesson preparation and planning | 8:00-9:00 Office hours for student tutoring and additional support | 8:00-9:00 Lesson preparation and planning | 8:00-9:00 Office hours for student tutoring and additional support | 8:00-12:00: Office hours for student tutoring and additional support |
| 9:00-10:30 English 9A SGI class | 9:00-10:30 ERWC A SGI class | 9:00-10:30 English 9A SGI class | 9:00-10:30- ERWC A SGI class | |
| 10:30-12:00 English 9B SGI Class | 10:30-12:00 English 11A | 10:30-12:00 English 9B SGI Class | 10:30-12:00 English 11A | |
| 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 |
| 1:00-2:30 English 11A SGI class | 1:00-2:30 ELA Intervention Cohort | 1:00-2:30 English 11A SGI class | 1:00-2:30 ELA Intervention Cohort | 1:00-4:00 Lesson preparation and planning, grading |
| 2:30-4:00 - Teacher Prep, Parent calls, parent conferences, grading | 2:30-4:00 Teacher Prep, Parent calls, parent conferences, grading | 2:30-4:00 - Teacher Prep, Parent calls, parent conferences, grading | 2:30-4:00 Teacher Prep, Parent calls, parent conferences, grading | |

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

OFY-Duarte will support each student's academic needs, as well as their social and emotional needs, enabling them to achieve the goal of becoming "self-motivated, competent, and lifelong learners." We know that an educated student thinks critically, poses questions, applies their knowledge to the world around them and is intrinsically motivated.

OFY-Duarte draws inspiration from the principles of P21, the Partnership for 21st Century Learning. This coalition of American educators, policy makers and business leaders has worked to stress the importance

of teaching children the skills they need to thrive in our era of rapid technological and societal change. In their "Framework for 21st Century Learning," P21 stresses the capabilities today's learners need to acquire, beyond the fundamentals. They state:

> Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.[15]

OFY-Duarte makes sure that these competencies, as well as technological skills and life and career skills, have a central place in our curriculum. We believe that a focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

P21 also stresses the need for education to transcend the traditional classroom and extends to all aspects of a child's life. They explain:

> In a 21st century education, learning can take place both inside and outside of the classroom. Students make use of new and emerging technologies and online resources—both through self-directed exploration outside of school and guided by a teacher in school.[16]

By breaking out of the box of the traditional classroom, OFY is well-positioned to serve students with 21st century learning.

We recognize the trend that students meeting multiple barriers tend to experience school problems, unemployment, social difficulties, and mental health issues at higher rates than non-high-risk students. These individuals often require a greater amount of specialized attention in order to move forward in their development. OFY-Duarte's personalized approach to educating students will recognize and embrace the fact that students who are choosing OFY-Duarte may come to school with various academic, social, and emotional issues that impede academic progress and future success in the workforce. OFY-Duarte will commit to the principle that these at-promise youth are worthy of becoming educated people and productive members of society.

OFY-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:

- Reads and analyzes grade-level text
- Communicates with different audiences using oral and written language
- Uses math to solve everyday problems
- Understands the scientific method, and how science impacts daily life
- Acquires occupational skills training pertaining to a specific trade or talent
- Demonstrates digital fluency across multiple technical platforms
- Earns certifications leading to higher paying entry level jobs

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

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[15] "Framework For 21st Century Learning" http://www.p21.org/about-us/p21-framework, (2016)

[16] "What is 21st Century Learning and Citizenship All About?" http://www.p21.org/storage/documents/citizenship/P21_Citizenship_Overview.pdf

- Takes the initiative and be self-directed
- Adapts to and is flexible toward new situations
- Shows leadership and takes responsibility
- Exhibits civic competence and professional skills
- Is productive and accountable for work products
- Displays digital fluency and technical skills

We aim to instill these non-academic skills and qualities through promoting social-emotional learning (SEL). SEL is more than just a set of guiding principles for our curriculum and its delivery to our pupils. It is a method that has been proven to have a significant positive effect on students' performance. Joseph A. Durlak of Loyola University Chicago and his colleagues analyzed 270,034 kindergarten through high school students. These students were spread across 213 SEL programs. States their 2011 study, "Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement."[17] We believe our academic program involving SEL is the best way for our students to achieve clear academic progress and advance in their personal development.

## G. How Learning Best Occurs

### *1. Educational Program*

OFY-Duarte will provide a workforce-centered alternative educational option for students who are disconnected from school or have experienced significant academic failure and often have skill gaps due to academic and non- academic issues. Along with students' unique academic needs, OFY-Duarte will support each student's social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility. OFY-Duarte will provide an education that increases our students' options upon graduating for either post-secondary learning or entering the workforce, thus positively impacting the community.

OFY-Duarte believes that learning best occurs when the educational program is designed to meet the individual needs of the student. OFY-Duarte will provide an educational program that reflects this philosophy by providing each student with personalized instruction tailored to their own Individualized Learning Plan ("ILP"). Upon enrollment, the student, parents/guardians, teacher, Career Pathways Coordinator, and Post Secondary Counselor and or a Student Advisor will collaborate to develop an ILP to guide and help ensure academic success and direction toward their career goals.

While the ILP was historically documented as a single tangible form, OFY-Duarte now utilizes a suite of integrated digital tools within its student information system, StudenTrac, to develop, monitor, and communicate student progress in alignment with the ILP. Teachers use multiple StudenTrac-based resources—including, but not limited to, graduation estimators, student progress reports, course completion data, and academic milestone tracking—to document progress toward ILP goals. These tools allow the ILP to remain a living plan that is regularly reviewed, updated, and discussed with students and parents/guardians as students work toward graduation and postsecondary outcomes.

[17] Joseph A. Durlak et al., *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, Child Development, January/February 2011, Volume 82, Number 1, (2011) Pages 405–432

Through this approach, OFY-Duarte ensures that each student's ILP remains individualized, transparent, and responsive to student progress, while leveraging technology to provide timely and accurate information to all stakeholders.

OFY-Duarte, along with our WIOA partners, will provide an education that also increases their options upon graduation for either post-secondary learning or entering the workforce.

The paramount goals of the Charter School are: (i) to offer a comprehensive learning experience under Common Core; (ii) to identify students who have one or more recognized barrier to success and provide them educational services; (iii) to help students become self-motivated, competent, lifelong learners; and (iv) to establish and maintain collaborative partnerships with WIOA partners to ensure all students have clearly defined pathways aligned to workforce and career services outlined in the fourteen WIOA elements. The Charter School also strives to provide pupils and parents with expanded educational choices within California's public school system.

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 academic program, current efforts, and future plans
- Authentic relationships with caring and supportive teachers and staff are established to provide inspiration, purpose, and security
- Workforce opportunities are provided through occupational skills training, early certification programs, pre apprenticeships, and Workforce Readiness Activities based on the students' interests, skills, and high growth industry sectors
- Community partnerships work at high effectiveness to create networking and mentoring opportunities for students
- Teachers provide individualized attention and guidance as well as inspire students to achieve their goals
- Students engage in activities that build and nurture relationships within and beyond their communities
- Educational program and its resources are premised on the immediate identification of and response to individual learning needs
- Students are 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 OFY-Duarte will be 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 will collaborate with each student on course selection, and students will enroll in courses that align with their individual learning style.

Our students will demonstrate success by completing courses and earning credits toward graduation. They will be motivated by watching their credits accumulate and monitoring their learning goals on the ILPs as they are achieved. They will 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 will become re-engaged in their education, and their newfound confidence will inspire them, their teachers, and their classmates. Students will become more active in the school

community, perform better academically and graduate determined to achieve their goals.

OFY-Duarte will embrace 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 educational program will be 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 OFY-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. OFY-Duarte implements all seven key indicators in addition to other programmatic aspects to address the needs of our student population:

1. **Small School Size:** OFY-Duarte will have a student enrollment of approximately 100-350 at each center, and all of our centers will offer a high teacher-to-student ratio. The small school size allows for greater and more frequent interaction between administrators, teachers, staff, students, and parents or guardians. SGI courses will be taught by a single-subject credentialed teacher in a classroom of no more than 15-25 students, and each Independent Study teacher will work with a maximum of eight students during each instructional hour.
2. **High Level of Personalization:** OFY-Duarte will have 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 will gain a deep understanding of each student's abilities, academic goals, post secondary goals, as well as their social and emotional needs. OFY-Duarte also utilizes its Student Information System, StudentTrac, and its integrated functions to support and document each student's Individualized Learning Plan (ILP). Teachers use StudentTrac data to regularly inform students and parents/guardians of overall academic progress, progress toward established academic goals, and advancement toward graduation requirements. ILP meetings are conducted to review student progress, discuss academic performance, and identify any personal, academic, or situational barriers that may impact learning. These meetings also provide an opportunity to identify appropriate supports, interventions, and adjustments to the ILP, enabling teachers to develop a deeper understanding of each student's individual strengths, challenges, goals, and support needs.
3. **Workforce Education:** OFY-Duarte provides a wrap-around workforce education centered learning environment based heavily on their WIOA exclusive partnerships. This instructional design lends itself to customization based on the students interests, needs, skills levels, federally recognized barriers, and local high growth industry sectors. Workforce education opportunities may include Career Technical Education (CTE) coursework and Work Force Readiness activities, such as job shadowing and internships aligned to student interest and informed by local and regional workforce needs. Through these offerings, students are supported in developing the academic, technical, and employability skills necessary for successful transition to postsecondary education, training, or entry into the workforce. Students and parents play a large role in the planning of each student's pathway. Students are held accountable for their participation and execution of their pathway through individualized case management
4. **High Academic Expectations:** The administrators, teachers, and staff at OFY-Duarte will demonstrate a sincere belief in the ability of each student to succeed in and graduate from high

school. OFY-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 (from here forward, collectively "State Standards") and College and Career Standards. Each student's ILP will provide OFY-Duarte with the information necessary to adapt instruction to each student's need while maintaining a high level of rigor and academic accountability. OFY-Duarte will also offer a variety of AP courses. Additionally, OFY-Duarte will partner with various colleges to offer Dual Enrollment opportunities for its students.

5. **Counseling Services:** Our Post Secondary Counselors/Student Advisors will provide guidance and support to each student. Our counselors are knowledgeable about social and wraparound services available to each student. These services are available via partnerships with area nonprofits or governmental social service agencies. OFY-Duarte will continuously enroll students in new courses as students complete a previous course. For example, a student may finish the coursework for Algebra 1A one day and begin the coursework for Algebra 1B 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.
6. **Parental Engagement:** Parents and guardians will be encouraged to visit OFY-Duarte at any time during operational hours. OFY-Duarte will hold Back to School and 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. OFY-Duarte also holds Parent-Teacher conferences, 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 OFY- Duarte at any time to schedule an appointment with a teacher or administrator. OFY-Duarte also solicits parent/guardian feedback through an annual School Climate Survey. Additionally OFY-Duarte holds Parent Advisory Committee meetings as well as DELAC meetings. The purpose of these committees is as follows:
    a) The **Parent Advisory Committee (PAC)** exists to provide parents and guardians with a formal voice in the school's decision-making process and to strengthen collaboration between families and the school community. The PAC serves as an advisory body that offers input on school programs, policies, and practices that impact student learning, engagement, and overall school culture. While the PAC does not have governing authority, its recommendations help inform school leadership and contribute to continuous school improvement by ensuring parent perspectives are meaningfully considered.
    b) The **District English Learner Advisory Committee (DELAC)** is a state-required advisory body that provides parents and guardians of English Learners with a formal role in advising a school district or charter school on programs and services for English Learner (EL) students. The DELAC is composed primarily of parents or guardians of English Learners and serves in an advisory capacity to school or charter leadership.
7. **Extended Hours:** OFY-Duarte will operate year-round and will be open from 8:00 am to 4:00 pm each weekday. These extended hours will enable students to schedule their time at the school site around personal responsibilities. Also, students could walk into OFY-Duarte at any time to work on coursework or receive help from a tutor.
8. **Competent Personnel:** OFY-Duarte will recruit and hire well-qualified teachers that hold a California credential or permit as required by the California Commission on Teacher Credentialing in the subject matter they teach.

9. **Strong Community Partnerships:** OFY-Duarte constantly seeks out community partners to enhance the education of its students. Through local WIOA and business partnerships, all student's individualized assigned pathways include networking, vocational training, and certification programs to prepare them for their post-secondary goals. See **Exhibit O: WIOA Exclusive Instructional Program Design** for a list of past and current Workforce Partners.

OFY-Duarte's program design will support the mission of the school and will be constructed to increase student achievement and the rate of graduation from high school. OFY-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 will help students demonstrate mastery of content knowledge and skills. OFY-Duarte's coursework will fulfill "A-G" requirements for acceptance to the University of California or California State University (UC/CSU) upon graduation.

Research shows many at-promise 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.[18] Therefore, OFY-Duarte's students, on average, will 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 will allow for greater depth of learning in each subject area and will enable students to perform at maximum proficiency, feel as though they have greater control over their learning, and enjoy increased self-esteem and motivation. Students will receive immediate feedback and continual encouragement that leads to greater self-confidence and improved outcomes. In addition, the academic and behavioral standards to which the students will be held to reinforce self-discipline and productive work habits.

### 2. *Curriculum and Instructional Design*

OFY-Duarte is defined as a non-classroom based program and complies with the Independent Study California Education Code Sections 51745 et seq., the regulations implementing those sections, and the number of minutes required by Education Code Section 47612.5(a)(1)(c)(d) for such a program. OFY-Duarte embeds the 14 WIOA program elements throughout its instructional model. OFY-Duarte's Board of Directors has adopted and implemented written specified policies relating to independent study in accordance with Education Code Section 51747. OFY-Duarte will offer students multiple opportunities for learning outside of a conventional seat-time educational delivery system. Students will be provided the opportunity to complete academic work and credits through the following personalized learning methodologies:

a. Tutoring
b. Small group classroom-based instruction
c. Personalized learning (including targeted and designated intervention
d. Computer-based instruction

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

[18] 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.

OFY-Duarte's curriculum is created by discipline-specific, credentialed teachers and will align with the State Standards and College and Career Readiness Standards. Curricula will focus on instructional delivery through the implementation of high-yield instructional strategies covering core knowledge. This will ensure that students receive a strong foundation of essential skills so that they can reach proficiency or above in all core content areas, as evidenced through the California Assessment of Student Performance and Progress ("CAASPP") assessment system. Students participate in an instructional system that will incorporate personalized support from fully credentialed teachers in all core subjects (English language arts, math, science, and social students/history). Students participate in an instructional system that will incorporate personalized support from fully credentialed teachers in all core subjects (English language arts, math, science, and social studies/history).

Workforce Readiness Activities are integrated across all curricula, with WIOA-aligned components embedded throughout, ranging from community awareness to workforce readiness. The WIOA Curriculum Rubric, which is grounded in the fourteen WIOA elements, is utilized in the development of custom curriculum to ensure alignment and consistency. A variety of career and workforce readiness standards, targets, and objectives are incorporated to support student outcomes. The implementation and effectiveness of WIOA-aligned components are monitored through weekly tracking and measurement of student progress.

Courses approved by the University of California Office of the President (UCOP) as creditable under the "A-G" admission criteria are considered to meet the college entrance requirements. Further, courses offered by OFY-Duarte will be accredited by the Western Association of Schools and Colleges and are considered transferable.

English language arts, mathematics, science, social studies, physical education, health, art, music, advanced placement courses career technical education (CTE) courses and personal development coursework will be available to all students and offered through independent study coursework, classroom-based instruction in small group settings, and computer-based learning options when appropriate. OFY-Duarte will use research-based curriculum aligned with State Standards and English Language Development Standards. The curriculum is appropriate to the student demographic we will serve and includes the following: course offerings, textbooks, curriculum maps, unit plans, interim assessments, intervention lessons and instructional strategies, and formative and summative assessments.

