



Options For Youth

Public Charter Schools

Options For Youth – Duarte Charter Petition

Submitted to:

Duarte Unified School District

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Executive Summary

Reimagining Education: Creating a Network of Support and Hope in a Disrupted World

In the United States today, minority students, impoverished students, homeless students, students with disabilities, and English Learners represent a disproportionate number of underserved youth from traditional high schools. It is imperative that we meet the needs of every child by presenting new learning options, equity initiatives, and innovative opportunities in order to embolden every student's unique learning capabilities. Options For Youth offers life-ready learning for these at-risk students in order to nurture an innovative, equitable, and safe environment.

The current public educational paradigm focuses on programs for dropout *prevention*. Unfortunately, traditional high schools depend on reactive techniques to solve the diverse needs of their students. Instead of relying on the same unsuccessful methods of preventing dropouts through traditional public schools, Options For Youth can instead focus on dropout *recovery* through a proven alternative school model. In this strategy, Options For Youth seeks to take students who have been underserved by the traditional public school system and guide them to graduation with equitable practices and scientifically proven outcomes.

A recent study by the Everybody Graduates Center at Johns Hopkins University details how much the traditional public school system has underserved a staggeringly high percentage of students.

The authors state:

*It is the struggling traditional high school, which serves both a substantial number of students and a defined geographic region, that poses the greatest risk to the nation's progress. These are schools that are often the pride of the community, but no longer provide a reliable means for students to progress from adolescence to successful adulthood.*¹

These consequences disproportionately affect vulnerable individuals and communities. A UCLA study in 2010 demonstrated that each high school student who fails to earn their high school diploma costs American taxpayers \$209,200 per dropout. The authors' calculation describes how taxpayers must foot a bill for \$139,100 in tax revenue for dropouts' lost earnings, \$40,500 in public health spending, \$3,000 for welfare and, finally, \$26,600 to cover the costs of dropouts' criminal activity.²

The aforementioned UCLA study also highlights the financial value and overall merit that alternative charter school programs have attained for taxpayers, stating, "Options For Youth considers the estimated benefit cost ratio of 3 to 1 for the Options For Youth programs to be robust—in addition, it implies a healthy positive return."³ For every \$1 invested into serving students through Options For Youth, American taxpayers are rewarded with \$3 value.

Helping all students succeed requires a reimagining of what high schools can be and what they must become in the face of a challenging and unknown century. Research has shown that innovative technologies can engage students in new digital curricula and help them accomplish their dreams. High school and college are no longer operating as two mutually exclusive entities but, rather, as a blend of online and in-class instruction, spaces for social-emotional support and safety, and career and technical training that give students the competitive edge to thrive in the 21st century. Options For Youth believes

¹ Balfanz et al., *Great American High School Campaign*, (Maryland, John Hopkins University, 2018), 12.

² Catterall, *The Societal Benefits and Costs of School Dropout Recovery*, (Los Angeles, UCLA, 2010), 4.

³ *Ibid.*, 7.

that access to free, high-quality education and career training will positively augment the success of students.

According to data reported by a Columbia University study, “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.”⁴ The statistic is significantly more pressing for underserved populations, particularly those in urban areas. In schools within the Los Angeles Unified School District, the high school on-time graduation rate is 40% for Latino and 48% black students, respectively.⁵

The at-risk students Options For Youth serves and supports include minority students, homeless students, justice-involved youth, LGBTQ students, migrant students, students with disabilities, and English Learners. It is crucial that alternate learning options are offered where children can have uninterrupted education across the state that maintains the consistency of the quality of their schooling without hiatus or lapse.

Options For Youth considers students’ education and the social-emotional support they receive to be of equal importance. Under the guidance of teachers and student mentors at Options For Youth, students learn to embrace their self-expression in and out of the classroom, for example as members or allies of the LGBTQ community. These safe spaces ensure that students’ personal identities are accepted as meaningful and are protected. These supports complement a child’s education and ensures their success as individuals and job seekers in the future.

In addition to promoting social-emotional learning, Options For Youth invests in young people’s success by emphasizing the importance of executive functioning. As high school age students transition from children to adults, they need to develop essential mental skills including flexible thinking, impulse control and working memory. Bolstering these executive function capabilities significantly impacts students’ real world outcomes. For example, students with well-developed executive function skills know how to manage their time and present themselves in a professional manner to prospective employers. Making executive functioning central to our academic programs is one more way Options For Youth increases equity in the lives of the students we serve.

In an unequal world, equity initiatives must be undertaken to create the opportunity for students to succeed. Our initiatives recognize the unique needs of every student. Options For Youth offers these opportunities in an innovative, flexible environment that takes into consideration their specific lifestyle, culture, or other needs that many times cannot be satisfied in a traditional school.

Education reform advocates have stressed the importance of providing 21st century students with a supportive, interactive learning environment unlike the one presently offered by many traditional public schools. This is particularly true if Options For Youth wants to best serve individuals who have already failed out of high school and provide an equitable learning environment. Former North Carolina Governor Bev Perdue, retired schoolteacher, explains:

I think if you can personalize learning and, if you have good teachers, I think the opportunity is there. The thing we don’t focus on is the at-risk kids. I think schools, public and private, have to change. They have to be more acclimating to a student’s needs, and that no longer can you have a classroom of 26 kids or 36 kids who sit at their desks and are preached to all day.⁶

⁴ Levin et al., *The Costs and Benefits of an 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.

⁵ Ibid., 2.

⁶ Emmeline Zhao. “[74 Interview: Former North Carolina Gov. Bev Perdue on Educating a 21st Century Workforce & the ‘Most Horrific Public Discussion’ She Ever Heard](#),” The74Million.org, last modified July 9 2018.

Due to our small class sizes, the quality and type of work asked from the students is planned on an individualized basis. Options For Youth builds these plans with the result of creating self-motivated learners who possess coherent knowledge and are able to engage with the material both today and in their futures.

Options For Youth prioritizes equity initiatives for these disenfranchised students. For example, children of migrant families are displaced within the education system every year. Due to seasonal or transient work, youth are pushed to the wayside when it comes to receiving their rightful education. Options For Youth recognizes the specific needs of these disenfranchised youth and understand how programs that promote equity will effectively serve this niche group of students. We personalize our programs for each student with an intent to create equity. Using Individualized Learning Plans, small group instruction, guided learning, targeted intervention, small class sizes, extended and flexible learning time, and parental involvement, we recognize the needs of every child and help them succeed.

These reforms need to be cast in a hopeful, rather than punitive light. Options For Youth offers at-risk students the opportunity to succeed while supporting them on their path. Options For Youth programs are specifically designed using sociological data as laid out in the Johns Hopkins study:

Professional development strategies, the use of restorative and positive disciplinary approaches, accelerated learning and catch-up strategies, the use of early warning and intervention systems, adolescent literacy approaches, and social emotional and behavioral intervention strategies have been shown to have positive impacts via experimental or other rigorous studies.⁷

Options For Youth programs and support structures follow this research and include college preparation, career and technical training, digital curriculum and engagement, social-emotional learning, executive function development, and experiential learning. All of our schools are WASC accredited and all of our teachers are credentialed with a history of success in order to meet the needs of the population served. With small class sizes and flexible learning schedules, our schools reimagine what education can and should be in a future of disrupted lives and fractured communities. As stated in an AdvancED external team review of Options For Youth's schools:

The schools had created safe places to learn and grow. The schools appeared to be remarkably facile and to shape the learning to fit the needs of the learner without sacrificing the essence of what had to be learned.⁸

It is imperative that communities foster new learning modalities and create equity initiatives for those students who need them. Flexibility, technology, and connectedness create new opportunities and options for the students. These opportunities include:

Social-Emotional Learning

Too many high school students leave unprepared to tackle the challenges of college or career after they graduate. This is especially true of at-risk students who lack a support network. Thankfully, Options For Youth serves these students who need special attention by putting social-emotional learning (SEL) at the center of the educational programs.

Through SEL, children learn how to make responsible decisions while managing their emotions and forming positive relationships with others. Opportunity For Learning's students acquire life skills such as knowing how to operate productively in different social situations and approaching life in healthy and effective ways. Through their emphasis on SEL, those students come to know what they want to achieve,

⁷ Balfanz et al., *Great American High School Campaign*, (Maryland, John Hopkins University, 2018), 29.

⁸ AdvancED, "Report of the External Review Team for Pathways Management Group", 2017

as well as better understand the limitations that are blocking them from reaching their goals. Vulnerable communities, such as LGBTQ youth, are invited to embrace their identities by exploring their purpose in the world with supportive instructors, mentors, and allies. This acceptance, in turn, creates a safe space toward personal exploration which then opens the door toward real-life social justice integration into the classroom. Through this improved overall awareness—of themselves, and of others—the students learn how to take ownership of their lives and actions autonomously.

Dual Enrollment

Options For Youth offers students more than just a chance to earn a diploma outside of a traditional public high school setting. Through Dual Enrollment, students have the opportunity to get a head start on college.

In Options For Youth’s Dual Enrollment program, students can take classes at partner community colleges while still working toward their high school diplomas. During their sophomore year, 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 from a traditional public high school. For example, a Dual Enrollment student who successfully finishes 20 college units while at Options For Youth 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. Dual Enrollment is also one way Options For Youth can demonstrate to the underprivileged that college is within their reach. Many of the students who enroll in Options For Youth have been underserved by traditional public high schools, and may have been made to feel that graduating from high school or college is an impossibility. Through Dual Enrollment, however, these same students see firsthand that they can indeed complete college coursework.

Summer and Independent Programs

Options For Youth offers a number of programs aimed at keeping the students moving forward academically throughout the summer months. This serves the dual purpose of helping students catch up with their studies as well as get ahead. Partnered with school districts, Options For Youth offers a tremendous amount of flexibility to accommodate life needs of their students and keep them on track.

With high-percentage pass rates and a wide variety of courses offered, including UC approved college courses, these programs serve thousands of students in communities each year.

Digital Learning

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



OFY students help each other prepare for a writing comprehension test

We are not relying on digitized textbooks to be engaging; however, we are developing a digital curriculum that will engage students in their schoolwork. This will utilize a student's needs as a product of proven psychological research about how students learn. As opposed to the reductive and discouraging American educational grading model, Options For Youth is creating a model where students are rewarded for what they have learned. For example, the student 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.

This flexible digital learning approach will also have tremendous benefits for the teachers. These digital programs increase motivation among students for doing schoolwork, and offer teachers information in real time about how much coursework their students have completed. This approach has been shown to significantly raise course completion rates with the students and increase the speed at which students finish their coursework.

Pathways College

Pathways College, which is currently undergoing the accreditation process, offers the same support and connectedness for students pursuing a bachelor's degree as the secondary schools offer to the younger students while seeking to solve the same educational problems.

Pathways College currently offers two undergraduate degrees: a Bachelor of Arts in Liberal Studies and a Bachelor of Arts in Business Administration. Studying at Pathways College is designed to be both accessible and affordable for all students. The courses are conducted online and annual full-time tuition is slightly over \$18,000 per year. Pathways College's programs are flexible and offer students one-on-one support with guidance from qualified faculty members and staff who remain in regular close contact with students. Pathways College is committed to its vision of creating an open and academically rigorous program for people who might not otherwise have felt that college was an option for them.

College Readiness Experience the World (CREW)

The CREW program offers a readiness track where a select group of 11th grade students are supported during their college application process and receive support throughout their college career to keep them on track to graduate. All students who participate in the CREW Program benefit from tutoring and navigation of the college application process and receive help completing financial aid forms. Some students receive a trip to New York City at no cost and are also eligible for college scholarships.

Workforce Innovation and Opportunity Act (WIOA)

As a WIOA provider, Options For Youth is able to deliver additional resources including employment preparation, financial literacy, entrepreneur training, resume writing, vocational skill development, interviewing skills, job search and placement, as well as specific interview and job performance coaching to mitigate the barriers to students. The program also includes a variety of vocational trainings, apprenticeships, pre-apprenticeships, paid and unpaid work experience, internships, job shadowing and hands-on training, all of which are tailored to assist students who face challenges in obtaining employment. Options For Youth tailors their services for both employers and

students to address the skills gap in the industry with combining education and workforce development around services to the youth. Options For Youth's services are integrated, comprehensive, customer focused, and student success-driven.

Career and Technical Education (CTE)

Options For Youth's CTE program offers high school students practical training in high-demand, sustainable careers. These students can earn industry-recognized 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 receive hands-on construction training working with the Carpenter's Union.



OFY students install solar panels on-site in order to get hands-on training for their future careers

CTE students 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.

Pathways Travels (School Without Walls)

Many underprivileged children do not have access to enriching experiences outside of their immediate geographical area. Thankfully, Options For Youth has the resources and infrastructure in place to broaden the horizons of these children in ways that cannot be replicated inside a traditional classroom setting. Through Pathways Travels, Options For Youth has 11 destination learning programs ready to serve the students. At Rocky Mountains Pathways Ranch in Colorado and Blackbird Farm in Northern California, students spend 11 days developing leadership and self-sustainability skills working with horses and helping run an organic-certified farm. Pupils can also explore different cultures by participating in organized international trips to China, Cuba, Italy, and historical tours across Europe. The students are also encouraged to give back to those in need by participating in the service learning trips in partnership with non-profits such as the American Red Cross. All of the trips are offered to students at no cost.



OFY students serve at a community garden in order to learn about sustainable living and plant science

Service Learning

Service learning opportunities promote growth in each students' awareness of and connection to their communities. These opportunities give students real-life experiences that will benefit them after high school. This program is designed to teach students about the positive impact their actions have on their community. As part of the curriculum, students are required to complete 10 hours of community service which can be completed by participating in these and other opportunities.

Digital Analytics and Alternative Accountability

We directly and digitally track student progress, which school staff members use to analyze and improve learning. In addition, all information on performance, demographics, and outcomes are monitored and used to further the success of our students and our ability to meet their needs. All staff are trained to use these digital analytical tools and are empowered to make data-driven decisions.

Additionally, Options For Youth participates in the Dashboard Alternative School Status Growth Data Pilot Project as an organizer. This project has the potential to impact how schools in California are evaluated. These benchmarks include student growth and standardized tests like Renaissance STAR and NWEA MAP.