OFY-Duarte's curriculum will be 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
- Workforce and college and career ready alignment

OFY-Duarte offers its students a variety of curriculum to fulfill their course requirements. Online curriculum is offered through the Edmentum, and BrightThinker platforms, and provides students with 9-12$^{th}$ core courses as well as electives. Core Courses are both traditional (like Algebra and Biology) and specialized (like Financial Mathematics and Business English). Edmentum and BrightThinker also provide students with career-connected learning, creating new pathways to success that prioritize real-world

learning applications and career interests for high school students. CTE offerings range from exploration to certification preparation. Electives give students the opportunity to pursue topics that excite them, allowing them to develop a deeper understanding of the world around them. Courses like music, art, game design, and creative writing spark students' interests.

For students that prefer a more traditional "paper and pencil" approach to their coursework, OFY-Duarte utilizes the curriculum services of Skyrocket Education for guided student activity workbooks (SAWs) which can also be accessed digitally through a Launch Your Learning Applications (LYLA) app. Teachers and counselors assist students in making the best curricular decisions for their educational needs and learning preferences.

### *3. Scope and Sequence/Curriculum Map Development*

The scope and sequence of each course has been developed using the Understanding by Design (UbD) 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 continual, focused, and effective teacher feedback

In addition to meeting the District's graduation requirements, OFY-Duarte's courses are designed to increase achievement and life choices for our at-promise 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. OFY-Duarte's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation. A course list, including UC/CSU approved courses, is provided in **Exhibit B**: **Student Handbook**.

### 4. Teaching Methodologies and Instructional Design

OFY-Duarte's WIOA Exclusive Partnership Instructional Design and content delivery systems will provide students an opportunity to review and relearn grade level standards not mastered prior to enrollment. Students will receive instruction in a challenging yet supportive environment and the instructional model encourages student driven achievement of learning goals. Students will 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 will 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:

a) Individualized Learning Plan
b) Exclusive Workforce Innovation Opportunity Act (WIOA) integration
c) Guided Personalized Learning
d) Focused learning and subject matter concentration
e) Targeted intervention
f) Small Group Instruction
g) Meaningful Use of Technology
h) Experiential learning
i) Extracurricular Activities
j) Extended learning time
k) Parental involvement in Instructional Decisions
l) Year-Round, rolling enrollment calendar
m) Career Technical Education
n) California State Seal of Biliteracy
o) Dual Enrollment
p) Character Education

#### *a) Individualized Learning Plan*

Each student at OFY-Duarte will be assigned to an Independent Study teacher with whom they will meet at least twice per week. The student, parents/guardians, Independent Study teacher, and Post Secondary Counselor or Student Advisor will develop an Individualized Learning Plan ("ILP") to help ensure student success. The ILP will address the academic needs of the student and detail their participation and responsibilities outside of school as they progress toward graduation. Each Independent Study teacher and Post Secondary Counselor will oversee ILPs and facilitate the academic and social progress of each student. Post Secondary Counselors and Career Pathway Coordinators will be the primary resource for students regarding post-secondary goals, resume writing, job applications, scholarship applications, career exploration, and college and financial aid applications. An important component of the ILP is support services. Students will be provided supplementary and support services to include but not be limited to access to childcare programs, foster youth information, food banks, transitional living arrangements, etc., designed to address unmet needs and impediments to advancement.

ILPs are an essential element to OFY-Duarte's educational program since they 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.[19] Research has demonstrated the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects.[20] Further studies have also 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.[21] [22]

### *b) Exclusive Workforce Innovation Opportunity Act (WIOA) Alignment*

A critical component of OFY- Duarte's program is preparing students to obtain the knowledge, skills and abilities to become gainfully employed upon graduation. OFY-Duarte has entered into and implemented exclusive partnership agreements with one or more workforce providers funded under WIOA in order to provide instruction exclusively in partnership under WIOA. These partnerships provide OFY-Duarte students with the opportunity to gain valuable career readiness, internship experience and an opportunity to be certified in specific trades. Additionally, vocational training and certification services will be provided to OFY- Duarte as stated in the Exclusive Partnership Agreements between OFY- Duarte and its WIOA partners. The instructional design of this program sees the collaboration between OFY-Duarte and its WIOA partners to ensure that all students are on pathways that include all services outlined in the fourteen WIOA elements. See **Exhibit O: WIOA Exclusive Instructional Program Design** for a list of past and current WIOA Partners

All of the WIOA responsibilities and elements have also been woven into daily practices of teaching modalities and programs at OFY-Duarte. As a WIOA partner, OFY-Duarte is able to offer additional resources including: employment preparation, financial literacy, entrepreneur training, resume writing, vocational skill development, interview/job performance coaching, and job searching/placement. We also offer a variety of vocational training opportunities, including: apprenticeships, pre-apprenticeships, paid/unpaid work experiences, internships, job shadowing, and on-the-job training. These opportunities are designed to assist students who face challenges in obtaining employment. We tailor our services for both sides of the hiring equation (prospective employers and prospective employees). We address the skills gap in the industry through offering education and workforce development wraparound services to our students. Our workforce services are Integrated, comprehensive, customer-focused and outcome-driven.

Some highlights from our WIOA instructional design during the current charter term include:

- Established/added multiple WIOA and American Job Center of California (AJCC) partnerships allowing our students to tap into the resources and benefits available from the workforce partnerships
- Expanded our Career Pathways Coordinator position to align with the career Coach position held

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

[20] Ibid.

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

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

in the WIOA county youth programs
- Staff participating in biweekly WIOA professional developments and monthly WIOA exclusive partner progress meetings

For more information about how WIOA is embedded into the complete OFY-Duarte instructional program, see **Exhibit O: WIOA Exclusive Instructional Program Design**.

### *c) Guided Personalized Learning*

The guided personalized learning format aligns with OFY-Duarte's mission of serving the needs of the individual student permits each student to tailor his or her work pace to meet individual academic and post-secondary goals. Students will be assigned coursework to complete each week and attend regular appointments with their Independent Study teacher for instructional support, clarification on content, and assessment. Each student will be required to complete a minimum number of units 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 will be completed in student activity workbooks ("SAWs") and through completion of performance tasks embedded into the coursework. SAWs will contain rigorous curriculum and include Internet activities, essay writing, and other various methods of assessing student learning per subject matter. Students may also complete instructional units through standards-aligned online curriculum platforms such as Edmentum and Bright Thinker. Along with the Career Pathway Coordinators, students will create a high school career pathways plan that aligns with the career cluster they choose. These plans include CTE, internships, career focused electives, job placement, volunteer opportunities and soft skills workshops.

OFY-Duarte's Student Master Agreement (See **Exhibit C: Student Master Agreement**) will require that students attend appointments with their Independent Study teacher at least twice per week; however, students will be 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 will also provide 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, interventionists, center coordinators, English language development specialists, Career Pathways Coordinators, special education providers and paraprofessionals, and counselors) will collectively support and coach students towards their individual education and employment goals while encouraging students to focus on areas of growth. This format will help provide students with the skills needed to succeed academically at the charter school as well as professionally through our WIOA opportunities.

### *d) 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 could approach their assignments with inquiry-based learning strategies to gain a greater depth of knowledge in each subject area. This focused approach will enable 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 will complete an average of 30 semester credits during a six-month period. However, due to the flexibility of the program, students could earn 60 credits during that same period depending on their pace. Students with external life factors may not be able to complete the expected 30 credit average.

### *e) Targeted Intervention*

Personal issues or logistical problems may sometimes hinder students from completing coursework. The system of personalized learning between the teacher and student makes it possible for such issues to be uncovered at the beginning stages and enables effective and timely student interventions. The propensity for success is greatly increased when students are matched with a caring teacher and other supportive school staff and additional wraparound services. Frequent, one-on-one interactions between teachers and students enables interventions to be implemented as problems arise, ensuring minimal disruption to student goals. OFY-Duarte's teachers, administrators, and staff will 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.

OFY-Duarte's students will be matched with well-qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers will be 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 one-on-one tutors or interventionists
- Meetings with counselors or school psychologists
- Collaborative meetings between teachers, support staff, parents, and students

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

Interventions utilized include peer tutoring and peer mentoring, study groups for at-promise students, study skills classes, teachers providing positive reinforcement of incremental student behavior improvements, support with transportation, meetings with school psychologists, and collaborative meetings between teachers, support staff, parents, and students that result in student contracts in alignment with WIOA recovery strategies. OFY-Duarte uses a variety of resources to meet student needs based on performance data and annual needs assessments. Current academic interventions include, but are not limited to, the following:

**Math Interventions**

- **My Math Path**, an online educational tool designed to support individualized student instruction through the Edmentum platform, has recently been implemented as new Tier 2 and 3 digital

interventions to offer students more accessibility and support. Students who score Level 1 on Star Ren math administration will be placed in a teacher-led My Math Path cohort. The cohort will meet once a week for progress check-ins and teacher support where needed. Special Education teachers work with students with disabilities to ensure IEP goals align with common core standards. During student appointments, teachers are expected to specifically address progress towards IEP goals. Math Intervention Specialists have been strategically assigned during student appointments. Teachers will refer students who are struggling with math content, not completing math assignments, and/or not showing subject matter competency as measured by assessments administered by the Intervention Specialist. Additionally, students can choose to work with the Math Intervention Specialist at any time during the school day if they want/need extra support with the math curriculum. During this one-on-one time the Math Intervention Specialist will provide additional instruction and strategies to help the student better understand the math concepts being taught. Teachers regularly participate in math curriculum dives and assessment analysis. Chunking and scaffolding, Professional Learning Communities will continue to be offered for our staff. Students will have additional math lab opportunities during Homework Café. The Charter School will address educational gaps in skills and standards upon enrollment for students who are multiple grade levels behind with targeted skills and standards interventions in small group instruction classes. The use of Star Renaissance data will guide instructional practices. Support staff will focus on Response to Intervention and Tier 1 and 2 intervention strategies for students with disabilities.

- My Math Path is also used as a **Tier 1** intervention. It includes a diagnostic assessment, individualized instruction and skill practice, progress checks, and additional support resources for students. My Math Path provides students with immediate feedback and adjusts in real time to student progress. My Math Path incorporates a formative assessment approach to monitor student progress and adjust instruction. Research on the effectiveness of My Math Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using My Math Path, compared to students who did not. Studies also suggest that My Math Path targets the skills that students need to develop in order to improve their mathematics achievement, making it a successful tool for personalizing instruction and intervention for students.

**English Language Arts Interventions**

- **Expository Reading and Writing Curriculum (ERWC),** a **Tier 2** intervention, is a grade 12 English curriculum that emphasizes rhetorical analysis of compelling issues and interesting texts, and it has been shown to positively impact students' English language arts academic achievement. The ERWC was originally developed in 2004 by California State University and had been adopted by over 950 schools in California by 2017. It was chosen as an evidence-based intervention for our school because it improves reading and writing skills for twelfth-grade students. Not only does this translate to greater success on benchmark assessments, but also increased reclassification rates for English Learners. ERWC as an intervention also significantly increases reading and writing skills, which are crucial to the success of students in an independent studies program, as reading and writing are a large portion of what is required to complete coursework and earn credit toward graduation.
- **iLit ELL**, a Response to Intervention (RtI) 2 and 3 instructional support, is a dedicated English language development program designed to comprehensively support comprehension and literacy gains for all levels of English Learners, as a digital-first platform. English language development is accelerated through a systematic mix of strategic scaffolding, interactive content,

visual aids, academic vocabulary support, survival vocabulary for newcomers, and home language support. Using high-interest texts, fiction, and non-fiction texts to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase of 20 percentiles more than the average comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Redesignated Fluent English Proficient.

- **Achieve 3000**, a **Tiers 1-3** intervention, is a supplemental online literacy program that uses nonfiction texts to provide instruction for grades pre-k through 12. This program focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It provides differentiated instruction based on each learner's current abilities and grade-level reading goals. In this way, teachers may use it with an entire class or cohort and still be able to tailor assignments to each individual student's learning needs. Achieve 3000 was created for diverse student groups, including general education students, readers who are in need of intense intervention, and English Learners. Research shows that Achieve 3000 has potentially positive effects on reading comprehension and general literacy for adolescent students. We chose to use this program because it addresses the needs of students who are reading below grade level in a way that is uniquely tailored to meet their instructional needs and goals. It provides a space for students to improve not only comprehension but also literacy, both of which in turn lead to reading success across all core content areas. Nonfiction texts also provide students with specific vocabulary that translates to increased access to core subject matter across the curriculum and helps students improve literacy skills having to do with real-world topics, which boosts their ability to find success in different areas of study.

**Course Completion Interventions**

The Charter School uses and follows the Child Find process to locate, identify, and evaluate struggling students who are currently enrolled by using universal screening tools such as Star Ren scores, Student Success Teams, Academic Interventions, and referrals to Special Education evaluations. Foster Youth and Low Income students are offered additional instructional support and access to evening courses through Homework Cafes. This allows these students the ability to work while completing course work. This added flexibility allows students to provide financial stability for themselves or their households while consistently receiving academic support and resources.

### *f) Small Group Instruction*

Small group instruction courses will be taught by a single-subject credentialed teacher in a classroom of no more than 15-25 students. Students could earn credits in a variety of different classes that meet UC/CSU A-G requirements. These courses will be offered four times a week each semester. Each student will earn up to 5 credits for each small group instruction course passed. Small group instruction teachers will be 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 will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum, and to provide additional support to students as they matriculate

through their ILP.

### *g) Online Learning*

OFY-Duarte is committed to best serving those students through the most effective and forward-thinking teaching methods possible. As part of this effort, OFY embraces the digital learning revolution and implements tools that promote student engagement and flexibility.

The online/virtual learning modality is designed to support students who can benefit most from individualized instruction that is delivered through a structured, technology-enhanced environment. Students utilizing the online learning modality meet with their Independent Study teacher virtually at a minimum of twice a week. They can also participate in weekly online Direct Instruction courses. Students have the opportunity to take their courses through OFY-Duarte's blended learning model using the Bright Thinker and Edmentum Learning platforms along with the Student Activity Workbooks (SAWs) and teacher instruction available at OFY-Duarte. The online-based/virtual 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/virtual 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 is provided to assist the students with time management by providing assignment due dates as well as pacing guides. Student progress and results will be monitored by OFY-Duarte's instructional staff to ensure the successful completion of each course. OFY-Duarte maintains a 1:1 student-to-technology device ratio. All students have access to Chromebooks. Hotspot devices are available to students on an as needed basis.

Through online platforms such as Edmentum and Bright Thinker, OFY-Duarte employs the "gamification" approach used by many leading designers to increase engagement and productivity. As an example, the student using gamified curriculum is motivated to proceed through the coursework by being promoted to a higher "level" (similar to progress within a video game) every time the student has mastered a portion of material.

Students also engage with Launch Your Learning Applications (LYLA), a digital curriculum platform developed by Skyrocket Education, to access a flexible and personalized learning experience. The platform supports continuity of learning by enabling students to complete assignments offline when internet access is limited, and includes tools that promote academic integrity, such as plagiarism detection tools and logging student progress through time stamps.

This digital learning model will also have tremendous benefits for the teachers. Beyond increasing motivation among students for schoolwork, the programs offer teachers data in real time about the amount of coursework their students have completed. This approach has been shown to significantly raise course completion with the students and increase the speed at which students finish their coursework.

### *h) Experiential Learning*

A goal of OFY-Duarte is to offer students opportunities to learn through hands, on real life experiences, and cultural immersion. An essential aspect of college and career readiness is equipping students with

opportunities to explore and engage with the broader world. We will partner with nonprofit organizations to provide students an exceptional selection of college tours, international travel, and community service activities. All experiential learning and community service programs will be provided at no cost to all OFY-Duarte students. These experiential learning trips will be contracted through a third party after a competitive cost analysis or request for proposal process.

Beyond aiming to deliver students with a stimulating experience, our trips will be integrated with our academic programs. The trips will also incorporate our emphasis on social-emotional learning (SEL). Each experience will include nighttime programs where students could take what they have learned on the trip and tie it back to themselves as people.

Having had multiple barriers to success, including being low income, many students attending the current OFY sites experienced limited exposure outside of their immediate surrounding communities. OFY-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 will provide opportunities for students to gain hands-on experience in multiple career sectors, visit colleges throughout California, and experience the fulfillment one has by putting in a hard day's work to serve those in need and positively impact communities. The OFY 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 experiential learning opportunities that may be available to OFY-Duarte's students at no cost are briefly detailed below.

**Camp Black Bird , Philo CA**

Camp Blackbird 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. While at Camp Black Bird , students are introduced to sustainable living practices and multiple careers including construction, marketing, hospitality, and animal husbandry within the setting of an organic teaching farm. Students earn 5 elective credits while being introduced to away of living and providing for their families' nutrition and financial stability. Blackbird Farm staff and OFY-Duarte teachers work collaboratively to show students how they may transfer the skills learned at Blackbird Farm to their lives and future careers.



Blackbird Farm OFY students work with a local park ranger to build picnic tables at Hendy Woods State Park in Philo, California

**Rocky Mountain Pathways Ranch, Allenspark, CO**

Rocky Mountain Pathways Ranch ("RMPR"), a non-profit organization located in Allenspark, Colorado on 62.5 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.



Rocky Mountain Pathways Ranch offers OFY students the opportunity to tend to llamas on beautiful snowy days in Allenspark, Colorado

**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 OFY-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.



OFY students pose in front of the Giant Wild Goose Pagoda or Big Wild Goose Pagoda is a Buddhist pagoda located in southern Xi'an, Shaanxi province, China. It was built in 652 during the Tang dynasty and originally had five stories.

**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.**

OFY-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.



OFY students explore Washington D.C. and pose in front of the U.S. Supreme Court

**Scandinavia**

The Scandinavia experiential learning trip provides students with a structured, academically focused opportunity to study world history, geography, and culture. Students examine Viking civilization and its historical influence on modern Scandinavian societies by engaging in guided cultural exploration, museum-based learning, and hands-on educational activities across Sweden, Norway, and Denmark.

**Ireland**

The Ireland experiential learning trip is designed to deepen students' understanding of global cultures and historical contexts through immersive, field-based study in authentic settings. Through guided exploration beyond major urban centers, students examine Ireland's historical landscapes, rural communities, and cultural traditions to better understand the nation's social, political, and cultural evolution.

**Mexico**

The Mexico program is immersive and designed to teach students the value of cultural sustainability promote connection and understanding. Students gain a deeper understanding of how cultural values play out in a global economy and learn to build bridges instead of walls within their local and international communities. Participants explore Mexico on this 7 day, 6 night trip and visit the cities of Guanajuato and Mexico City. In Guanajuato, students tour the grounds of the Centro Fox organization where they learn about their leadership development programs and may even have a possible meet and greet with the Centro Fox founder and previous 55th President of Mexico, Vicente Fox. As they travel south to Mexico City, students are able to gain an appreciation for the Mexican culture. Here, the group visits historical sites like the Teotihuacan Pyramids, are exposed to Mexican arts and music as they tour the Xochimilco Canals, and enjoy

different variations of local cuisine.

**Japan**
The Japan program invites students to immerse themselves in the country's rich artistic traditions while exploring the vibrant cities of Tokyo and Kyoto. Participants will take part in hands-on pottery workshops with local artisans, learn the centuries-old craft of indigo dyeing, and develop their creativity through guided anime drawing sessions inspired by Japan's globally influential animation culture. Beyond the studio, students will experience the highlights of Tokyo's dynamic neighborhoods and Kyoto's historic temples, shrines, and gardens. This journey provides students with unforgettable artistic inspiration while deepening their global perspective and cultural appreciation.

**Australia / New Zealand**
This unforgettable expedition takes students from Australia's tropical ecosystems to the iconic city of Sydney and across the stunning landscapes of New Zealand. Participants will explore diverse habitats, encounter unique wildlife, and study environmental sustainability firsthand. Students will learn about conservation at the Great Barrier Reef, visit a working apiary in New Zealand to discover the importance of beekeeping and biodiversity, and gain meaningful insight into the Indigenous cultures of both countries. Blending adventure, ecology, and cultural discovery, this journey inspires curiosity, global awareness, and a lasting appreciation for the natural world.

Our expectations of students 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
- Students developing a social awareness of others, including the ability to care for one another
- Students having further access to workforce centered learning and ideals

### *i) Extracurricular Activities*

In addition to experiential learning opportunities, OFY-Duarte offers a variety of extracurricular activities designed to promote student engagement, school connectedness, leadership development, and positive peer relationships. These opportunities also support students' social-emotional development by encouraging teamwork, communication, self-confidence, relationship-building, leadership skills, and a greater sense of belonging within the school community.

The Charter School provides a sports program in which students have opportunities to compete against other OFY schools. Based on student interest and participation, athletic offerings may include basketball, volleyball, soccer, and flag football. Students who participate in the school's athletic program may also earn Physical Education (P.E.) credit in accordance with school requirements and participation expectations. Participation in athletics further supports social-emotional learning by promoting collaboration, perseverance, sportsmanship, self-discipline, and positive peer interaction.

Beyond athletics, students are encouraged to participate in a variety of student groups that reflect their interests and talents. Teachers and staff members are encouraged to lead and support these activities, which may include Student Leadership, community service projects, art, music, and yearbook, as well as other interest-based groups developed in response to student input. These groups provide students with additional opportunities to build meaningful connections with peers and staff while developing communication, creativity, and leadership skills.

The Charter School also sponsors a range of schoolwide extracurricular events and activities intended to foster school spirit and strengthen the overall student experience. These activities may include dances, sports banquets, talent shows, and other community-building events throughout the school year. In addition, students are provided opportunities to participate in milestone events that celebrate achievement and promote a sense of belonging, including Prom, Grad Night, Senior Breakfast, and the school's culminating graduation ceremony. Through these activities and events, students are encouraged to develop positive relationships, strengthen school connectedness, and build social-emotional skills that contribute to both academic and personal success.

### *j) Extended Learning Time*

OFY-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. Additional instructional support may be offered on evenings along with Saturdays if the need is identified. In addition, students attend appointments with their Independent Studies teacher at a minimum of twice per week to review course materials; receive academic support and interventions; complete written and verbal assessments; and collaborate in working towards academic goals. OFY-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 are expected to complete four to six hours of academic work per day and submit assignments to their Independent Study teacher 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.

### *k) Parental Involvement in Instructional Decisions*

OFY-Duarte's plan for parental involvement aligns with the eight state priorities. OFY-Duarte actively seeks parental input in making decisions for the Charter School, including decisions that affect all student subgroups, specifically students with exceptional needs, foster youth, and English Learners. OFY-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, PAC and DELAC meetings, and LCAP informational meetings. Ultimately, these school-wide parent outreach opportunities create positive and meaningful experiences for our students.

OFY-Duarte believes open communication is the key to establishing and maintaining strong partnerships with parents 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. Additionally, the school uses ParentSquare, a unified platform that connects staff, students, and families through centralized messaging and communication tools.

The Post-Secondary Counselors facilitate meetings with parents and guardians to help guide them through post-secondary and financial aid options. Some Post-Secondary Counselor led activities/events include:

- Hosting Back to School Nights, Financial Aid Nights, and Family Fun Nights
- Meeting with every new enrollee (no matter the age or grade level) to talk about their high school and post-secondary goals
- Facilitating community service opportunities events in the region
- Meeting with parents to communicate student successes

An additional way OFY-Duarte supports students is through wraparound services. This starts by including parents/guardians in any discussions around student support services. In addition, it allows space for parents to share potential needs of the whole family. Through community partnership the school is able to refer parents and older siblings to additional support services thus strengthening the family as a whole. OFY-Duarte acknowledges that it may encourage parental involvement, but that it 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, OFY-Duarte. [Ref. Education Code Section 47605(n)]

### *l) Year-round, rolling enrollment calendar*

Due to OFY-Duarte's year-round school calendar with rolling enrollment, OFY-Duarte tends to see an influx of students when local schools are not in session. Any student served by OFY-Duarte during any point of OFY-Duarte's 240-day annual calendar is a student of OFY-Duarte and may not be concurrently enrolled with any other local education agency. While being served by OFY-Duarte, students are generating ADA for OFY-Duarte and are served by OFY-Duarte staff. All students who enroll with OFY-Duarte at any point throughout the 240-day school year may remain enrolled with OFY-Duarte for as long as they choose. All students who enroll in OFY-Duarte are treated the same regardless of their intended duration of enrollment.

### *m) Career Technical Education*

OFY-Duarte may offer Career and Technical Education ("CTE") coursework in the following areas:

- Arts
- Media and entertainment
- Building and construction trades
- Marketing sales
- Service, information and communication technologies
- Health science and medical technologies

OFY-Duarte may also offer CTE coursework in additional or different areas as the need arises.

A key element of the program is the integration of coursework and academic knowledge with technical and career readiness skills. The combination of academic knowledge and technical skills is offered through rigorous coursework made relevant to students by work-based learning experiences, providing them with the practical and relevant skills they need to pursue post-secondary education or enter into their careers. The CTE programs give students the opportunity to gain work experience through internships, work-based

learning, and industry certification opportunities. These students can earn professional certifications and become eligible for employment within industry-specific organizations. For example, our CTE students learn solar panel installation on-site with companies such as Tesla Solar and Sunrun and get hands-on construction training working with the Carpenter's Union.

OFY-Duarte's CTE coursework will be integrated with the WIOA partnership agreement coursework and vocational training will create a robust workforce and career development opportunity for all OFY-Duarte students.

CTE students will attend classes for 10 weeks and receive 5 elective credits once they complete all coursework. During this course, students can also work toward earning an OSHA 10 safety certification. At the end of the semester, the classes take trips to meet with professional contractors to explore career options in the industry. CTE participation and completion rates at OFY-Duarte have remained strong and continue to improve. According to data provided by Skyrocket Education Services, one of the school's primary CTE partners, overall completion rates increased from 64.8% in 2023–24 to 69.4% in 2024–25 and reached 87.0% in 2025–26 as of the date the data was collected. Nursing, Veterinary, and Cosmetology pathways have all contributed to these positive outcomes, helping students develop career-ready skills and explore future career opportunities. In addition to Skyrocket, OFY-Duarte partners with other educational and workforce organizations to expand student access to a variety of CTE pathways and career exploration experiences.

### *n) CA State Seal of Biliteracy*

The California State Seal of Biliteracy is an award granted by the State of California to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The Seal of Biliteracy is affixed to a student's high school diploma and noted on their official transcript, signaling to colleges, universities, and employers that the student has demonstrated valuable multilingual communication skills. The program encourages students to pursue biliteracy, promotes the value of cultural and linguistic diversity, and prepares students with skills that are increasingly important in a global workforce and multicultural society.

OFY-Duarte actively supports students who wish to pursue the State Seal of Biliteracy by providing academic guidance and instructional support throughout the process. Students who are bilingual in Spanish, as well as students enrolled in Spanish as a Foreign Language coursework, are eligible to work toward earning the Seal of Biliteracy. To assist students in meeting the eligibility requirements, the school provides access to qualified staff who support students in developing and demonstrating proficiency in Spanish. This support may include targeted language instruction, assessment preparation, and guidance through the application and verification process. Through these supports, the school ensures that interested students have meaningful opportunities to demonstrate biliteracy and receive recognition for their multilingual abilities.

### *o) Dual Enrollment*

As part of the comprehensive curricular offerings at OFY-Duarte, students can take classes at partner community colleges while still working towards their high school diplomas. OFY students have the chance to complete up to 20 credits of college coursework. This program gives motivated students the opportunity to earn a college degree on a timeline ahead of their peers in a traditional public high school. For example, a dual enrollment student who successfully finishes 20 college units while at OFY can

graduate with a two-year Associate's degree after just one semester at college.

Dual enrollment is not just an excellent way for students to cut down on time needed to graduate with a college degree and save on college tuition. It's also one way we can prove to disadvantaged students that college is within their reach. Many of the students who enroll in OFY-Duarte have been failed by traditional public high schools, and may have been made to feel that graduating from high school is an impossibility, let alone college. Through dual enrollment, however, these same students see firsthand that they can indeed complete college coursework. They recognize that furthering their education beyond high school is a viable option for them.

OFY-Duarte has proactively established dual enrollment agreements with colleges in the community, providing a structured pathway for interested students to complete college coursework while still in high school. Beyond giving students the chance to attain college credit, OFY-Duartes dual enrollment program helps deliver these students educational equity and contributes to the development of their communities. Instead of falling behind, OFY-Duarte dual enrollment students have the chance to get ahead, positioning themselves to thrive in the 21st century.

According to "What Works Clearinghouse Intervention Report: A Summary of findings from a systematic review of the evidence: Dual Enrollment Programs," participation in dual enrollment has shown strong correlations with improved graduation rates, college enrollment numbers, and degree attainment.[23] Supportive dual enrollment options have also been shown to increase college completion for low-SES students at an improved rate of 12%.[24] As our students come from predominantly low-SES communities, our evidence-based program is designed to increase graduation rates and college or career success through dual enrollment partnerships with regional community colleges. Students are also given direct support through a corequisite course based off of a pilot college support class that resulted in 100% student pass rates and retention. This helps ensure that student success in dual enrollment courses is supported, directed, and differentiated at an appropriate developmental level.

Joni Swanson of the University of Iowa's College of Education has also shown a positive correlation between dual enrollment participation and college retention rates.[25] Dual enrollment students were shown to be 12% more likely to enter college within seven months of high school graduation and were 11% more likely to continue with college studies in their second year.[26] Swanson's data also revealed an increase in "positive attitudes towards earning post-secondary degrees in students who did not previously hold these attitudes".[27] Such findings are mirrored by the National Student Clearinghouse Research Center's study, "Completing College: A National View of Student Attainment Rates - Fall 2007 Cohort".[28] The study found increased college completion rates for dual enrollment students at 66% compared to completion rates of just 54% for students that did not participate in a dual enrollment course or program.[29]

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[23] "WWC Intervention Report - A summary of findings from a systematic review of the evidence" https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf, IES, U.S. Department of Education (2017)

[24] Brian P. An, "The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?" Educational Evaluation and Policy Analysis Vol. 35, No. 1 (2013), pp. 57-75

[25] Jodi L. Swanson, *An Analysis of the Impact of High School Dual Enrollment Course Participation on Post-Secondary Academic Success, Persistence and Degree Completion,* The University of Iowa (2008)

[26] Ibid.

[27] Ibid.

[28] "Completing College: A National View of Student Attainment Rates – Fall 2007 Cohort" https://nscresearchcenter.org/wp-content/uploads/NSC_Signature_Report_6.pdf, National Student Clearinghouse Research Center, Indiana University (2013)

[29] Ibid.

In providing a free and vested dual enrollment program to our students, we are seeking to increase their access to college and preparation for careers while providing them with the necessary support in order to ensure student success in high school, college, and a rapidly shifting career landscape.

#### *p) Character Education*

OFY-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 OFY-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 OFY-Duarte.

| 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 affect 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. |

### *5. Addressing the Needs of All Students*

#### *a) English Learners*

OFY-Duarte's annual goals for English Learners (ELs) align with the eight state priorities and any local priorities. Our Equity Initiatives match the Focus Area 2 as laid out in the CSBA Unchartered Waters 2018 Report.[30]

OFY-Duarte will monitor student progress toward reclassification using the English Language Proficiency Assessments for California (ELPAC), or any assessment of English proficiency, as certified by the State Board. OFY-Duarte monitors progress along the language continuum to ensure students are reaching higher English proficiency levels across all domains, while also tracking EL reclassification rates in accordance with a designated master plan. OFY-Duarte will follow the Options For Youth English Language Development (ELD) Plan (included in **Exhibit D: 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.