Proposal

OFY-Duarte will serve approximately 180 ADA per resource center (of 7 total) for 7th to 12th grades. In addition to a sound educational model that incorporates social-emotional learning and a safe environment for all students, we will offer exclusive WIOA services and workforce partnerships, career and technical education, and, most importantly, a network of hope and support for children of migratory families, transient students, and homeless students whose lives are decentralized and whose education is interrupted. A portfolio of schools and centers that are dispersed can offer these unrooted families an uninterrupted education, social-emotional support structures, intellectual and practical knowledge, and college and career preparation without the impediments or limitations of localized and traditional education. In addition, we may serve and support students up to 22 years of age and into adulthood.

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-risk 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.^{9 10} The average high school dropout costs California taxpayers an average of \$392,000 over their lifetime.¹¹

⁹ Ibid.

¹⁰ U.S. Department of Education, National Center for Education Statistics. (2016). *The Condition of Education 2016* (NCES 2016-144), [Annual Earnings of Young Adults](#).

¹¹ Belfield, C. R., & Levin, H. M. (2007). *The return on investment for improving California's high school graduation rate*. University of California, Santa Barbara

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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- Exhibit E:** Sample Local Control Accountability Plan
- Exhibit F:** Articles of Incorporation, Bylaws, and Conflict of Interest Policy (draft)
- Exhibit G:** Board of Directors’ Biographies
- Exhibit H:** OFY Job Descriptions
- Exhibit I:** Employee Handbook (Draft)
- Exhibit J:** Job Safety Handbook
- Exhibit K:** Medical Policy
- Exhibit L:** 5-Year Budget
- Exhibit M:** Sample Daily School Schedule and Annual Calendar

- Exhibit N:** Teacher Signatures
- Exhibit O:** OFY Child Find Policy
- Exhibit P:** Workforce Career Development (WIOA)
- Exhibit Q:** Student Handbook Draft
- Exhibit R:** Suspension and Expulsion Policy
- Exhibit S:** OFY Illness & Injury, Immunization, Chemical Hygiene, and Medication Policies
- Exhibit T:** Uniform Complaint Policy and Form
- Exhibit U:** Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
- Exhibit V:** OFY Duarte Comprehensive School Safety Plans
- Exhibit W:** Suicide Prevention Policy
- Exhibit X:** OFY Lottery Process
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II. Affirmations and Declaration

As the authorized representative of the applicant OFY-Duarte, hereby certify that the information submitted in this application for a charter (“Charter”) for OFY-Duarte to be authorized by the Duarte Unified School District is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, OFY-Duarte will follow any and all federal, state, and local laws and regulations that apply to OFY-Duarte, including but not limited to:

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(c)(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(c)(2)]
4. OFY-Duarte declares that it shall be deemed the exclusive public school employer of the employees of OFY-Duarte for the purposes of the Educational Employment Relations Act. [Ref. Education Code 47605(b)(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(d)(1)]
6. OFY-Duarte shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a random public drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to OFY-Duarte will not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing will be given as required by Education Code 47605(d)(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(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
7. If a pupil is expelled or OFY-Duarte without graduating or completing the school year for any reason, OFY-Duarte will notify the Superintendent of the 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, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School

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within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

8. OFY-Duarte shall ensure that teachers in OFY-Duarte hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and will be subject to periodic inspection by the District. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [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 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 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 the Political Reform Act of 1974 (Gov. Code Section 87100 *et seq.*) to the extent that it expressly applies to charter schools.
20. OFY-Duarte shall comply with the Ralph M. Brown Act to the extent that it expressly applies to charter schools. [Ref. Government Code 54950-54963]
21. 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.

Jane Gothold, President

Affirmations and Declaration

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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(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

Governing Law: *If the proposed 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(b)(5)(A)(iii).*

A. Educational Philosophy

Options For Youth (OFY) 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, are capable of graduating 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 envisions a balanced collaboration with our WIOA partner that ensures all students are adequately prepared for college and the workforce. This includes retaining at-risk youth and recovering dropouts in order to assist them in obtaining a high school diploma. We are partnered with Goodwill Industries of Southern California non-profit corporation, a Workforce Innovation and Opportunity Act (WIOA) provider, under an exclusive partnership agreement.

OFY 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 of 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 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

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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, 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.

B. Mission and Vision

Mission: Our schools create an educational choice for all students and are exemplary models of successful blended learning programs with Workforce Innovation and Opportunity Act (WIOA) partnership. Our staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality.

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

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C. Students Served

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) lowering the achievement gap for these at-risk and underserved students, and 3) increasing the high school graduation rate by re-engaging the target population.

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 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.^{12 13}

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



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:

- Identifying students who are disconnected or out of school
- Lowering the achievement gap for these at-risk and underserved students

¹² 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.

¹³ Heckman, J. J., & Kautz, T. (2012). Hard evidence on life skills. *Labour economics*, 19(4), 451-464.

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- Increasing high school graduation rates by re-engaging the target population

OFY-Duarte will work with the school district to offer a practical, proven educational option to high-risk youth who are not successful in the traditional setting. We will serve high-risk students through a flexible blended learning model with a strong social emotional curriculum and high levels of one-on-one student-teacher interaction. OFY-Duarte will operate on a year-round, multi-track calendar in small, safe learning environments. All of our teachers are accredited 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 will annually serve approximately 100-350 ADA per location. Table A.4 below indicates the number of students served at each OFY site in the Los Angeles and San Gabriel Valley areas. Also included is the number of students that the OFY school sites helped recover, students who transferred back to local district schools, continued their education with the Charter School, or graduated from OFY. Additionally, the number of students who have dropped out for various reasons is included.

OFY-Duarte’s primary student demographic will be students who have dropped out, are at risk of dropping out, or have struggled in traditional public and private schools for various reasons. 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. With the addition of the Workforce partnerships, OFY may serve students beyond 22 years of age and into adulthood.

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
- WIOA partnership

Nothing in this section precludes the Charter from offering summer school in a traditional educational program or in an independent study educational program serving grades TK-12.

OFY-Duarte is committed to ensuring a highly personalized learning environment where all students can succeed. Each teacher will facilitate the progress of 50 students over the course of a week but no more than 10 students per hour each day. Small group instruction classes will not exceed 15 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.¹⁴ For example, the researchers found that one type of comprehensive school reform in a high school setting involving small learning

¹⁴ 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, Columbia University 2007)

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communities with close, personalized instruction by teachers yielded a 16% increase in high school graduation rates.¹⁵

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 Proposed 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.¹⁶ 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.¹⁷

Unfortunately, dropping out of high school comes with lasting detrimental economic impact to 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.¹⁸ The annual income of a high school dropout is 44% less than that of a high school graduate.¹⁹

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.²⁰

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 handle the costs of dropouts' criminal activity, and, lastly, \$3,000 for welfare.²¹

¹⁵ Ibid.

¹⁶ Tony Miller, "Partnering for Education Reform" <https://www.ed.gov/news/speeches/partnering-education-reform>, (2011)

¹⁷ 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)

¹⁸ "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)

¹⁹ 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)

²⁰ Jason Amos, *Dropouts, Diplomas, and Dollars: U.S. High Schools and the Nation's Economy* (Washington, DC: Alliance for Excellent Education, 2008)

²¹ Catterall, *The Societal Benefits and Costs of School Dropout Recovery*, (Los Angeles, UCLA, 2010), 4.

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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."²² 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.²³

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. The Charter School meets the needs of the students in the local community by:

- 1) Identifying students who are disconnected, at-risk, or in need of additional supports
- 2) Addressing skill gaps with personalized, one-on-one academic support
- 3) Providing opportunities for recovery and re-engagement through the regular and summer school programs, sports and experiential learning trips
- 4) Reinforcing academic and personal growth, ultimately leading to increased district graduation rates

OFY-Duarte's student population will include students that are single parents without child care, students who are struggling with social issues (such as bullying), individuals in the juvenile justice system, students with chronic absenteeism, foster care students, homeless students, students with behavioral problems, and students that have been expelled. The school's population 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

²² 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.

²³ Ibid., 2.

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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.²⁴

2. Dashboard Alternative School Status

OFY-Duarte will be dedicated to serving high-risk students and, if eligible, OFY-Duarte may apply 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-risk students.

D. Performance Goals

LCAP goals are updated annually to reflect the changing needs of the students. 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 included in **Exhibit E: Local Control and Accountability Plan**.

OFY-Duarte’s LCAP goals will be updated annually to reflect the changing needs of the students. The LCAP goals will be shared with the district for review. In addition to LCAP goals, OFY-Duarte will monitor pupil achievement via multiple, measurable methods, including:

- school, district, state, and federal assessments
- percentage of ELs who make progress toward English proficiency as measured by the ELPAC
- English Learner reclassification rate

Immediately following completion of the enrollment process, students will be given a diagnostic assessment in reading and math using the Renaissance STAR assessment system. Results will be documented in each student’s ILP, thus enabling the teachers to develop specific classroom-level skills to show student growth and understanding. Student progress will be monitored at all times, and the ILP will allow for highly-personalized instruction, pacing, and remediation. Students will be assessed using the benchmark assessment Renaissance STAR three times a year with fall, winter, and spring assessments to determine growth in mathematics and English language arts. An example of LCAP Goals for OFY schools is provided in the tables below.

Table A.1: Options For Youth – Example Goal 1

Goal 1	Related State and/or Local Priorities
Credit completion towards graduation is accomplished through overall reduction in absenteeism for all students.	2, 4, 5, 8
Expected Annual Measurable Outcomes	
For all CBEDs students, student progression will average at least 83.5% overall.	
For our CBEDs English learners, student progression will average at least 82.5% overall.	
For our CBEDs low income student subgroup, student progression will average at least 83.5% overall.	

²⁴ 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)

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At least 80% of our foster youth will have an Individualized Learning Plan (ILP) that considers AB 216 qualifications.
The charter aims to maintain current reclassification percentages at or above 20% during the implementation of the English Language Proficiency Assessments for California (ELPAC) in the 2018-2019 academic year. A baseline will be established for reclassification percentages of English learners that have taken the ELPAC.
English learners will be offered additional designated and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.
The middle school and high school drop-out rates will be decreased by at least 0.5%. Such that the middle school drop-out rate will be no more than 6.30%, and the high school drop-out rate be no more than 11.46%. We have modified our calculation of drop-rates for the 2018-19 school year to better reflect our leave code process.

Table A.3: Options For Youth – Example LCAP Goal 2

Goal 2	Related State and/or Local Priorities
Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.	3, 5, 6, 8
Expected Annual Measurable Outcomes	
At least 38% of CBEDS students will participate in extracurricular activities or complete a course designed to develop their social-emotional skills.	
At least 81.5% of eligible CBEDS seniors will either earn a diploma with us or will transfer back to another school program on track to graduate.	
The charter will hold at least one senior signing event.	
The Comprehensive School Climate Inventory will be administered in Spring 2019, we will work towards improving staff, parent, and student perceptions of safety and connectedness in our learning centers. We will increase our staff, parent, and student perceptions of safety and connectedness by at least 0.5% from the 2017 CSCI survey results	
The charter will hold at least 2 family engagement nights.	
The Charter will hold at least 2 Staff LCAP focus group meetings.	

Table A.4: Options For Youth – Example LCAP Goal 3

Goal 3	Related State and/or Local Priorities
Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses	2, 4, 7, 8
Expected Annual Measurable Outcomes	

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The charter will maintain its level of change or higher on Level 3 on the 2019 ELA and math SBAC scores
Access to individualized, rigorous curriculum will be increased by adding or revising at least 3 core courses in the course catalog.
Teachers will be equipped to provide individualized, standards-aligned instruction through access to Professional Development Coaches.
Students will be offered additional specialized support and instruction to aid in their progression and completion of core courses.
Students will complete on average at least 3.70 Math credits during the school year.
Students will complete on average at least 4.05 English credits during the school year.
Students will complete on average at least 4.78 Science credits during the school year.
Students will complete on average at least 5.56 Social Studies credits during the school year.
At least 51% of students who take at least two Renaissance STAR assessments in math and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.
At least 52% of students who take at least two Renaissance STAR assessments in English and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.
A baseline will be established for English Language Learners Lexile range advancements in literacy and language.

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-5pm 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 academic recovery teacher at a minimum of twice a week to review course materials, receive academic support and intervention, complete written and verbal assessments, and collaborate in working towards academic goals. 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 academic recovery 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.).

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

Monday	8:00-9:00: one on one appointment with teacher	10:00-11:30: 10 th grade English SGI class 1:00-2:30: Integrated Math SGI class	3-5 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Tuesday	8:00-9:00: student advisor meeting	10:00-11:30: 10 th grade English SGI class 1:00-2:30: Integrated Math SGI class	3-5 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: 10 th grade English SGI class 1:00-2:30: Integrated Math SGI class	3-5 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Thursday	8:30-9:30: math tutoring	10:00-11:30: 10 th grade English SGI class 1:00-2:30: Integrated Math SGI class	3-5 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Friday	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 17-year-old 11th grade male who scored at grade level on the initial math and English Renaissance STAR benchmark assessments. Student Two is an English Learner that works to help support his family; however, conversations between the student and his parents, teacher, and employer have resulted in Student Two receiving additional language support to improve English proficiency. This support helps Student Two achieve his goal of high school graduation as well as engaging in effective communication in expressing his ideas and desires in real-world situations.

Monday	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Tuesday	1:00-2:00: one on one teacher appointment	2:00-4:00: English Foundations SGI class

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Wednesday	4- 6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Thursday	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
Friday	9:00-11:00 English tutoring Independent academic work (as needed to complete assignments)	

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

Sample 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	2:00--4:00: Student appointments	3:00-4:00: Prep, individual	2:00--4:00: Student appointments	2:00-4:00: Prep, individual	

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student tutoring, new student orientations, etc.		student tutoring, new student orientations, etc.		student tutoring, new student orientations, etc.	
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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 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.²⁵

OFY 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.²⁶

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 high-risk students tend to experience school problems, 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. OFY-Duarte will commit to the principle that these at-risk children are worthy of becoming educated people and productive members of society.

²⁵ “Framework For 21st Century Learning” <http://www.p21.org/about-us/p21-framework>, (2016)

²⁶ “What is 21st Century Learning and Citizenship All About?” http://www.p21.org/storage/documents/citizenship/P21_Citizenship_Overview.pdf

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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

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

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

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."²⁷ 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 an 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 child'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 professional market, 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, and Student Advisor will collaborate to develop an ILP to guide and help ensure academic success.