[30] Manuel Buenrostro & Carlos Machado, *Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools,* csba.org, (2018)

### (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. OFY-Duarte will administer the Home Language Survey upon a student's initial enrollment. If a student is identified as an EL or a potential EL based on the results of the Home Language Survey, the EL Coach meets with the student(s) and parents/guardians to review state testing requirements (ELPAC), language services available at OFY-Duarte, and develop a language support plan through an ELD-focused Individualized Learning Plan.

#### (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 (IA) and Summative Assessment (SA).

#### (b) Initial Assessment ("IA")

The ELPAC IA will be used to identify students as either an English Learner, or as fluent in English. The IA testing window will be 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 SA, beginning July 1, 2018.

For the ELPAC IA, students are designated as EL or I-FEP 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 will 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 student'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.

### (c) Summative Assessment ("SA")

ELs will 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.<br>• They can usually use English to learn new things in school and to interact in social situations.<br>• They may occasionally need help using English. |
| **LEVEL** 3 |  | Students at this level have **moderately developed** English skills.<br>• They can sometimes use English to learn new things in school and to interact in social situations.<br>• 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.<br>• They usually need help using English to learn new things at school and to interact in social situations.<br>• They can often use English for simple communication. |
| **LEVEL** 1 |  | Students at this level are at a **beginning stage** of developing English skills.<br>• They usually need substantial help using English to learn new things at school and to interact in social situations.<br>• 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

OFY-Duarte will use a Structured English Immersion (SEI) Model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program. The SEI Model involves multiple components, including independent study curriculum with embedded language development supports, online instruction, designated language instruction, direct instruction in a small group classroom format for core courses using integrated language supports, progress monitoring, and assessment. English Language Support Professionals or 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 OFY-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 English Language Development (ELD) standards, including the introduction, implementation, and integration of Proficiency Level Descriptors in curriculum development and instructional training.

For designated instruction, OFY-Duarte provides additional ELD appointments during the regular school day with focused instruction on the state-adopted ELD standards, which assist English Learners through developing the critical English language skills necessary for academic content learning in English. In addition to individualized ELD support in each student's core content areas, OFY-Duarte also offers ELA intervention programs, Academic Language Development (ALD) courses, and Savvas Learning Company's iLit curriculum which has been California State Board approved, aligned with the California ELA/ELD Standards framework, and designed to address varied language proficiencies. The curriculum incorporates the five basic language learning principles, thus providing a framework for a cohesive and effective system of English language instruction:

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. The language proficiency performance on these assessments is measured using ELD standards-based rubrics developed from the ELD Framework. 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.

The curriculum developers, embed ELD standards within the curriculum, and ensure that EL supports using SDAIE strategies are available to students on all levels. 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. ELs also have access to the A-G curriculum, and integrated support is provided by teachers and ELSPs whenever an EL is enrolled in any course at OFY-Duarte.

In addition, ELs at OFY-Duarte will receive support from an English Language Support Team (ELST) comprised of multiple staff members, including teachers, small group instructors, online facilitators, intervention specialists, tutors, and ELSPs (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. Teachers use the CA

ELD standards for each grade level to develop English language skills needed for content learning. Students are provided with personalized instruction based on their language proficiency level, in addition to being grouped by grade level for small group ELD instruction. Since each EL student has an individualized academic learning plan, ELD instruction schedules are tailored to fit the identified linguistic needs, based on elements like, ELPAC proficiency levels and Renaissance reading performance scores.

For newcomers, the designated ELD curriculum focuses on developing English for conversational and academic purposes, emphasizing the development of listening, speaking, writing, and reading skills based on relevant literature and immediate communication needs. The curriculum includes universal access and translation features, as well as integrated SIOP techniques to meet the needs of newcomer English learners.

For Long-term English Learners LTEL students, designated ELD courses shift the instructional focus to emphasize mastering the targeted use of academic language in reading, writing, speaking, and listening, in addition to enhanced vocabulary instruction. The ALD courses are designed to deepen critical thinking skills and enhance proficiency in both academic and professional communication to prepare students for the rigorous linguistic demands in the classroom and in the workplace.

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. Student performance on ELD assessments, measured using the ELD standards-based rubrics, is recorded and reviewed to monitor student growth through proficiency levels along each standard through the Project ELL program. This allows EL Specialists and ELL Coaches to review performance each month, and determine which instructional strategies are proving to be most effective, which standards students are performing well on, and which standards students are struggling to master, allowing ELD instruction to constantly evolve to meet the needs of the students. OFY-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 will 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 Individualized Learning Plan. 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 OFY-Duarte's school site. Self-guided assignments are completed in student activity workbooks (SAWs). Reading and writing is 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 and may also be enrolled in the Rosetta Stone program 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 OFY-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 OFY-Duarte. In accordance with ELD standards, supports or modifications provided to students are not be lower than the levels of achievement required to pass a course nor reduce the course's rigor. The ELD standards do not replace the Common Core State Standards for any subject.

### (a) Goals and Monitoring

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

Both teachers and school leadership will monitor student progress toward reclassification. Teachers will use Renaissance STAR scores as a baseline before beginning instruction and as a progress-monitoring tool to track standards-mastery throughout the course. ELD standards progress within designated ELD instruction is assessed and monitored through standards-based rubric aligned with an i+1 model. Student progress toward standards mastery is monitored through the tool Project ELL. Other forms of progress monitoring will include the use of standardized assessments such as the CAASPP as well as common

assessments for all internal coursework. This data will be used by teachers and school leadership to inform internal stakeholders about the effectiveness of the EL program and to ensure that OFY-Duarte is providing the highest level of support to its EL population.

### (3) Reclassification

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

- English proficiency on the ELPAC: Current Interim guidance from the SBE suggests an overall score of 3 or higher and accompanying composite scores of 3 or higher (scale 1-4)
- A score of Basic or higher on district-adopted, standards-based ELA assessments or standards-based common final ELA exam
- A study by OFY-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 the OPTEL (Observation Protocol for Teacher of English Learners) Form
- 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 ELST deems an EL as not ready for reclassification, the student's ILP will be 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

OFY-Duarte will monitor 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 will develop an ALP to decide which interventions and academic supports are necessary. The RFEP students' progress and performance will be reviewed at the

end of each reporting period to ensure appropriate support systems are implemented.

### (4) Staffing

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

**ELD Professional Development Opportunities**
Teachers of English learners provide an invaluable service to students. To possess and enhance skills and knowledge there are a variety of ways professional development specific to meeting the needs of English learners can be obtained. The range of opportunities allows for a systematic approach to embedding the use of the English Language Development Standards, applying effective instruction using SIOP, collaborating with and across multiple departments, and communicating effectively with staff, students, and parents with an awareness of and respect for diversity within all groups. Participation in this overlapping path of learning opportunities, described below, allows for all staff to continuously gain knowledge and skills to provide wrap-around ELD support to all English learners. EL specific Professional development made available to staff include:

- SIOP training
- ELD-Content area focused workshops
- Literacy PD series workshops
- Integrated and Designated ELD workshops
- LTEL PD series
- TESOL/CATESOL conferences
- CABE conferences
- ELA-ELD Framework workshops
- EL Roadmap development series
- ELD instructional coaching
- Student Enrollment and Identification Training

### (5) Parental Involvement

OFY-Duarte's plan for parental involvement aligns with the eight state priorities. OFY-Duarte will actively seek parental input in making decisions, including decisions that affect all student subgroups, specifically students with exceptional needs, foster youth, and English Learners.

OFY-Duarte believes that open communication is the key to establishing and maintaining strong partnerships with parents and guardians. All OFY-Duarte teachers will communicate with parents through the ParentSquare mobile app, which allows parents, students and teachers to send real-time messages to each other. Through the ParentSquare, teachers and school administrators will keep parents informed about students' progress, school closures, upcoming events, parent-teacher conference appointments, and more. OFY-Duarte will also send progress reports, invitations and other notices to parents through

the email, phone calls, and mail.

OFY-Duarte will further keep parents informed by hosting LCAP information nights. These nights will help parents learn more about our school and our LCAP goals. Our school will further engage both parents and students by hosting at least two school-based Family Fun nights per year (one per semester). For these events, OFY-Duarte will provide food, games, raffles and more. Some examples of events OFY-Duarte will host include: OFY fairs, athletic banquets, Taco Tuesday nights, movie nights and Senior Signing Day celebrations. It is our hope that these school-wide outreach opportunities will create positive and meaningful experiences for our OFY-Duarte parents and students.

OFY-Duarte will hold parent-teacher conferences twice a year, once per semester. Outside of these set times, parents will be invited to come at any time to OFY-Duarte's facilities and meet with teachers and staff. In rare cases, OFY-Duarte's teachers and staff will communicate through home visits to speak with parents and students if necessary.

OFY-Duarte's Post Secondary Counselors and or Student Advisors will also facilitate meetings with parents to help guide them through post- secondary and financial aid options. Correspondingly, our Post Secondary Counselors/Student Advisors will meet with every new enrollee (no matter what their age is) to discuss their post-high school goals with them.

### *b) Special Education Students*

#### (1) Services to Students with Disabilities

OFY-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, case management through WIOA services, and a less distracting environment have all been identified as contributing factors to the success of students with disabilities.

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

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

Pursuant to Education Code Section 47641, OFY-Duarte has established itself as its own Local Educational Agency ("LEA") for purposes of special education and participates as a member of the East San Gabriel Valley 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 OFY-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.

OFY-Duarte is solely responsible for its compliance with Section 504, the Americans with Disabilities Act (ADA), and the Americans with Disabilities Amendments Act. The facilities to be utilized by the Charter School are accessible for all students with disabilities.

### (2) SELPA Representation

The Charter School's Superintendent (or designee) will represent OFY-Duarte at all SELPA meetings. OFY-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 Education Code Section 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 allows for participation, no student is denied enrollment in OFY-Duarte due to their disability. If the statement is not included in the current IEP, OFY-Duarte's IEP team will convene and note that the student will participate in independent study.

No students will be denied enrollment in OFY-Duarte due to their disability. If the statement is not included in the current IEP, OFY-Duarte's IEP team will convene and note that the student will participate in independent study. 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 review the student's progress, appropriateness of placement, and the IEP team will determine if additional services are needed.

### (5) Services for Students under the IDEA

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

OFY-Duarte agrees to provide all special education and related services to eligible students attending OFY-Duarte. If OFY-Duarte is unable to provide the services using its own employees, then OFY-Duarte will contract with CDE approved Non Pubic Agencies NPAs or Non Public Schools NPS to provide all required services. OFY-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.

OFY-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. OFY-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.

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

OFY-Duarte has the capacity to serve all students with disabilities. The Charter School contracts with NPAs 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 NPS 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, OFY-Duarte will provide such transportation.

### (a) Staffing

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

OFY-Duarte will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education specialists and paraprofessionals. OFY-Duarte will ensure that all special education staff hired or contracted by OFY-Duarte are qualified pursuant to SELPA policies, as well as meet all legal requirements. OFY- Duarte is responsible for the hiring, training, and employment of itinerant staff and/or contracting with a non-public agency necessary to provide special education services to OFY-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 will be provided by OFY-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)— OFY-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 Plans—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

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

OFY-Duarte will track students who enroll, become eligible, ineligible, or leave OFY-Duarte to return to the District. The Charter School will provide the SELPA with a compliance report each month with this information. Additionally, OFY-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. OFY-Duarte will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School will obtains parent or guardian consent to assess the OFY-Duarte's students.

### (d) Identification and Referral

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

The OFY-Duarte's Child Find policy is included in **Exhibit L**: **Child Find Policy**. The policy adheres to the District and SELPA procedures to identify all students who may require an assessment to consider special

education eligibility. Child Find activities will be 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 will also be conducted through Student Study Team (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 OFY-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 OFY-Duarte has a Student Study Team in place as part of the RtI process as well and students may self-refer or be referred by a parent, teacher or other staff member Several sources for referrals exist. Every student who enrolls in OFY-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 will be 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 will be 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 will be shared at the IEP team meeting, and the team members determine whether or not the student is eligible. To be eligible, the student must have one of thirteen qualifying disabilities, and the disabilities must be adversely impacting 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 Part 30, Chapter 4, Article 1, Section 56303). If a student is deemed eligible, the IEP team develops goals and objectives that guide the student's education at OFY-Duarte. Should a parent, teacher, or student request an initial assessment for special education services, OFY-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 will assess 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

OFY-Duarte shall arrange and provide prior written notice when holding an IEP meeting, and IEP team members shall comply with State and Federal law. OFY-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 OFY-Duarte representatives who are knowledgeable about the regular education program at OFY-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

OFY-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 OFY-Duarte in accordance with the policies, procedures, and requirements of Federal law, State law, and District and SELPA policies.

### (g) IEP Implementation

OFY-Duarte shall be responsible for the implementation of the IEP. As part of this responsibility, OFY-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 OFY-Duarte non-special education students. OFY-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 Transfer Out of the Charter School

OFY-Duarte will comply with California Education Code Section 56325 about students transferring OFY-Duarte within the academic school year. In accordance with California Education Code Section 56325(a)(1), students who enroll in the Charter School, from either within or outside of California, shall be provided a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed 30 days through a 30-day administrative placement, by which time OFY-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 OFY-Duarte and returns to their district of residence or another school will receive their school records, a summary of progress towards IEP goals, up-to-date documentation of work completed including course credits. All IEP records and documentation will be transferred to the new school upon receipt of a records request.

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

### (i) Non-discrimination

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

OFY-Duarte will follow State, District, and SELPA policies for responding to parental concerns or complaints related to special education services. OFY-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. The authorizing District will be notified of any formal complaints. OFY-Duarte's designated representative shall investigate, respond to, and address the parent or guardian concern or complaint consistent with District policies.

### (k) Due Process Hearings

OFY-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 request mediation, OFY-Duarte shall follow the Federal, State, District, and SELPA procedures for addressing the filing of a due process hearing.

### (l) Special Education Program

OFY-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. Special education specialists will collaborate with an NPA or NPS 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 in their IEP goals. The general education teacher, special education specialist, and other related-services providers will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student will meet with the special education specialist or related-services provider at OFY-Duarte's school site based upon a specified appointment time. Additionally, the school psychologist and special education specialist will monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education 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 special education specialist will use OFY-Duarte's curriculum to address the goals and objectives written in the student's IEP. Based on the student's needs, services will be provided individually, in a small group (two or three students) pull-out model, or direct instruction through a collaboration model.

Individual student progress will be 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 will be monitored through charting, observation, and assessments. Student progress regarding IEP goals will be shared with parents/guardians on at least a quarterly basis and as provided by the IEP. In the case where a student with disabilities has

difficulty progressing in OFY-Duarte's program, an IEP meeting will be scheduled to discuss further interventions and supports with the intention of improving student credit accumulation or progress towards IEP goals.

Annual IEP meetings and triennial IEP meetings will be scheduled with the parent, special education teacher, general education teacher, related service provider(s), school psychologist (for triennials) and an administrative designee to ensure that everyone has meaningful participation in the IEP process. The student's case manager will be 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 will be provided to the parent/guardian and student to communicate the student's progress towards meeting their IEP goals. The special education staff will track special education student performance and provides yearly summaries for the special education program at OFY-Duarte. This information assists the leadership staff and the special education staff in adjusting program support and identifying successful intervention programs. Data collected will include monthly work completion, Renaissance STAR exam scores, attendance rates, length of stay in OFY-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. OFY-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.

If a student transfers out of the Charter School, OFY-Duarte will forward all student files to the school, district, or county requesting the student files within the required records request timelines.

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

OFY-Duarte will recognize 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 OFY-Duarte. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, will be eligible for accommodation by OFY-Duarte.