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

²⁷ 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

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The paramount goals of the Charter School are: (i) to offer a comprehensive learning experience under Common Core; (ii) to identify students who are not being served in the traditional public school system and provide them educational services; (iii) to help students become self-motivated, competent, lifelong learners; and (iv) to offer a balanced partnership with WIOA partner that collaboratively work together to ensure all students have access to workforce and career services outlined in the fourteen WIOA elements. The Charter School also strives to provide pupils and parents 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
- 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

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keeps students from getting lost in a large, impersonal environment found in many traditional high school settings. OFY-Duarte implements all seven of the following indicators:

1. **Small School Size:** OFY-Duarte will have a student enrollment of approximately 300 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 20 students, and each SGI teacher will work with a maximum of five 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, and needs. OFY-Duarte will also develop an ILP for each student upon enrollment and update this working document regularly throughout a student’s time at OFY-Duarte. The ILP will document each student’s academic performance, including grades and standardized test results, as well as a student’s academic and personal goals, effective teaching strategies, personal obstacles that may hinder academic performance, and any other information that would enable a teacher to have a deeper understanding of the student’s academic and personal limitations, supports, and goals.
3. **High Academic Expectations:** The administrators, teachers, and staff at 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.
4. **Counseling Services:** Our student advisors (who are required to possess PPS Credentials) will provide guidance and support to each student. Our advisors 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 Integrated Math 1 one day and begin the coursework for Integrated Math 2 the next day. Because of this quick transition from course to course, teachers and administrators will work as a student’s academic counselor as well. This close relationship will ensure that each student is prepared for and can succeed in the next course in their academic plan.
5. **Parental Engagement:** Parents and guardians will be encouraged to visit OFY-Duarte at any time during operational hours. OFY-Duarte will hold 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. Parents and guardians may also contact OFY-Duarte at any time to schedule an appointment with a teacher or administrator.
6. **Extended Hours:** OFY-Duarte will operate year-round and will be open from 8:00 am to 5:00 pm each weekday. These extended hours will enable students to schedule their time at the school

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site around personal responsibilities. Also, students could walk into OFY-Duarte at any time to work on coursework or receive help from a tutor.

7. **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.

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 high-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. The students then become overwhelmed trying to effectively manage their time for each course.²⁸ 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 will offer students multiple Options For Youth 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:

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

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

²⁸ 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.

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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. In addition, all curriculum will include aspects of the fourteen WIOA elements 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).

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

English language arts, mathematics, science, social studies, physical education, health, art, music, advanced placement 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 end of course exams.

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

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:

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- 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-risk 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 middle and high school course list is provided in **Exhibit B: Middle, High, and Online Course List.**

4. *Teaching Methodologies and Instructional Design*

OFY-Duarte’s 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:

- Individualized Learning Plan
- Small group instruction
- Focused learning and subject matter concentration
- Guided personalized Learning
- Targeted intervention
- Online learning
- Career and Technical Education
- Early College Program
- Experiential learning
- Extended learning time
- Parental involvement
- Workforce Partnership

a) Individualized Learning Plan

Each student at OFY-Duarte will be assigned to an academic recovery teacher (also known as guided independent study teacher) with whom they will meet at least twice per week. The student,

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parents/guardians, academic recovery teacher, and 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 academic recovery teacher and student advisor will oversee ILPs and facilitate the academic and social progress of each student. Student Advisors will be the primary resource for students regarding post-secondary goals, resume writing, job applications, scholarship applications, and college and financial aid applications. 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 child care 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.²⁹ Research has demonstrated the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects.³⁰ 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.^{31 32}

OFY-Duarte graduating students will also be required to complete two WIOA job readiness workshops and a one-unit WIOA module. Upon completion, students may be referred to a WIOA provider to take advantage of the multitude of services on an as needed basis.

b) Exclusive Workforce Innovation Opportunity Act (WIOA)

A critical component of OFY- Duarte will be preparing students to obtain the knowledge, skills and abilities to become gainfully employed upon graduation. Options For Youth will implement an exclusive partnership with Goodwill Industries of Southern California, a WIOA provider, or another qualified provider. The implementation of this partnership will 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 Agreement Between OFY- Duarte, LLC and Goodwill Industries of Southern California. The instructional design of this program will see the collaboration between OFY- Duarte and their WIOA partner to ensure that all students have access to any necessary services outlines in the fourteen WIOA elements. All of the WIOA responsibilities and elements have been woven into daily practices of teaching modalities and programs at OFY.

As a WIOA provider, OFY-Duarte will be able to provide additional resources including: employment preparation, financial literacy, entrepreneur training, resume writing, vocational skill development, interview/job performance coaching, and job searching/placement. We will 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

²⁹ 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

³⁰ Ibid.

³¹ Brush, C., & Jones, B. (2002). Student voices: Why school works for alternative high school students. *Salem, OR: Oregon Department of Education, 629-640.*

³² Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological inquiry, 71*(2), 241-255.

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assist students who face challenges in obtaining employment. We will tailor our services for both sides of the hiring equation (prospective employers and prospective employees). We will address the skills gap in the industry through offering education and workforce development wraparound services to our students. Our workforce services will be Integrated, comprehensive, customer-focused and outcome-driven.

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 the same 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.

Exhibit C: OFY-Duarte’s Student Master Agreement will require that students attend appointments with their academic recovery 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, center coordinators, English language development specialists, special education providers and aides, and student advisors) 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 complete the 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

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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 interventionists
- Meetings with 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-risk 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.

f) Small Group Instruction

Small group instruction courses will be taught by a single-subject credentialed teacher in a classroom of no more than 20 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.

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g) Meaningful Use of Technology

OFY 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.

This is not limited to digitizing textbook material and putting it online as though it were a printed page. OFY is developing and updating the curriculum to utilize a student's needs as a product of proven psychological research about how students learn. As opposed to the reductive and discouraging American educational grading model, OFY is creating a model where students are rewarded for what they have learned. OFY 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.

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.

At OFY, students have the opportunity to take specific courses using the Apex Learning platform. The computer-based component of the blended learning program offers students interactive, mastery-based lessons in English, math, science, social science, foreign language, visual and performing arts, as well as elective courses. Courses will be monitored and facilitated by teachers who are skilled in providing instructional strategies specific to online learning. The program accommodates various reading levels by using a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in their primary language. A calendar located within the computer-based classroom will be used 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.

h) Experiential Learning

A goal of OFY-Duarte is to offer students opportunities to learn through hands-on real life experiences and cultural immersion. A major component of preparing students for college and career readiness can be achieved in part by affording access to travel and career and college exploration outside of a traditional field trip model. We 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.

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.

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

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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.

Black Bird Farm, Philo CA

Blackbird Farm is a nonprofit learning camp located in Philo, CA, consisting of over 240 acres of organic fruit orchards, a large organic teaching garden, and an outside learning kitchen. At Blackbird Farm students participate in Career Explorations. Students are introduced to multiple careers including construction, marketing, hospitality, and animal husbandry within the setting of an organic teaching farm. Students earn 5 elective credits while being introduced to a way 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



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

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and learn to saddle and ride horses. Students are also educated on the nature surrounding RMPR and participate in team-building, leadership, and personal growth activities.

Hello Havana! Cuba

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

Viva Italia! Italy

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

Ni Hao from Beijing!

Students from 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

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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

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

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

i) 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 5pm along with Saturdays if the need is identified. In addition, OFY-Duarte will work cooperatively with the District to offer summer school courses to students.

j) Parental Involvement

OFY-Duarte will work with Duarte Unified School District to offer summer school as another layer of academic support for all students. For elementary, middle, and high school programs, OFY-Duarte frequently partners with school districts to provide summer school courses at district school locations, conveniently allowing students to catch up on credits at their current school and to learn from teachers with whom they have already formed relationships.

For Duarte Unified School District summer school programs, OFY-Duarte will provide financial support for all approved expenses and oversee the program subject to a separate written agreement. Financial support from OFY-Duarte may include, but is not limited to, teacher salaries, support staff salaries, student instructional support service cost, clerical staff and administrative staff salaries.

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Partnership programs with local school districts provide unrestricted funds for the school districts and include:

- Direct instruction from school district staff
- District curriculum and lesson plans
- Direct lesson plans provided by OFY-Duarte
 - Method of study
 - Method of evaluation
 - Materials
- Opportunities for teachers to continue professional development
- Creative course pilot programs (enrichment courses)
- Elementary course options
- Credit recovery

For high schoolers, OFY-Duarte will offer an Independent Study summer school program, perfect for students who need to catch up on credits or want to take a fun elective or retake a class for a better grade. With this program, students do the majority of their work at home, only coming to an OFY-Duarte location once or twice a week for material assistance and assessment. Independent study programs in the centers offer everything from A-G Common Core curriculum to enrichment based electives, and students (with counselor approval and/or district approval) have the opportunity to take up to fifteen credits, allowing them to recover credits or be ahead of schedule when they seamlessly return to their home school.

Hybrid summer school programs (a combination of independent study and district programs) will also be available to meet the needs of the local school district.

k) Career Technical Education

OFY-Duarte will 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

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.

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OFY-Duarte’s CTE coursework will be integrated with the 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. Over the past two years, 302 students have participated in our CTE construction classes and 27 students have taken part in our CTE solar class. As part of this experience, over the past 2 years 94 students have completed OSHA 10 certifications.

l) Dual Enrollment Early College Program

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. Starting during their sophomore year, 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 on OFY 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 has established itself as a leader in dual enrollment, with a program that makes completing coursework while in high school standardized and replicable for each interested student across all of OFY’s current and future charters. Beyond giving students the chance to attain college credit, OFY’s dual enrollment program helps deliver these students educational equity and contributes to the development of their communities. Instead of falling behind, OFY 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.³³ Supportive dual enrollment options have also been shown to increase college completion for low-SES students at an improved rate of 12%.³⁴ 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%

³³ “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)

³⁴ 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

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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.³⁵ 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.³⁶ Swanson’s data also revealed an increase in “positive attitudes towards earning post-secondary degrees in students who did not previously hold these attitudes”.³⁷ 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”.³⁸ 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.³⁹ 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.

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 Uncharted Waters 2018 Report⁴⁰. 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 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 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.

(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.

³⁵ 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)

³⁶ Ibid.

³⁷ Ibid.

³⁸ “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)

³⁹ Ibid.

⁴⁰ Manuel Buenrostro & Carlos Machado, *Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California’s Charter Schools*, csba.org, (2018)

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(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:

(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 child’s language assessment results, the recommended educational program, and the process for exiting the program through the reclassification process if the student is classified as EL.

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(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		<p>Students at this level have well developed English skills.</p> <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

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

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

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

(2) Curriculum and Instruction

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 Integration, English Language Support Professionals

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(ELSPs), Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. The ELSPs, which include EL Coaches, Regional EL Coaches, and EL Specialists, assist in the development of independent study curriculum, small group instruction curriculum, and instructional strategies (e.g. specially designed academic instruction in English [SDAIE]) to support 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, the ELD curriculum is developed by the ELD Department, using backward design protocols with the ELD standards that also incorporate language learning principles. The department develops ELD standards-based thematic units using the five basic language learning principles:

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

These culturally-relevant standards-based themes provide the framework and focus to design purposeful integrated performance-tasks and assessments that build across the three modes of communication so that the tasks are interrelated. 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.

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For Long-term English Learner (LTEL) students, language instruction is more focused on learning how to use and comprehend more complex and nuanced English language components, beyond conversational English, like syntax, implied meanings, or content and genre-specific academic texts. LTEL instruction also emphasizes literacy development combined with writing development to move students out of the intermediate English language use range toward proficiency and reclassification through systematic and sustained instruction and practice alongside the use of the Achieve3000 and FastForWord reading and vocabulary building programs. 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.

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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

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- 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 a proficiency rubric
- Authentic student work samples, including writing samples
- Teacher evaluation
- Parent or guardian consultation and opinion

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

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

If the 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 ILP 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.

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(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 Remind mobile app, which allows parents, students and teachers to send real-time messages to each other. Through the Remind app, 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 at least two LCAP information nights per year (one per semester). 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 Student Advisors will also facilitate meetings with parents to help guide them through post-secondary and financial aid options. Correspondingly, our 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, guided access to 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 his or her disability or due to the student’s request for, or actual need for, special education services.

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

A “Special Education Memorandum of Understanding” will be developed in collaboration with the District to govern the terms and conditions of special education funding and an additional division of responsibilities not outlined in the charter petition as long as OFY-Duarte is considered a school of the District for purposes of Education Code 47641(b). Notwithstanding the foregoing, OFY-Duarte reserves the right to establish itself as an LEA, and then to contract with, participate in, or otherwise utilize the services of any Special Education Local Plan Area (SELPA) pursuant to Education Code Sections 47641(a) and 47646, including but not limited to, SELPAs that are specifically designed to serve the needs of charter school students.

Should OFY-Duarte wish to become its own LEA for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide the District with an amendment to their charter petition or provide verifiable, written assurance to the district with one-year and one-day notice. Prior to the affected school years, the charter school will participate as a local education agency in a SELPA approved by the California Board of Education. The written notice will include information establishing OFY-Duarte’s ability and capacity to serve as its own LEA and provide special education services in accordance with Federal and State law and proof of OFY-Duarte’s acceptance as a member of a SELPA for the fiscal year in which it will become its own LEA. At any time that OFY-Duarte becomes its own LEA for purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services for the Charter School’s students, and the Charter 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.

Unless and until such time as OFY-Duarte elects to become its own LEA, it shall be deemed a public school within the District, and the parties shall comply with the terms of the existing Agreement to support the educational needs of students with disabilities enrolled in OFY-Duarte. A child with disabilities 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. The authorizing District shall ensure that all children with disabilities enrolled in the Charter School receive designated instruction and services in a manner that is consistent with their IEP and in compliance with the IDEA.

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 District Superintendent or designee represents OFY-Duarte at all SELPA meetings as it represents the needs of all schools in the District. Reports to OFY-Duarte regarding SELPA decisions, policies, etc. shall be communicated to OFY-Duarte as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information are made available to the Charter School staff.

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Once OFY-Duarte has been granted LEA status with a SELPA, OFY-Duarte understands that it shall represent itself at all SELPA meetings as an LEA. 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. OFY-Duarte will provide copies of any special education records to the District within seven (7) days of a written request from the District. OFY-Duarte or its designee shall also meet with the District’s Director of Special Education or designee on a regular basis to review OFY-Duarte’s policies and practices regarding special education. OFY-Duarte will cooperate fully with the District’s oversight of OFY-Duarte relative to special education matters.

(3) Funding

In accordance with California Education Code 47646, a charter school that is deemed to be a public school of the LEA that granted the charter participates in State funding in the same manner as any other public school of the granting agency.