OFY-Duarte will comply 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. OFY-Duarte uses the District and SELPA Section 504 Procedural Safeguards. When a student qualifies for and receives an annual Section 504 support package, students and parents will receive a copy of their Parental Rights 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 includes the parent or guardian, the student, and other qualified persons knowledgeable about the student. The 504 team will review the student's existing records—including academic, social, and behavioral records—and is responsible for 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 is 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 program and activities. The 504 team may also consider the following information in its evaluation:

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

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

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

The 504 Plan describes 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, will 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 reviews 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.

### *c) Students Performing Below Grade Level*

The Charter School 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 include participation and access to tutors and or interventionists to help them learn or relearn foundational skills that prepare them for grade-level courses. Intervention cohorts, direct instruction classes, and tutoring are offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum and to provide additional support as they matriculate through their ILP. All students performing below grade level, thus meeting a recognized WIOA barrier, will be referred to WIOA partners.

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

Students are regularly assessed for mastery of skills to determine whether academic difficulty is creating a barrier for student success. In such cases, additional time at the school site 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. Our 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, Accelerated Math, My Math Path and My Reading Path 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 are able to reduce their course load and concentrate on the number of courses in which they can be successful. This helps to avoid the problem that students sometimes face in conventional public school, where the sheer number of courses itself leads to failure. In addition, this enables the students to maintain a connection with the program. Once broken, such a connection is often difficult to restore. By continuing with even one course, students are better able to regain the momentum needed to complete the coursework in full.

Every effort is made to encourage and support students to be successful. As part of this effort, teachers and staff determine whether there are logistical problems or personal issues that hinder students from completing their coursework. The personalized interaction between teachers and students makes it possible for such issues to be discovered at the early stages of the relationship. Staff at OFY-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.

### *d) 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. OFY-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. 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.

### *e) Socioeconomically Disadvantaged Students*

OFY-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, OFY-Duarte will continue to provide a variety of resources designed to ensure every student meets their full academic and social potential.

OFY-Duarte provides every student their unique Individual Learning Plan (ILP). Within that plan, services are offered to students designed to meet individual needs. Socioeconomically disadvantaged students are referred to WIOA partners to receive more intensive support services such as:

- WIOA partnership referrals
- Counseling appointments
- One on One appointments with Teachers for intervention
- One on One Tutoring appointments
- Extended Learning Time
- College preparation program that serves cohorts of students striving to attain post-secondary education by providing college application process support, financial aid process support, workshops, and potential Educational Opportunity Program (EOP) spaces at partner universities and colleges.
- 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

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

### *f) Free Application for Federal Student Aid / California Dream Act Information for Pupils Entering Grade 12*

OFY-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 applications, as appropriate, at least once before the pupil enters 12th grade in accordance with Education Code Section 51225.8. To accomplish this, the Post-Secondary Counselors and or a Student Advisor will meet with students to discuss this information. Additionally, OFY-Duarte holds a Financial Aid Night at least once per school year to provide information and support to students in connection with the FAFSA application process. OFY-Duarte will ensure that a paper copy of the FAFSA or the California Dream Act application is provided to each student upon request.

### *g) Homeless and Foster Youth*

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each student of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other students. The Charter School shall provide specific information in its outreach materials, websites, at community meetings, open forums, and center meetings to notify parents that the school is open to enroll and provides services for all students.

The Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Charter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

The Charter School shall comply with AB 408 by establishing homeless education program policies addressing the rights of homeless youth and update these policies every three years. The homeless liaison will annually train certificated and classified employees who work with homeless youth on the policies and how to recognize signs that a student is at risk of experiencing homelessness.

### *h) Homeless and Foster Youth*

OFY-Duarte believes that its program should be available to all students, regardless of their current living arrangements. OFY-Duarte will provide bus passes to students who need transportation assistance. In addition, pursuant to IDEA, OFY-Duarte will find appropriate transportation accommodations for students with disabilities as detailed in the students' IEPs. A copy of the Transportation Safety Plan is included in **Exhibit R**: **Transportation Safety Plan**.

## *6. Professional Development*

OFY-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, will be designed to support staff in building their capacity to provide the most effective instructional program to its diverse student population. OFY-Duarte is committed to:

- Creating a culture of growth and improvement for all staff in order to benefit student achievement in a non-classroom 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 awareness on economic shifts and labor market trends
- Provide trainings on workforce instructional updates
- 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 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 the Superintendent, Assistant Superintendent of Business Operations, Assistant Superintendent of Instruction, 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 OFY-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 not limited to: Professional Book Studies, Topical PD collaborative discussions, and PLC's.

OFY-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 will be 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 will 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 or a member of the charter 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 will 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 team. All new staff participate in a workshop geared towards identifying their own strengths and weaknesses, and how they want to grow as professionals.

Each year, OFY-Duarte school leaders participate in a two-day **S.P.A.C.E. professional development event**, a leadership-focused experience designed to strengthen school systems, student outcomes, and community impact. S.P.A.C.E. stands for **Strategy, Projection, Action, Collaboration, and Engagement**, and each strand guides leaders in building more intentional, aligned, and effective practices across their schools. In years past, the focus areas have evolved based on organizational priorities and emerging needs, ensuring that each year's experience is relevant and responsive rather than static. In the current iteration, leaders engage in sessions centered on improving the consistency of the student experience ("Push the Curve"), strengthening enrollment systems through intentional, relationship-driven touchpoints, proactively building district and community partnerships before they are needed, and using data more effectively to understand the full story behind student outcomes—not just surface-level averages. The PD is highly practical and reflective, equipping leaders with actionable strategies, tools, and commitments they can immediately implement, while reinforcing a central theme: strong systems, strong relationships, and thoughtful use of data are all essential to ensuring every student is supported and every school is positioned for long-term success.

## H. Grade Level Classification, Promotion and Retention

OFY-Duarte will place every newly enrolled student in the appropriate grade level. This grade level will be determined by reviewing the student's most current grades, standardized test scores, and placement test results. Students without test scores or an achievement record will be placed at the appropriate grade level as indicated by the student's previous report cards, transcript records, or diagnostic tests

administered by the Charter School. The grade level placement of any incoming student shall be at the sole discretion of the Charter School's leadership staff.

OFY-Duarte will never take into consideration non-academic factors (i.e., sports opportunities) into consideration when determining a student's grade level promotion or retention. In addition, the ability to repeat a grade level in order to achieve better grades is not a valid consideration for grade level retention. The retention of a student at a particular grade level will be solely based on whether the student has successfully mastered the courses and concepts that OFY-Duarte has prescribed for that grade level. The grade level promotion or retention of any student enrolled with the Charter School shall be at the sole discretion of the Charter School's leadership staff.

### 1. *Middle School Students*

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 will be granted to each student who completes the basic program defined for grades 7 and 8, except in unusual circumstances warranting an adjustment of the individual's program.

**Middle School Two-Year Content Requirements**

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

### 2. *High School Students*

Student transcripts will be 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 will not be based on age; rather, it will be based on credits earned. Grade classification will be reviewed each semester.

**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 |

## I. Graduation Requirements and Transferability of High School Credit

OFY-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. This information is also shared throughout the students' enrollment during Achievement Chats, conferences and meetings with the Post Secondary Counselor and or Student Advisor. Additionally, credits earned at previous schools (domestic, international, homeschool) may be evaluated and applied differently by OFY-Duarte and may not transfer or satisfy requirements in the same way at another receiving school. For parents with limited English, translators will be available. Informational materials will be distributed in English and Spanish, and if needed, in other languages.

Students at OFY-Duarte will also have the opportunity to earn college credits at partner community colleges during high school through our dual enrollment program. Students can use these credits earned while in high school to graduate from college on an accelerated timeline.

Many students participate in the credit enrichment 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 OFY-Duarte over the course of their academic careers.

### 1. *WASC Accreditation*

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), advances and validates high-level continuous school improvement by supporting elementary, secondary, and postsecondary institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning. OFY-Duarte has received WASC accreditation through June 30, 2028.

### 2. *Graduation Requirements*

Students who choose to graduate from OFY-Duarte are required to meet the graduation requirements listed in the table below. OFY-Duarte understands that graduation requirements may change over time. OFY-Duarte's students will complete all graduation requirements of the current school year per District or State requirements.

**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 |

| | |
|---|---|
| Health | 5 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 | 65 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).

### 3. *Alternative Graduation Pathway*

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 I: Alternative Graduation Pathway Policy**) Students receiving a high school diploma under the Charter School's alternative graduation pathway will be required to complete at a minimum, the state minimum high school graduation course requirements as specified in Education Code Section 51225.3.

### 4. *College Preparatory Plan/A-G Plan*

OFY-Duarte's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation. OFY-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 the ability to transfer to a four-year institution. In addition to the minimum graduation requirements, college preparatory students complete the following:

- a total of 20 credits of History/Social Science
- a total of 40 credits of English
- a total of 30 to 40 credits of mathematics (Algebra I or higher)
- a total of 20 to 40 credits of college preparatory lab science
- a total of 20 to 30 credits of college preparatory foreign language
- a total of 10 credits of visual performing arts

- A total of 10 credits of college prep electives

**A-G Subject Requirements**

| | |
|---|---|
| **(a) History/Social Science**<br>*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**<br>*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**<br>*3 years required* | Includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. |
| **(d) Laboratory Science**<br>*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**<br>*2 years required* | Two years of the same language other than English. |
| **(f) Visual/Performing Arts**<br>*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**<br>*1 year required* | One year (two semesters), in addition to those required in 'a-f' above, chosen from all subject areas. |

OFY-Duarte will offer a diverse array of courses that meet UC/CSU A-G admission requirements. In addition, students at OFY-Duarte will be able to enroll in Advance Placement courses. A list of A-G and AP courses that OFY-Duarte offers will be provided in the OFY-Duarte **Student Handbook**. Finally, OFY-Duarte pursues partnerships with local community colleges. These partnerships will enable OFY-Duarte to offer dual enrollment courses to its students.

# Element B: 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 subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

## A. Performance Outcomes and Assessments

The Charter School's annual goals that align to the eight state priorities are included in the document provided in **Exhibit E: Local Control and Accountability Plan**. OFY-Duarte complies with Education Code Section 47606.5 regarding the process for adopting and amending its LCAP, including 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.

## B. Performance Goals

OFY-Duarte's annual goals and student outcomes are aligned with the eight state priorities and meet state content and performance standards in core and non-core courses pursuant to Education Code Section 47605(b)(5)(B). OFY-Duarte tracks school performance annually through the LCAP as well as tracking various internal measures of success that reflect the needs of the unique student population served. As a school participating in the DASS program, these internal measures include alternative metrics which have been mutually agreed upon with the authorizing school district. OFY-Duarte will monitor pupil achievement via multiple measurable methods including:

- School, district, state and federal assessments
- Internal Academic Benchmark Testing (e.g., Renaissance Star Assessments)
- Tracking student coursework completion towards graduation
- Tracking EL Student progress towards reclassification

Students are also administered a diagnostic assessment in reading and math using the Renaissance Star benchmark assessment system. Student results are analyzed, thus enabling the teachers to identify skill deficiencies and develop targeted lessons to improve student growth and understanding. Teachers monitor student progress continuously, allowing for highly personalized instruction, pacing, and targeted intervention. OFY-Duarte instructional staff administers the Renaissance Star Assessments three times a year (fall, winter, and spring) to determine growth in mathematics and English language arts.

### *1. Alternative Metrics Under DASS*

As a Dashboard Alternative School Status ("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 OFY-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 OFY-Duarte to mutually agree to discuss alternative metrics to be considered pursuant to section 47607(c)(7) and to notify OFY-Duarte of the alternative metrics to be used within thirty (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.

The California School Dashboard is only one measure of OFY-Duarte's performance and while some of the metrics reflect the work the school is doing with a high-risk population fairly accurately, others fall short. Therefore, alternative metrics serve to evaluate the school in a way that reflects the nuances of the unique student population served.

### *2. Alignment of Pupil Outcomes to State Priorities*

LCAP goals are updated annually to reflect the changing needs of the students. These goals address all eight state priorities, offer a detailed plan for how we can reach our goals, and are shared with the District for review. An example breakdown on how OFY-Duarte meets these goals is included in **Exhibit A: Local Control and Accountability Plan** and is provided in the tables below:

LCAP Goal 1

| **Goal 1:** Our goal is to ensure that every student receives personalized support and instruction in English and Math, tailored to their individual needs. By providing a wide range of courses and materials aligned with state standards, the charter aims to support students to improve Standard Met/Standard Exceeded by at least 15% by 2027 as measured by achievement in local and state assessments.<br>**State Priorities Addressed:** 2, 4, 7 & 8 | | |
|---|---|---|
| | **Metric** | **Desired Outcome for 2026-27** |
| 1 | Increase in CAASPP 11th Grade scores Standard Met/Exceeded in ELA | By the end of the 3-year cycle, the Charter School will aim to increase the percentage of students placed into Standard Met or Standard Exceeded by 10% on the CAASPP ELA test. |
| 2 | Increase in CAASPP 11th Grade scores Standard Met/Exceeded in Math | By the end of the 3-year cycle, the Charter School will aim to increase the percentage of students placed into Standard Met or Standard Exceeded by 5% on the CAASPP Math test. |
| 3 | Moving out of Urgent Intervention Math | Over the 3-year cycle, the Charter School will increase the percentage of students moving out of Urgent Intervention by an average of 5%. |
| 4 | Moving out of Urgent Intervention Ren Star ELA | Over the 3-year cycle, the Charter School will increase the percentage of students moving out of Urgent Intervention by an average of 5%. |

LCAP Goal 2

| **Goal 2:** As mentioned in the Annual Performance section of the LCAP our charter is focused on enhancing College and Career readiness and graduation rates for all student demographics, including |
|---|

| | | |
|---|---|---|
| African American, EL, HY, FY, LI, SWD, Hispanic, and White students. By 2027, our goal is to elevate each indicator and student group from a red to orange color designation on the CA dashboard.<br>**State Priorities Addressed:** 2, 4, 5 & 7 | | |
| | **Metric** | **Desired Outcome for 2026-27** |
| 1 | CSU, UC Requirements | By the end of the 3-year cycle, the percentage of students completing CSU and UC requirements will be at or above 20% |
| 2 | Dual Enrollment | By the end of the 3-year cycle, 5% of students will be meeting Dual Enrollment requirements. |
| 3 | DASS One Year Grad Rate | The Charter School strives to achieve improvements across all subgroups, ensuring equitable progress and focusing on elevating the overall one-year DASS graduation rates. Maintain at or above 80%: White (WH). Striving to be between 65-68%: All student: 3% increase; Low-Income(LI): 3% increase; Hispanic(His): 3% increase; African American (AA): 3% increase. Striving to be between 60-64%: English Learners (EL): 3% increase; Students with Disabilities (SwD): 3% increase. Striving to be between 40-50%: Foster Youth(FY): 3% increase. |
| 4 | Core Course Completion | By the end of the 3-year cycle, students enrolled with the charter for 7-9 months will have a core course completion rate of 6 for each core subject. |

LCAP Goal 3

| | | |
|---|---|---|
| **Goal 3:** The Charter School aims to maintain EL reclassification rates at or above the state rate for eligible students. For LTEL students the charter will provide ELD teachers with professional development specific to the needs of LTEL students and offer a research-based language acquisition program designed to develop student proficiency in all 4 language domains as assessed on ELPAC. These actions will support an increase in LTEL and EL students making progress towards English language proficiency at or above the state proficiency rate by 2027.<br>**State Priorities Addressed:** 2, 4, 7 & 8 | | |
| | **Metric** | **Desired Outcome for 2026-27** |
| 1 | Percent of EL students who reclassified based on internal indicators | The Charter School will maintain or improve internal RFEP rate at 20% or higher of eligible students. |
| 2 | English Language Proficiency | By the end of the 3-year cycle 60% of EL students will be making progress toward English language proficiency as demonstrated by ELPAC. |

# Element C: 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. Assessment Summary

OFY-Duarte is accountable for student progress and administers the following assessments: Renaissance Star benchmark assessments in reading and mathematics, the California Assessment of Student Performance and Progress (CAASPP), the California Standards Test and other California-mandated assessments. OFY-Duarte establishes yearly performance goals and uses the data from the assessments listed above to determine the effectiveness of the educational program. OFY-Duarte will also be 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.