(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 appropriate outside agencies 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 authorizing District and SELPA. OFY-Duarte adheres to District and SELPA policies and procedures and utilizes District and SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of student records.

OFY-Duarte agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment, and records as required or imposed by law.

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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.

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

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 appropriate outside agencies 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 that it is required to be responsible for under Federal and State law.

(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 participates in District in-service training relating to special education similar to other schools of the District. OFY 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. In addition, staff are encouraged to participate in professional development trainings within their SELPA.

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 District and 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.

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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 will follow District and SELPA policies as they apply to all District schools for responding to the implementation of special education services. OFY-Duarte will adopt and implement District and 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 District 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.

OFY-Duarte will also meet with the District’s Director of Special Education or designee on a regular basis, with the schedule to be set by the District, to review OFY-Duarte’s policies and practices regarding special education. The Charter School will cooperate fully with the District’s oversight of OFY-Duarte including relative to special education matters.

(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 obtain 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 Board will approve a Child Find policy and will be included in **Exhibit O: OFY 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 Rtl process, case management meetings, screening programs, outside agencies, and/or teacher or parent referrals. Child

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Find activities include literature provided to parents at enrollment to explain the RtI process and the special education services available to students at Options For Youth. 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 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

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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 principal 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

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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 the district for students that need intensive services.

The special education specialist and other related-services providers will maintain communication with the general education teacher, student, and parent to ensure the student is progressing both in their IEP and ILP goals. The general education teacher, special education specialist, 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 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 staff, general education staff, 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 and student to communicate the student’s progress towards

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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:

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- 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.

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

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- Offering professional development events throughout the school year in a variety of group sizes and settings including in-person and virtual
- Supporting teachers in providing the optimal support for all students including LCAP subgroups to be successful in our instructional programs
- Training teachers on the charter’s curriculum for all program models including, but not limited to, independent studies, small group instruction, and online learning platforms
- Providing training and coaching in effective instruction in the independent study model including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students
- Providing training and coaching in effective instruction in the small group instruction environment including, but not limited to, lesson planning, learning targets, student engagement, classroom culture, feedback, checks for understanding, student grouping, and effective teaching strategies
- Providing training and coaching in effective instruction in an online learning platform for 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 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 no limited to: Professional Book Studies, Topical PD collaborative discussions, and PLC’s.

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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.

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

H. 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. 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. Beginning with their sophomore year of high school, OFY students can complete up to 20 units of college coursework. Students can use these credits earned while in high school to graduate from college on an accelerated timeline.

Many students participate in the academic recovery program, catch-up on credits, and return to their resident or neighborhood school. Based upon their academic and personal goals, students may transition into and out of OFY-Duarte over the course of their academic careers. OFY-Duarte will earn WASC

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accreditation in order to ensure that the units earned at OFY-Duarte transfer to other middle schools and high schools and will be accepted at community colleges, colleges, and universities. Accreditation will allow credits awarded by OFY-Duarte to be transferable to other high schools and all accredited colleges. Current OFY sites serving students are all WASC accredited.

Element A: Description of Educational Program

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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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Education Code Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

A. Performance Outcomes and Assessments

OFY-Duarte’s measurable goals and student outcomes will be aligned with the eight state priorities and meet state content and performance standards in core and non-core courses. Additional exit outcomes will align with the mission of OFY-Duarte. Table B.1 lists the measurable student outcomes for all students and subgroups and includes the assessment tools used to gauge progress. Skills are grouped in grade level spans: 7th - 8th and 9th - 12th. This grade level grouping reflects the middle and high school student population that OFY-Duarte will serve. OFY-Duarte’s annual goals will align to the eight state priorities and are included in **Exhibit E: Sample Local Control Accountability Plan**.

Table B.1: Academic Exit Outcomes, Achievement Goals and Assessment Tools

Subject	Skills, Knowledge and Aptitude	Assessment Tools	Frequency	Achievement Goals
English Language Arts	7 th -12 th Students will be able to read comprehensively, write clearly and, demonstrate listening and speaking skills through grade-level appropriate coherent presentations.	Renaissance Star ELA assessment	Three times per year	
		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	7 th - 8 th Students will master ratios and proportional relationships, the number system, expressions and equations, functions, geometry, and	Renaissance Star math assessment	Three times per year	
		Rubric-based performance tasks	Ongoing	
		Unit assessments	Upon unit completion	
		SBAC	Annually	

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	<p>statistics and probability.</p> <p>9th - 12th Students will master higher mathematics standards for number and quantity, Integrated Math, functions, modeling, geometry, and statistics and probability.</p>			
Science	<p>7th - 8th Students will be able to demonstrate an understanding of the key points of life sciences and physical sciences through investigation and experimentation.</p> <p>9th - 12th Students will be able to demonstrate an understanding of the key points of physics, chemistry, biology/life science, earth sciences through investigation and experimentation.</p>	Lab reports	Ongoing	All students who are continuously enrolled for 18 weeks will demonstrate growth of at least one level on the Science CAST.
		Rubric-based performance tasks	Ongoing	
		Unit Assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		CAST	Annually for students in Grade 8 and once in High School	
Social Science	<p>7th - 8th Students will be able to analyze, compare and contrast, and reflect on the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. Students will analyze, compare and contrast, and reflect on the</p>	Oral presentation	Ongoing	All students who are continuously enrolled for 18 weeks will demonstrate growth of at least one level on the Social Science CST.
		Rubric-based Performance Tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		CST	Annually	

	<p>ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war.</p> <p>9th - 12th Students will master historical and social science analysis skills. Students will be able to analyze, compare and contrast, and reflect on the major turning points that have shaped the modern world.</p>			
World Languages	7 th - 12 th Students will progress through the four levels (formulaic to extended) of language comprehension. Students will address a wide variety of content that is age- and stage appropriate, achieve communication competence, understand the connection between culture and language, and understand the appropriate structure of the language.	Rubric-based performance tasks	Ongoing	90% of students who take a world language will pass the End of Course Exam.
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
Health/PE	7 th - 8 th Students will be able to distinguish between valid and invalid	Rubric-based performance tasks	Ongoing	90% of students will pass the End of Course Exam.
		Unit assessments	Upon unit completion	

	<p>sources of nutrition information, demonstrate the ability to use effective skills to model healthy decision making, make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines, and explain physical, social, and emotional changes associated with adolescence.</p> <p>9th - 12th Students will distinguish between facts and myths regarding nutrition practices, products, and physical performance, analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community, describe physical, social, and emotional changes associated with being a young adult.</p>	Summative assessments (e.g. End of Course), FITNESSGRAM	Upon course completion	75% of students will achieve a passing score on the FITNESSGRAM.
College Preparatory/Career	9 th - 12 th Students will demonstrate an understanding of what it means to be ready for college, the types of schools and degrees they may choose to pursue after high	Rubric-based performance tasks	Ongoing	90% of students will pass the End of Course Exam.
		Unit assessments	Upon unit completion	

	<p>school, and gain wide exposure to the financial resources available that make college attainable. Students will demonstrate career readiness by analyzing career clusters. Students will understand how preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.</p>	<p>Summative assessments (e.g. End of Course assessments)</p>	<p>Upon course completion</p>	
<p>Music/Art</p>	<p>7th - 12th Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Students will apply what they learn in music across subject areas. They will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They will also learn about careers in and related to music.</p>	<p>Unit Assessments</p>	<p>Upon unit completion</p>	<p>90% of students will pass the End of Course Exam</p>
		<p>Rubric - based performance tasks</p>	<p>Ongoing</p>	
		<p>End of Course Assessments</p>	<p>Upon course completion</p>	