OFY-Duarte is committed to meeting the State's grade relevant standards and will use a variety of assessments to inform student progress, including state-mandated testing.

OFY-Duarte administers the following assessments to measure academic progress:

- **California Assessment of Student Performance and Progress (CAASPP).** The California Assessment of Student Performance and Progress ("CAASPP") System is California's statewide assessment system and includes the Smarter Balanced Summative Assessments for ELA and mathematics, the California Alternate Assessments ("CAA"), the California Science Test ("CAST"), and the California Spanish Assessment ("CSA"). The CAASPP System provides information that may be used to monitor student progress, support instructional decision-making, and measure student achievement of California's academic standards.
- **Smarter Balanced Summative Assessments for ELA and Mathematics**. The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics. The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.
- **California Science Test (CAST).** The California Science Test measures what students know and can do using the California *Next Generation Science Standards* (CA NGSS), which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences and Physical Sciences. These standards integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the world. The purposes of the CAST are to assess student knowledge and skills in science, to foster science education at every grade level, to measure the range and depth of the CA NGSS, and to prepare students for college and careers.
- **English Language Proficiency Assessments for California (ELPAC).** The English Language Proficiency Assessments for California system is used to determine and monitor the progress of English language proficiency for students whose primary language is not English. The ELPAC is

aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading and Writing.

  - **Initial ELPAC.** The Initial ELPAC is administered only once to students in grades K-12 whose primary language is not English to determine their English language proficiency status.
  - **Summative ELPAC.** The Summative ELPAC is administered to students in grades K-12 who have been identified as English learners to measure their progress toward English language proficiency in the four domains: Listening, Speaking, Reading and Writing.

- **Group Reading Assessment and Diagnostic Evaluation (GRADE)**. The GRADE assessment is administered up to three times a year to English Learner students utilizing the iLit program. This assessment provides a norm-referenced, research-validated measure to determine when students need to enter or exit the course, place students in one of nine skill/reading levels, and determine which students need basic foundational skills instruction and practice. Specific skill areas measured are vocabulary, sentence comprehension, listening comprehension and passage comprehension.
- **Newcomer Screener.** The Newcomer Screener assessment serves as a guide for teachers to determine current basic interpersonal communication skills in English and an appropriate starting point for newcomer language instruction. Specific areas assessed are knowledge of pronouns, plurals, possessives, numbers, and time written out.
- **Renaissance Benchmark Assessment System.** The Renaissance Benchmark Assessment System is a K-12 comprehensive, benchmark assessment that provides students, teachers and administrators the data they need to ensure students reach high levels of academic performance. Renaissance benchmark transforms assessment data into action steps for teachers, giving them helpful insights and tools to strengthen instruction. The Renaissance benchmark is administered three times per school year (fall, winter, and spring) to determine growth in English language arts and math. Individual student academic growth is measured using the Renaissance assessment system, which is nationally normed and aligned with CCSS. Renaissance assessments allows OFY-Duarte to monitor individual student performance taking into account their current achievement level and make comparisons to demographically similar students nationwide. This computer-adaptive assessment tool allows for the measurement of student academic mastery in reading and math and growth over time. Students take the Renaissance 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. OFY-Duarte is able to track the skill growth of the student population as a whole and the Renaissance assessments allow OFY-Duarte to design formative and summative assessments that align with the school's personalized curriculum.
- **Physical Fitness Test (PFT).** The California State Board of Education designated the *FITNESSGRAM* as the PFT for students in California public schools. The *FITNESSGRAM* is a comprehensive, health-related battery of physical fitness tests developed by The Cooper Institute. The primary goal of the *FITNESSGRAM* is to assist students in establishing lifelong habits of regular physical activity. Students in grades five, seven, and nine are required to take the PFT.

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

OFY-Duarte participated in the Dashboard Alternative School Status Growth Data Pilot Project, a

Professional Learning Network project sponsored by CCEE and led by CSDC. Through this project, the school collaborated with other alternative schools to optimize analysis of student performance.

## B. 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. OFY-Duarte annually reports student achievement data to staff, parents, and the District. Teachers use this 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 uses 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 OFY-Duarte.

We directly and digitally track student progress, which school staff members use to analyze and improve learning. Staff have access to data reports through their student information system, as well as through Tableau data visualizations. All staff are trained to use these digital analytical tools and are offered training annually on how to utilize available data to drive decision making.

Teachers at OFY-Duarte will 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 will provide teachers and students real time data to evaluate the effectiveness of content delivery and standard mastery achievement. Teachers and students will use the data when working collaboratively on individual learning plans. Teachers and leadership will further utilize this data to inform teaching skills and additional professional development offerings. These are essential components of the Charter School's instructional model. Appropriately selected and administered assessment instruments will be aligned to the mission, exit outcomes, and curriculum of OFY-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
- Evaluation of overall program effectiveness

Test scores will be only one indicator of a student's abilities and knowledge. Such scores are best used in the context of other information about the student and only after careful consideration of the most appropriate test to administer and a full understanding of the individual student being tested. This is particularly true for an at-promise student whose progress is not typically reflected by traditional evaluation methods. OFY-Duarte will use multiple measures and indicators to accurately determine student success and inform instruction. These measures will 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 |

Teachers use these reports and measures to develop intervention strategies, provide appropriate support for students, assign courses, appropriately plan small group instruction. These measures have also been used to improve and/or modify the curriculum based on student academic needs. 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.

## C. Uses of Assessment (Baseline and Diagnostic)

OFY-Duarte begins the initial registration process by identifying the particular needs of each student at intake. This includes a parent conference and student goal setting. This process will provide 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 are the student's goals. This information will provide 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.

Once the student is enrolled, the teacher, student, and parents will work together to develop an ILP to help maximize the student's success in the program. OFY-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 will be achieved through a balance between structure and flexibility in the learning process.

## D. Student, Teacher, and School Use of Data

Through data-based inquiry and guided reflection, assessment practices, and outcomes at the charter school will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, the charter school will collect, analyze, and disseminate data to students, teachers, and families and our community so that we may work together to achieve our mission. Data is used to:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals
- Identify areas of overall strength for the school and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the school and individual classes, as well as their possible causes. Then, develop action steps for intervention and professional development that may be required.
- Identify small groups and individual students who require further enrichment or targeted intervention, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model.
- Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the Student Led Conferences.

Data is accessible to teachers and administrators through the student information system (SIS), StudentTrac, and through data analytics dashboards on Tableau. StudentTrac is an SIS designed

specifically to support the data tracking needs of the Charter School's highly individualized independent study model. Tableau reports are built specifically for the Charter School to support accurate evaluation of the school and student performance for their unique student population. Reports in Tableau and the SIS provide data related to many metrics, including multiple measures of academic performance and growth, demographics, school climate, engagement, college and career preparedness, and cohort outcomes. Data is reviewed in professional development workshops and during comprehensive needs assessments conducted throughout the year, as well as to inform the LCAP and strategic goal setting.

The Charter School utilizes Tableau for enrollment, student contact information, grading, report card, and attendance to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency several systems are used, for example, StudentTrac, Tableau, Test Operations Management Systems, and Star Renaissance digital reporting tools.

### 1. *School and Family Use of Data – Reporting to Families*

The Charter School strives to continuously inform parents about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families will include Report Cards, Assessment Results, Student-Parent Conference, and Achievement Chats as detailed in the table below. Reports will be user-friendly and provided in the families' native language. Parents will have access to performance tasks, content assessments, and portfolios upon request.

**Formal Reporting to Families**

| Type | Purpose | Frequency |
|---|---|---|
| Mailings & Information Sessions | ● Share key assessment results with families as collected to ensure families have access to, and an understanding of their children's progress to data.<br>● Provide information sessions to support families in understanding assessment results, through Achievement Chats and formal and informal meetings. | Ongoing |
| Online Grade Book and Report Card (StudentTrac) | ● Share attendance and assessment data, as well as mastery levels in Subject Areas<br>● Provide transparency on student work and progress toward graduation, career, and college goals<br>● Develop ownership of academic strategic planning for both the student and family | Ongoing |

### 2. *School, County and State Use of Data*

**Local Control Accountability Plan ("LCAP")**

The Charter School will continue to use the multiple forms of data collected to assess progress toward the goals outlined in Element 1 of the charter petition. Pursuant to Education Code 47606.5, on or before July 1st of each year, the Charter School will produce a Local Control Accountability Plan (LCAP), which shall update the goals and annual actions to achieve the goals identified in Element 1 of this charter petition regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to its authorizer annually on or before July 1, as required by

Education Code Section 47604.33.

**School Accountability Report Card ("SARC")**
The Charter School will continue to compile data for the charter school each academic year to produce a School Accountability Report (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, Board of Directors, and community at large.

## E. Student Skill Growth – Formative Assessments and Progress Monitoring

Comprehensive skill growth will be measured using multiple assessment measures. One metric used for student level and school wide data tracking is the Star Renaissance assessment system, which is nationally normed and aligned with CCSS. Star Renaissance assessments will allow OFY-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 will allow for the measurement of student skill levels shortly after enrollment and skill growth over time. Students will take the Star Renaissance Reading and Math Assessments after enrollment and during two additional benchmark assessment windows. These benchmark assessments will 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. OFY-Duarte will be able to track the skills growth of the student population as a whole, by subgroups, by teacher/class and by student. These assessments are used to inform instruction and further individualize students' programs of study.

## F. Student Standards Mastery

Each student will be 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. When appropriate, students will be placed in intervention courses. Mastery of skills will be determined by one or more of the following: teacher observational data, work samples, unit tests, and formative and summative assessments. Assessments will be tailored to meet the specific learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Students will be required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). In order to earn course credit, a student must demonstrate mastery, which is defined as a score of 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 will have the opportunity to complete a maximum of ten academic units of work (equivalent to ten credits) during the same four-week learning period. OFY-Duarte is WASC accredited, and credits earned at OFY-Duarte are transferable to all accredited high schools. Attendance will be calculated, and an audit trail of all coursework will be maintained for each student based on Education Code Sections 33050, 41420, 46301, and 47612 for charter schools.

# Element D: 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).*

***Governing Law:*** *If the school is to be operated by, or as a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. Education Code Section 47605(h)*

## A. Non-Profit Public Benefit Corporation

The Charter School is operated by Options For Youth – Duarte, Inc., a California nonprofit public benefit corporation and governed by its Board of Directors (also referred to herein as "Board"). Options For Youth-California, Inc. ("OFY-California"), a separate California nonprofit public benefit corporation, serves as the sole statutory member of OFY-Duarte as the term "member" is defined in Corporations Code Section 5056. The purpose of the sole statutory membership is to uphold the integrity and overall direction of the OFY schools by providing a shared purpose, mission, values and vision. Each OFY charter school is operated by separate corporations and governed by their own boards of directors (including OFY-Duarte), but OFY -California serves as the sole statutory member of each. This governance structure ensures that each school in the OFY network is independent but remains aligned with the missions for which the OFY network was founded – to offer an academic recovery program serving predominantly underserved youth using independent study instructional modalities. OFY-California is a nonprofit public benefit corporation that is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. There shall be no overlapping board members between OFY-California and OFY-Duarte. The sole member, OFY-California, in accordance with IRS guidance, provides services to OFY-Duarte (in lieu of services from other third-party providers). The provision of any such services and any amounts paid to OFY-California for such services are memorialized in a board-approved written agreement. OFY-California does not participate in decisions made by OFY-Duarte's governing board including with respect to how OFY-Duarte's funds are spent. OFY-California is not involved in the day-to-day management or oversight of the Charter School and does not appoint or remove the school leadership of OFY-Duarte.

OFY-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 OFY-Duarte. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of OFY-Duarte, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by OFY-Duarte, as long as the District has complied with all oversight responsibilities required by law.

## B. Board of Directors

OFY-Duarte will be governed by a Board of Directors ("Board of Directors" or "Board") in accordance with its Articles of Incorporation filed with the Secretary of State and it's adopted bylaws, which shall be consistent with the terms of this charter. This is including in **Exhibit G**: **Articles of Incorporation, Bylaws, and Conflict of Interest Code**.

OFY-Duarte's Board of Directors will be comprised of at least three (3) members, who shall manage the business affairs of OFY-Duarte. The Board Members are selected by OFY-California, a nonprofit public

benefit corporation. Directors shall be designated by OFY-California for a term of one (1) year. 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 OFY- California, or until his or her earlier death, resignation or removal. The biographies of OFY-Duarte's Board Members will be included in **Exhibit H**: **Board of Directors' Biographies**.

Board Members are selected based on background and education, commitment to the mission of OFY-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.

OFY-Duarte's Board of Directors have multiple oversight responsibilities, including but not limited to:

- Development, review, or revision of OFY-Duarte's Local Control and Accountability Plan ("LCAP") and mission
- Adoption of recommended required policies, including, but not limited to independent study, Student Master Agreement, and student discipline
- Development and approval of the annual budget
- Participation in dispute resolution procedures and complaint procedures when necessary
- Approval of charter amendments, including material revisions
- Annual review and approval of the LCAP
- Approval of annual fiscal and performance audits
- Approval of personnel discipline (e.g. suspensions or dismissals) as needed

Contracts are reviewed by the Charter School's legal counsel. Only individuals authorized by the officers of the Charter School have the authority to sign contracts on behalf of the Charter School. OFY-Duarte shall have no authority to enter into contracts for or on behalf of Duarte Unified School District. Any contracts, purchase orders, or other documents which are approved or ratified by OFY-Duarte's Board of Directors, as required by law, shall be unenforceable against Duarte Unified School District and shall be OFY-Duarte's sole responsibility.

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

The Board will comply with the Brown Act as it expressly applies to charter schools. The Board shall conduct open meetings at least quarterly during the school year. Agendas will be posted for public viewing at least 72 hours prior to a regular meeting and at least 24 hours prior to a special meeting. Posting will occur at least one hour prior to an emergency meeting and as soon as possible after Directors are informed for a dire emergency meeting, as these rare occasions are defined in the Brown Act (Government Code 54956.5). All board actions will be recorded in the minutes. Closed sessions shall be noticed on posted agenda and actions taken in closed sessions shall be reported out of closed session in open meetings as required by the Brown Act. Closed sessions will only be conducted in the manner and for the purposes permissible per the Brown Act.

To ensure stable and consistent legal compliance and effective board practices, OFY-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 Brown Act, conflict of interest, ethics (pursuant to Education Code Section 53235), K-12 public education school finance laws (pursuant to Education Code Section 35221), roles and responsibilities of a board member, educational model, etc.

## C. Conflict of Interest

OFY – Duarte's governing board shall adopt a Conflict of Interest Policy, to ensure the independence of its board members and officers, the disclosure of any interests, financial or otherwise, that could impair an officer's or governing board member's independence, and to ensure the disclosure of any material conflicts. (See **Exhibit G** for this information) Board Members are prohibited from voting on or participating in a discussion relating to a matter in which a Board Member has a direct, personal financial interest. The Board may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by any law and which is not in conflict with the purposes for which OFY-Duarte is established. OFY-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.

OFY-Duarte shall adopt a Conflict of Interest Code in compliance with the Political Reform Act of 1974 and California Government Code Section 87100, et seq. This code shall apply to all governing board members and designated employees of the Charter School as specifically required by California Government Code 87300. Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported.

## D. Roles and Responsibilities of the Superintendent

The Superintendent at OFY-Duarte oversees the operations at OFY-Duarte. 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 OFY-Duarte
    - 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 Superintendent of Business Operations, Assistant Superintendent of Instruction, Director of Schools, 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.
    - Secure and maintain WIOA Exclusive Partnerships memorandum of understanding
- 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 any parent conflicts as needed.

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

## E. Ensuring Parental Involvement in Governance

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

Communication with parents will occur through digital media, regular phone calls from teachers, open houses, quarterly newsletters, and progress reports. Post Secondary Counselors/Student Advisors will hold meetings with parents and guardians to help guide them through post-secondary and financial aid options, as well as host quarterly parent information meetings. Parents may also provide feedback to OFY-Duarte via scheduled parental focus group meetings. OFY-Duarte will schedule parent information sessions throughout the year, including back to school nights, other events and Local Control and Accountability Plan informational meetings in both Spanish and English.

# Element E: 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).*

OFY-Duarte is committed to hiring qualified and dedicated employees for all positions. The Charter School will hire 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), OFY-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 OFY-Duarte.

## A. School Employee Qualifications

All instructional and non-instructional staff to be employed by OFY-Duarte shall possess the required knowledge, skills, abilities, education, experiences and minimum qualifications identified in each job description. All OFY-Duarte employees will be subject to all applicable state and federal employment laws. Following are brief descriptions of key positions at OFY-Duarte. A detailed description of positions at OFY-Duarte will be included in **Exhibit I**: **Job Descriptions**.

### *1. Teacher Qualifications*

The qualifications for a Teacher at OFY-Duarte include, but are not limited to the following. Teachers at OFY-Duarte shall hold, at a minimum, a Bachelor's degree, and 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 OFY-Duarte and shall be subject to periodic inspection by 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 Qualifications*

The Superintendent shall have, at a minimum, a master's degree. The Superintendent must have a Doctor of Education or currently in a Doctor of Education program. The Superintendent must have a valid teaching credential and previous experience in school administration and leadership of curriculum and instruction. A detailed description of qualifications for the Superintendent is included in **Exhibit I**: **Job Descriptions**.

### *3. Assistant Superintendent of Business Operations Qualifications*

The Assistant Superintendent of Business of Operations shall have, at a minimum, a bachelor's degree. A

Doctor of Education or Masters in Business Administration is preferred. An Administrative Services Credential is required. The Assistant Superintendent of Business Operations must have previous experience in school administration. Prior experience as a Superintendent is preferred. A detailed description of qualifications for the Assistant Superintendent of Business Operations is included in **Exhibit I**: **Job Descriptions**.

### *4. Assistant Superintendent of Instruction Qualifications*

The Assistant Superintendent of Instruction shall have, at a minimum, a bachelor's degree. A Doctor of Education or Masters in Business Administration is preferred. An Administrative Services Credential is required. The Assistant Superintendent of Instructional Qualifications must have previous experience in school administration. A detailed description of qualifications for the Assistant Superintendent of Instruction is included in **Exhibit I**: **Job Descriptions**.

### *5. Director of Schools Qualifications*

The Director of Schools shall have, at a minimum, a bachelor's degree. A Doctor of Education or Masters in Business Administration is preferred. An Administrative Services Credential is required. The Director of Schools must have previous experience in school administration. A detailed description of qualifications for the Director of Schools is included in **Exhibit I**: **Job Descriptions**.

### *6. Dean of Schools Qualifications*

The Dean of Schools shall have, at a minimum, a bachelor's degree. An Administrative Services Credential is required. The Dean of Schools must have previous experience in school administration and supervision. A detailed description of qualifications for the Dean of Schools is included in **Exhibit I**: **Job Descriptions**.

### *7. Principal Qualifications*

The qualifications for a Principal at OFY-Duarte include, but are not limited to the following. 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. A detailed description of qualifications for the OFY-Duarte Principal will be included in **Exhibit I**: **Job Descriptions**.

### *8. Assistant Principal*

The qualifications for an Assistant Principal at OFY-Duarte include, but are not limited to the following. 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. Job Descriptions and a detailed description of qualifications for OFY-Duarte Assistant Principals will be included in **Exhibit I**: **Job Descriptions**.

### *9. 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. Job Descriptions and other staff qualifications will be included in the **Exhibit I**: **Job Descriptions**.

### *10. Employee Handbook*

OFY-Duarte has an Employee Handbook for all staff. A copy of the OFY-Duarte Employee Handbook will be included in **Exhibit J**: **Employee Handbook**.

## B. Recruitment

Job openings will be posted on OFY-Duarte website as well as on education-oriented and general interest job sites. As part of the application process, candidates will be screened for experience and qualifications. If a candidate meets all the requirements for the position, an in-person interview will be conducted with OFY-Duarte leadership staff. Before beginning employment with OFY-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 TB risk assessment. Newly-hired teachers will participate in a training program prior to teaching to learn OFY-Duarte's curriculum, instructional model, and data-tracking systems.

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

## C. Change in Employment Status

The Superintendent (or designee) of OFY-Duarte will comply with Education Code Section 44030.5, and 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 the 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 F: 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 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 adopted 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, OFY-Duarte will adopt and implement 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. A Comprehensive School Safety Plan; Illness and Injury Prevention Plan; Chemical Hygiene Plan; Job Safety Handbook will be included in **Exhibit P: Illness & Injury Prevention Policy**, **Exhibit Q: Immunization Policy**, **Exhibit R: Chemical Hygiene Plan**, and **Exhibit K: Medication Policy**.

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

## A. Procedures for Background Checks

Employees and contractors of OFY-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. OFY-Duarte shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice. OFY-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 OFY-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, the same policies and procedures used by the Duarte Unified School District. OFY-Duarte shall provide mandated reporter training to all employees annually, in accordance with Education Section 44691. Training will occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code Section 44691.

## C. Health and Safety of Students and Staff

### *1. Tuberculosis Risk Assessment and Examination*

Employees, and volunteers who may have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis within a period of 60 days 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*

All enrolled students who receive classroom-based instructions shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075, All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. OFY-Duarte's immunization policy will be included in **Exhibit Q**: **Immunization Policy**.

### 3. *Medication*

OFY-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. OFY-Duarte medication policy can be found in **Exhibit K: Medication Policy**.

### 4. *Vision, Hearing, and Scoliosis*

Students will be screened for vision, hearing, and scoliosis. OFY-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*

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 OFY-Duarte's Comprehensive School Safety Plan and conduct emergency responsive drills for students and staff in accordance with such plan. The Charter School reviews and updates the Comprehensive School Safety Plan by March 1st of every year in compliance with Education Code Section 47605(c)(5)(F)(iii).

### 7. *Blood Borne Pathogens*

OFY-Duarte shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. OFY-Duarte 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

OFY-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
- A description of the different types of diabetes screening tests available

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

OFY-Duarte shall maintain a drug, alcohol, and smoke-free environment. OFY-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

OFY-Duarte shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. OFY-Duarte has reviewed and updated the policy and training materials in accordance with Assembly Bill 58 (2023). OFY-Duarte will provide suicide awareness and prevention training to all teachers beginning in the 2024-2025 school year. OFY-Duarte's policy on suicide prevention is included in **Exhibit Q: Suicide Prevention Policy**. If OFY-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

OFY-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

OFY-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

OFY-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 OFY-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. Emergency Preparedness

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. (See **Exhibit P: Illness and Injury Prevention Policy**; **Exhibit R: Chemical Hygiene Policy**)

### 15. Bullying Prevention

OFY-Duarte has adopted procedures for preventing acts of bullying, including cyberbullying. Annually, all resource center 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). (See **Exhibit B: Student Handbook**)

### 16. Mental Health Assistance Posters

In accordance with Assembly Bill 748 (2022), OFY-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.

### 17. Nutritionally Adequate School Meal

OFY-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).

### 18. Human Trafficking Prevention Resources

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

### 19. California Healthy Youth Act

OFY-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.

### 20. Safe Place to Learn Act

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

### 21. Firearm Safety Notice

OFY-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.

### 22. Youth Behavioral Health Policy

OFY-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.

### 23. Smartphone Policy

OFY-Duarte has developed, and will 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.

### 24. Immigration Enforcement

OFY-Duarte has adopted model policies in accordance with Education Code Section 234.7 to ensure a safe and secure learning environment in responding to immigration issues at school.

### 25. Facility Safety

OFY-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. OFY-Duarte's facilities shall meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act.

OFY-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. OFY-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. OFY-Duarte shall conduct fire drills as required under Education Code Section 32001.

### *26. Comprehensive Discrimination and Harassment Policies and Procedures*

OFY-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. OFY-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 OFY-Duarte's discrimination and harassment policies. (See **Exhibit B: Student Handbook**; **Exhibit I: Employee Handbook**)

In accordance with Education Code Section 231.6, OFY-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 each resource center.

### *27. Freedom of Speech and Press*

Pursuant to Education Code Sections 48907 and 48950, OFY-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.

### *28. FERPA*

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

# Element G: 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

OFY-Duarte will 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).

OFY-Duarte will maintain a policy of non-discrimination in all areas of its operations and strives to achieve a balance among its students that reflects demographic balance of the territorial jurisdiction of the area where the resource centers are 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 OFY-Duarte's student population is balanced 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.
- OFY-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
- OFY-Duarte maintains a presence on various social media platforms, which may include, but are not limited to, Facebook, Instagram, X, TikTok, and other emerging platforms as appropriate. These social media channels are used to share information with community stakeholders. The Charter School may add, modify, or discontinue social media platforms as needed to effectively engage with its community and support its outreach efforts.

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

OFY-Duarte recruitment efforts will focus on low-income students, students who have dropped out or are at risk of dropping out, minority students, children of migratory families, homeless students, foster students, transient students, justice-involved youth, pregnant and parenting students, LGBTQ students, migrant students, students with disabilities, students with special needs, students with behavioral problems, English learners, chronically absent students, students that are bullied, skills deficient students, students with an Individualized Educational Plan or Section 504 plan that may benefit from a nonconventional setting, students that need flexibility in their schedule, or individuals who require additional assistance to complete an educational program or to secure or hold employment.

OFY-Duarte will establish 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.

OFY-Duarte will review 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 H: Admission Policies and Procedures

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

## A. Non-Discrimination

The Charter School shall not require a parent/legal guardian or student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter renewal petition.

The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record of related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process.

The Charter School shall adhere to Education Code Section 47605(e)(4) which states:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).
- A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

Pursuant to Education Code Section 47605(e)(4), the Charter School shall post on its website a notice developed by the California Department of Education related to the above and outlining the requirements of Section 47605(e)(4)(D). The notice will be made available to parents/guardians or students aged 18 or older.

The Charter School shall adopt a policy that is consistent with the model policy developed by the California Attorney General that addresses the charter school's response to immigration enforcement notifying parents of their children's right to a free public education regardless of immigration status or religious beliefs, prohibits the collection of information or documents regarding the immigration status of students or family members, and fulfills other requirements of Education Code Section 234.7. In accordance with AB 699 enacted on October 4, 2017, the Charter School's non-discrimination provision shall include immigration status as a protected class.

If a person suspects that the Charter School is in violation of the enrollment practices described above, a complaint can be filed with the chartering authority. A notice will be available to any current or prospective parent or guardian at any time.

## B. Homeless and Foster Youth

When enrolling unaccompanied homeless youth under the McKinney-Vento Homeless Assistance Act, the Charter School's policy states that the Homeless/Foster Youth Liaison 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. The Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Charter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

## C. Admission Requirements

The Charter School will admit all students who wish to attend the Charter School. No test or assessment shall be administered to any student. The Charter School complies with all laws establishing minimum and maximum ages for public school attendance in charter schools. Admission shall not be determined by the place of residence of a pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School 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 or any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any 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). Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student who is currently attending the Charter School to disenroll or transfer to another school for any reason, including, but not limited to the academic performance or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii).

## D. Enrollment Process

It is the Charter School's policy that a student may enroll at any time during the school year unless there are more students than spaces available. The annual open enrollment period and lottery dates for the following school year will be publicly announced and communicated on the Charter School's outreach materials, school website, and at community meetings. All application materials will identify the specific dates, procedures, enrollment preferences, and other requirements consistent with the charter petition. Admission to the Charter School will never require mandatory parent volunteer hours as a condition of admission or continued enrollment.

## E. Admission Preferences

If more students apply than there are available spaces, a random public lottery will be held. At this time, admission preference would be given to the following students and in the following order.

Currently enrolled students of the Charter School will be guaranteed continued admission and are exempt from the lottery process.

- First preference: A student who is a sibling of a currently enrolled student or a student who is admitted to the Charter School.
- Second preference: A student who resides in the attendance area of the District.

Eligibility for any admission preference shall be verified by the Charter School prior to the public lottery.

## F. Lottery Procedures

Following the open enrollment period, if the number of students who wish to attend the Charter School exceeds the Charter School's capacity, except for existing students at the Charter School, enrollment shall be determined by a public random drawing, also referred to as a lottery, in accordance with Education Code Section 47605(e). Currently enrolled students of the Charter School will be guaranteed continued admission and are exempt from the lottery process.

The public will be notified of the date, time, and location of the random drawing through written notices posted at the Charter School's resource centers and on the school's website at least thirty (30) days prior to the date of the drawing. Applicants and their families will be notified of the drawing via automated and/or personal telephone calls, email notifications, and/or letters sent to the addresses provided in their student application.

The random drawing will be open to the public. Student applicants and their families will be encouraged to attend; however, they are not required to be present to be eligible for admission. All families will be notified of the results of the lottery.

The public random drawing will be held at the Charter School's resource centers on a weekday evening or other time when most interested parties are available to attend. If a larger facility is required, the school will identify another public location that is easily accessible and able to comfortably accommodate all parties who wish to observe the drawing.

The Superintendent (or designee) will be responsible to oversee the lottery. All names in the first preference group will be drawn and listed in the order for each grade level. Names for the second preference group will be drawn in the same manner. When the grade level capacity is met, the names of the remaining students will be randomly drawn and placed on the waitlist in the same order. A student who does not apply during the open enrollment period will be added to the bottom of the waitlist in the order in which they applied.

The Charter School will maintain all application forms, a record of all lottery participants and their assigned lottery numbers, and other lottery-related documents on campus. The results of the lottery and waitlist will be available for inspection upon request. Application forms are maintained for the academic year. The waitlist does not roll over to the next school year.

Applicants selected during the lottery process will be notified in writing by U.S. mail and/or electronic mail. The Superintendent, or designee, will coordinate the efforts of school staff to notify applicants and their families selected in the lottery and the process for completing the enrollment packet.

Applicants selected during the lottery process must accept an admission invitation within 10 business days from the date of notification by confirming their intent to enroll and submitting an enrollment packet. Any applicant who declines an offered spot or who fails to accept by the deadline will be given the option to be placed on the waitlist or may withdraw their application.

The waitlist will be kept on file at the school and will be valid for the duration of the current school year. It does not carry over to the following school year. Applicants with a preference will be placed at the top of the waitlist in the order of preference priority and the order in which their names are drawn. Applicants who are not offered spots at the public drawing will remain on the waitlist until a space becomes available or until the end of that school year.

When an opening becomes available, the parent/guardian of the student at the top of the waitlist will be notified in writing by U.S. mail and/or electronic mail. The parent/guardian will have five (5) business days from the date of the first notification to confirm their intent to enroll and submit an enrollment packet. A family that declines an offered spot or who fails to confirm their intent to enroll within the five (5) business day period will be given the option to be placed at the end of the waitlist or may withdraw their application.

The lottery process will be transparent at all times. The Charter School's policies and procedures regarding enrollment will be clearly publicized in the application instructions and on the Charter School's website.

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

The Charter School will retain on file all documents and records related to the student admissions and enrollment process.

All students entering the Charter School, together with a parent or legal guardian, will participate in an enrollment meeting with a teacher, center coordinator, and/or Assistant Principal. The parent or legal guardian must be present to sign the necessary enrollment forms and agreements. In the case of minors, only the parent or guardian may sign the Student Master Agreement to enroll their child into the Program. (See **Exhibit C: Student Master Agreement**.)

# Element I: 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 his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(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)(I).*

## A. Suspension/Expulsion Procedures

OFY-Duarte shall adhere to the suspension and expulsion policy established by OFY-Duarte. Student behavioral expectations are described in the OFY-Duarte Student Handbook, and will be included in **Exhibit B: Student Handbook**. This handbook shall be available to parents and students upon enrollment through OFY-Duarte website. Students will be expected to conform to OFY-Duarte rules and expectations. Teachers and staff will monitor student behavior during OFY-Duarte hours of operation and during experiential learning trips. If a problem should arise, the teacher will contact the student's family and may

request a parent-teacher conference to discuss the matter.

OFY-Duarte policies and procedures regarding student discipline will be included in **Exhibit B**: **Student Handbook**. Among other things, the Discipline Policy sets forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with California state law. Parents, students, and staff may provide input on the design and implementation of OFY-Duarte 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.

If a student is expelled or leaves OFY-Duarte without graduating or completing the school year for any reason, OFY-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 J: 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)(J).*

## A. Retirement Benefits

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

OFY-Duarte offers eligible employees access to a 401(k) Retirement Plan designed to support long-term financial wellness and retirement savings. Employees are responsible for enrolling in and managing their individual retirement accounts, including contribution elections, investment selections, and beneficiary designations, in accordance with the plan's terms and applicable regulations. The school may, at its discretion, offer employer contributions or matching opportunities for eligible employees as part of its commitment to attracting and retaining high-quality staff.

# Element K: 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)(K).*

No student shall be required to attend OFY-Duarte.

Students residing in the District who choose not to attend OFY-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 L: 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)(L).*

## A. Employees Return Rights

No public school District employees shall be required to work at OFY-Duarte. Employees of the Duarte Unified School District who choose to leave the employment of the District to work at OFY-Duarte have no automatic rights of return to the District after employment by OFY-Duarte, unless specifically granted by the District through a leave of absence or other agreement or as may be required by law. OFY-Duarte employees shall have any right upon leaving the District to work in the Charter School that the District may specify, and any rights of return to employment in a school District after employment in OFY-Duarte that the District may specify, and any other rights upon leaving employment to work in OFY-Duarte that the District determines to be reasonable and not in conflict with any 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 M: Dispute Resolution Process

***Governing Law:*** *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section47605(c)(5)(M).*

## A. Resolving Disputes Relating to Provisions of the Charter

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

OFY-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 OFY-Duarte and Duarte Unified School District, OFY-Duarte staff, employees and Board members of OFY-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 Principal of OFY-Duarte or their respective designees. In the event that the District Board of Education believes the dispute relates to an issue that could potentially lead to revocation of the charter, OFY-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 OFY-Duarte Principal 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 Principal and Superintendent, 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 OFY-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. OFY-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 OFY-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. Duarte Unified School District reserves the right to take any action it deems appropriate and OFY-Duarte reserves the right to seek legal redress for any such actions under the law. In addition, 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 OFY-Duarte pupils.

Duarte Unified School District shall be the proper venue for any mediation, litigation, or other dispute resolution process.

OFY-Duarte 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 OFY-Duarte from the State of California or the federal government, which funds, when paid, become the sole and exclusive property of OFY-Duarte. Nothing stated herein requires the District to pay OFY-Duarte those state and federal funds designated for OFY-Duarte that it has not yet received.

## B. Internal Disputes

OFY-Duarte has developed and maintains an internal dispute resolution process to be used for all internal disputes related to OFY-Duarte operations. OFY-Duarte shall also maintain a Uniform Complaint Policy and Procedures ("UCP") as required by state law. Parents, students, Board members, volunteers, and staff at OFY-Duarte shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to OFY-Duarte. The Uniform Complaint Policy will be included in **Exhibit B**: **Student Handbook**. In addition to the UCP, parents and guardians can call into a dedicated call number 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 OFY-Duarte for a comprehensive review. OFY-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 OFY-Duarte's website (www.ofy-d.org). OFY-Duarte will adopt additional policies and procedures to address internal disputes when required by law.

# Element N: 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)(N).*

## A. Closure Protocol

The following procedures shall apply in the event that OFY-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, OFY-Duarte will close at the end of an academic year. Mid-year closures will be avoided if possible, and OFY-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 OFY-Duarte will be documented by official action of OFY-Duarte 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.

OFY-Duarte will be the responsible entity to conduct closure activities and will fund closure activities.

Upon determination of closure, OFY-Duarte will promptly notify parents, guardians and students of OFY-Duarte, the Duarte Unified School District, 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.

OFY-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 OFY-Duarte.

OFY-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 entity responsible for closure-related activities.

As applicable, OFY-Duarte will provide parents, students, and Duarte Unified School District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232(g). OFY-Duarte will ask the District to store original records of the Charter School students. All student records of OFY-Duarte shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, OFY-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 entity responsible for closure-related activities in accordance with applicable law.

OFY-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. OFY-Duarte will pay for the final

audit. The audit will be prepared by a qualified CPA selected by OFY-Duarte and will be provided to Duarte Unified School 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 OFY-Duarte.

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

On closure of OFY-Duarte, all assets of OFY-Duarte, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending OFY-Duarte will remain the sole property of OFY-Duarte, and upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon OFY-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, OFY-Duarte shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As OFY-Duarte is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of OFY-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.

As specified by the Budget in **Exhibit K: Proposed Budget**, OFY-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. Administrative Services

OFY-Duarte shall perform its duties as an independent contractor. The school's employees, officers, and Directors in their capacity as OFY-Duarte employees shall not be considered officers, employees, or agents of the Duarte Unified School District.

Except as otherwise provided in this Petition, OFY-Duarte will act as its own LEA and fiscal agent to the fullest extent of the law. Duarte Unified School District shall not be liable for the debts or obligations of OFY-Duarte. OFY-Duarte will implement a system of internal controls to achieve sound fiscal practices and clear delineation of responsibility for business affairs.

## B. Provision of Financial Statements

OFY-Duarte has provided financial statements that include a proposed first-year operational budget and multi-year projections including a detailed narrative and budget assumptions, an 18-month cash-flow projection, which includes star-up costs and any speculative and/or one-time revenues the charter may need to utilize in order to begin its operations. (See also Element I)

## C. Budget Projection

For the projected 5-year budget, see **Exhibit L: Proposed Budget**.

### 1. *Revenue*

The Charter School's revenue will be almost entirely made up of State funding. The amounts included in the budget were generated by the CDE FCMAT calculator and based on our ADA projections. Budget assumptions are developed in collaboration with school leadership, the Charter School's back-office service provider and other relevant service providers. OFY-Duarte uses ADA assumptions to forecast LCFF revenue using the LCFF Calculator obtained from FCMAT.

### 2. *Expenses*

The Charter School's expenses are clearly identified and are a function of student enrollments, funding level and actual current year expense levels and experience. Rents and facility costs are tied to the specific, existing leases for the identified learning center.

### 3. *Special Education*

The Charter School intends to continue to participate in a SELPA as an LEA member. The budget reflects revenue from this participation based on the anticipated enrollments. These monies, from a cash flow perspective are assumed to commence in February, after P-1 certification, and will be evenly distributed over the remainder of the year. The Charter will provide additional, supplemental services, to its Special Education students and these costs have been reflected in both student services, curriculum and certificated salaries. Finally, the budget reflects certain expenses associated with a third party provider of services for high needs students, for which neither the District nor the Charter School's special education staff are prepared to provide directly.

### 4. *Long Term Plan*

The Charter School's Projected revenue and expenses reflected in its 3 Year Budget are reasonable and conservative. ADA is assumed to grow to a level it has achieved in a stable climate. Revenue estimates are based on the FCMAT calculator provided by the CDE and reflect the prevailing assumptions about per ADA funding for the next three years. Expenses are assumed to increase by 1-2% in each year consistent with the revenue assumptions.

## D. Responding to Inquiries and Financial Reporting

The Charter School will promptly respond to all reasonable inquiries, including regarding financial records. Additionally, in accordance with Education Code section 47604.33 OFY-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, a Local Control and Accountability Plan (LCAP) and an annual update to the LCAP required pursuant to Ed. Code Section 47606.5.
3. By December 15, an Interim financial report for the current fiscal year reflecting changes through Oct. 31. Additionally, on 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.
6. Any additional financial or other reporting requirements will be agreed upon mutually by ECA and the District annually, on or before July 1.

OFY-Duarte will provide reporting to the District as required by law and as requested by the District including, but not limited to, 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)
- Local Control and Accountability Plan

OFY-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, 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 OFY-Duarte and District update the MOU.

In accordance with Education Code Section 69432.9, OFY-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. Facilities

***Governing Law:*** *The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

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 7,000 to 9,000 square feet.

OFY-Duarte will comply with applicable provisions of Education Code Sections 47605 and 47605.1 regarding the location of the school sites. The school sites will be properly zoned and cleared for student occupancy by appropriate local authorities. OFY-Duarte will locate a resource center within the boundaries of Duarte Unified School District if required by state statute.

OFY-Duarte has provided documentation of adequate insurance coverage, including liability insurance, to the Duarte Unified School District. The insurance will cover all acquired or leased property intended for use as a school site by OFY-Duarte and will be based on the type and amount of insurance coverage maintained in similar settings.

OFY-Duarte operates at the following locations:

1. 8219 S. Vermont Ave., Los Angeles, CA 90044. A fully executed lease agreement has been secured

to relocate this resource center to 7300 S. Western Ave, Los Angeles, CA 90047 (hereinafter referred to as the "Relocation Site") OFY-Duarte will continue to operate the resource center at its current location at 8219 S. Vermont Ave., Los Angeles, CA 90044 until the date it moves the resource center to the Relocation Site.

2. 4210 E. Gage Ave., Bell, CA 90201
3. 2140 E. Palmdale Blvd., Ste. C-J Palmdale, CA 93550
4. 1160 Commerce Center Dr., Lancaster, CA 93534
5. 2322 W 3rd St., Los Angeles, CA 90057
6. 131 N. Azusa Avenue, West Covina, CA 91790
7. 3130 E. Colorado Blvd., Pasadena, CA 91107
8. 9700 Woodman Ave. #A23 Arleta CA 91331
9. 17953 Ventura Blvd. Encino CA 91316
10. 8911 Reseda Blvd., Northridge CA 91324
11. 10058 Rosecrans Blvd. Bellflower CA 90706
12. 3501 Atlantic Ave, Long Beach, CA 90807
13. 13613 Hawthorne Blvd. Hawthorne CA 90250
14. 6604 Cherry Ave. Long Beach CA 90805 and 6624-6628 Cherry Ave., Long Beach, CA 90805.
15. 400 E. Willow St. Long Beach CA 90806
16. 2585 Cochran St. Simi Valley CA 93065
17. 638 East El Segundo Blvd. Los Angeles CA 90059
18. 2001 North Long Beach Blvd., Compton, CA 90221

OFY-Duarte has secured proper zoning approvals and clearance for student occupancy by appropriate local authorities for its resource centers.

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

If OFY-Duarte wishes to open additional resource centers, OFY-Duarte will notify the district in writing and apply to the district for a material revision of its charter pursuant to the procedure detailed below.

## F. Material Revision

***Governing Law:*** *Renewals and material revisions of charters are governed by the standards and criteria in Section 47605. Education Code Section 47607(a)(2).*

During the term of its charter, OFY-Duarte may determine that it is necessary or desirable to seek an amendment of its current approved charter. While any non-material change can be handled administratively by the charter school, any revision considered "material" must be approved in accordance with Education Code section 47607, subdivision (a)(1). The following changes will constitute a "material" revision:

1. Changes that would significantly alter the charter school's educational program, mission or vision as stated in the charter petition and other than changes required by law.
2. Changing from a non-classroom-based program to a classroom-based program.

3. Replacement of the legal entity identified in the charter to operate the charter school.
4. Opening of a new resource center. Temporary use of a resource center for less than ninety (90) days will not require a material revision of the charter.
5. Changes to admissions requirements or procedures not expressly cited in federal or state law or regulation.

When requesting a material revision, the following process will be followed:

1. Once OFY-Duarte determines that it wishes to amend any of the "material" terms listed above as items 1 through 5, OFY-Duarte shall provide the District with a letter addressed to the District requesting a material revision to the charter. The letter should state the reason for the revision, including specific details concerning the impact of the revision on the charter school, and identify the provisions of the charter to be revised. OFY-Duarte will also provide the District with documents, if any, supporting the material revision. Following review by the District, a "redlined" version of the currently approved charter school petition reflecting changes to the petition necessary to reflect the material revision will be submitted by OFY-Duarte.

2. If OFY-Duarte determines that it wishes to amend its charter for any reason other than the five changes specifically identified above, OFY-Duarte shall provide the District with a letter requesting a revision to the charter. The letter will state the reason for the requested revision, including specific details concerning the impact of the revision on the charter school, and identify the provisions of the charter to be revised. OFY-Duarte will also provide the District with documents, if any, supporting the revision. The District will evaluate the materials provided and determine whether the requested revision is 'material.' The District will then respond to OFY in writing, advising OFY as to whether the proposed revision is 'material.' OFY-Duarte will then provide the District with a 'redlined' version of the currently approved charter school petition reflecting changes to the petition necessary to support the revision. If the proposed revision is 'material,' the parties will proceed in accordance with Education Code sections 47605 and 47607, and/or any applicable law in effect at the time OFY-Duarte submits its request for a material revision."

3. The Duarte Unified School District will process material revisions to OFY-Duarte's charter in accordance with Education Code sections 47605 and 47607, and/or any other applicable law in effect at the time OFY-Duarte submits its request for a material revision.

## G. Potential Civil Liability Effects

***Governing Law:*** *Potential civil liability effects, if any, upon the school and upon the school district. California Education Code Section 47605(h).*

OFY-Duarte is operated as a California non-profit 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 non-profit 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. OFY-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 OFY-Duarte.

Further, OFY-Duarte shall enter into a memorandum of understanding with the District, wherein OFY-Duarte shall indemnify the District for the actions of OFY-Duarte under this charter.

OFY Duarte shall enter into a subsequent memorandum of understanding with the District, wherein the parties will agree to additional criteria of oversight to be performed by the district in order to monitor and review compliance with the WIOA parameters outlined within this charter.

The corporate bylaws of OFY-Duarte provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School purchases and maintains general liability insurance, Board Members 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 OFY-Duarte's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of OFY-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.

## H. Calendar

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

To the extent that OFY-Duarte needs to obtain a waiver from the State Board of Education pursuant to Education Code 58509, in order to receive full funding based upon OFY-Duarte's calendar, OFY-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 OFY-Duarte must submit waiver requests through the Duarte Unified School District, the District hereby agrees to evaluate the waiver requests in a timely manner and, if determined to be a reasonable request, to fully cooperate in the waiver process and to support and process such waiver requests submitted by OFY-Duarte in a timely manner.

OFY-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 | Juneteenth |

OFY-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 the Student Handbook and will be included in **Exhibit B**: **Student Handbook**.

## I. Terms of Charter

The term of this Charter shall be for five years, from July 1, 2027 to June 30, 2032.

OFY-Duarte will submit a renewal of the Charter Petition pursuant to California Education Code Sections 47605 and 47607 (Renewal Charter Petition) to Duarte Unified School District fifteen (15) months or less prior to the expiration of the charter term.

## J. Amendments

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

## K. Notices

### *1. Communication Between Parties*

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

**To the Charter School:**
Ileana Kiriakos, Superintendent
Options For Youth—Duarte, Inc.
3130 E. Colorado Blvd
Pasadena, CA 91107
A copy of all notices to the Charter School must also be sent via email to ileana@ofy.org.

**To the District:**
Dr. Jessica Medrano, Superintendent
Duarte Unified School District
1620 Huntington Drive
Duarte, CA 91010
Phone: (626) 599-5000

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

## L. Exhibit Alterations

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