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ELD	7 th - 8 th Students will gain an increasing ability to understand, speak, read and write in English.	ELPAC	Annually	See table in Element A , Table A.1: LCAP Goals and Eight State Priorities
		Renaissance STAR	Three Times Per Year	

1. Measureable Outcomes

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

- The Charter School, District, State, and Federal assessments
- Percentage of students completing UC/CSU A-G courses
- Percentage of ELs who make progress toward English proficiency as measured by the ELPAC (or any subsequent assessment of English proficiency, as certified by the State board)
- English Learner reclassification rate
- Percentage of students that have ILPs that align with AB 216 planning guide
- The number of students graduating from the program
- Percentage of students completing a Character Education course

Immediately following completion of the enrollment process, students will be given a diagnostic assessment in reading and math using the Renaissance STAR assessment system. Results will be documented in each student’s ILP, thus enabling the teachers to develop specific classroom-level skills to show student growth and understanding. Student progress will be monitored at all times, and the ILP will allow for highly-personalized instruction, pacing, and remediation. Students will be assessed using the benchmark assessment Renaissance STAR three times a year with fall, winter, and spring assessments to determine growth in Non-Academic Outcomes.

OFY-Duarte will provide multiple opportunities for character development. A Charter Education course will be provided and aligned with CCSS in College and Career Readiness and equips students with the mindset, knowledge, and skills needed to lead a successful academic and personal life. Students will study character traits such as gratitude, grit, optimism, and responsibility and participate in activities that help build self-confidence, self-esteem, and self-respect. The leadership skills that OFY-Duarte’s students learn will 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 in the Character Education course.

Table B.2: Character Education Exit Outcomes

Life Skill	Goal
Gratitude	Students will learn to develop an attitude of appreciation and gratefulness.
Grit	Students will understand how to pursue dreams and goals in the face of opposition.

Optimism	Students will learn to identify and understand one’s own thought process to see the positive in negative situations.
Relationship Skills	Students will learn to develop and maintain healthy relationships within different contexts.
Responsibility	Students will learn how to think through consequences before making decisions.
Self-Awareness	Students will learn to identify and understand one’s own feelings and how these feelings 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.

a) Student Transcripts and Grade Level Classification

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.

OFY-Duarte’s students are classified as follows:

Table B.3: 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

b) Middle School Performance Outcomes

Middle school students will 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 in the summer 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.

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Table B.4: 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

B. College Preparatory Plan/A-G Plan

OFY-Duarte’s coursework will fulfill A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation.

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

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

A-G Subject Requirements

(a) History/Social Science <i>2 years required</i>	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 <i>4 years required</i>	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 <i>3 years required</i>	Includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
(d) Laboratory Science <i>2 years required</i>	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics.
(e) Foreign Language <i>2 years required</i>	Two years of the same language other than English.
(f) Visual/Performing Arts <i>1 year required</i>	A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
(g) College Prep Electives <i>1 year required</i>	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 concurrent enrollment courses to its students.

C. Exit Outcome and Performance Goal Modifications

OFY-Duarte recognizes that exit outcomes and performance goals may need to be modified or changed over time. These changes may be caused by changes in CCSS or California standards; changes to curriculum or performance expectations by the District or the CDE; or changes initiated by OFY-Duarte’s

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Board of Directors or leadership team. Any revisions to exit outcomes or performance goals aligned to CCSS or California standards shall meet or exceed minimum requirements put forth by the District or the CDE.

D. Exit Outcome and Performance Goal Modifications

Students who choose to graduate from OFY-Duarte are required to meet the graduation requirements listed in Table B.5:

Table B.5: Graduation Requirements

Subject	Number of Credits
English	40 Credits (All English Courses must use core material)
Mathematics	30 Credits (Equivalent to 1 st year of Integrated Math must be completed)
History/Social Science	30 Credits (World History (10 credits); U.S. History (10 credits); American Government (5 Credits); Economics (5 Credits))
Physical Education	20 Credits
Science	20 Credits (Biological Science (10 Credits); Physical Science (10 Credits) 1 year elective science
Foreign Language or Visual/Performing Arts	10 Credits
Science Elective	10 Credits
Career Development	20 Credits
General Electives	50 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).

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.

1. *Exit Outcomes*

a) *High School Performance Outcomes*

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

- **Credit Attainment:** OFY-Duarte is authorized to award course credit to those students who successfully master OFY-Duarte coursework. All coursework and assessments within a particular course must be completed with an average score of 70 percent or better (or as otherwise specified)

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on a student's IEP or 504 plan). If a student elects to re-enroll in a District or otherwise accredited school, all courses mastered at OFY-Duarte will be transferable to the student's new school.

- Academic Growth: OFY-Duarte has established growth metrics for ELA and Math on the Renaissance STAR and the SBAC. At least 50% of student who take the Renaissance STAR assessments in both Reading and Math will earn a student growth percentile of 40 or higher.
- College Readiness: OFY-Duarte encourages students to participate in college preparatory courses. Students are offered numerous resources to assist in planning post-secondary goals, exploring various career paths, researching colleges and financial aid opportunities, and designing a plan to transition from high school to college or into a rewarding career.
- Career Readiness: OFY-Duarte encourages students to complete workforce readiness courses as well as master skill development integrated into core course content. Students receive instruction designed to assist them in gaining employment and keeping it, and specifically in workforce readiness.
- WIOA Participation: OFY-Duarte provides students with the opportunity to gain vocational training and an opportunity to be certified in specific trades including but not limited to paid and non-paid work experience, internship, apprenticeship and pre- apprenticeship and job placement.
- High School Diploma: OFY-Duarte is authorized to award high school diplomas to those students who successfully complete the academic and behavioral requirements established by OFY-Duarte.

E. WASC Accreditation Standards

OFY-Duarte will apply for WASC Accreditation upon approval of the charter by the District. All OFY charters in the existing OFY network of schools are WASC approved.

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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(b)(5)(C).*

A. Accountability for Student Progress

OFY-Duarte will be accountable for student progress and administers the following assessments: Renaissance STAR benchmarking assessments in reading and mathematics, the California Assessment of Student Performance and Progress (CAASPP), the California Standards Test and other California-mandated assessments. OFY-Duarte will establish 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 uses the following measures of academic achievement in determining program success:

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

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

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

1. Progress Assessment Methods

Students will be 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 will annually report student achievement data to staff, parents, and the District. Teachers will use this data to determine students' areas of strengths and weaknesses and adjust their instructional methods or curriculum accordingly; administrators will use the data to review staff performance and create relevant professional development; the Board of Directors will use the data to evaluate the performance

Element C: Methods to Assess Pupil Progress

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of school leaders and the educational model; and the District will use the data to evaluate the performance of OFY-Duarte.

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

2. Unit and Course Assessments

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. 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 a high-risk 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

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	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

OFY-Duarte’s students will also develop their social-emotional skills through experiences designed to foster critical thinking. Research supports the positive association between social-emotional skills and academic achievement, with these skills having positive long-term behavioral and attitudinal effects.⁴¹ Methods for assessing the progress of the development of these skills include reflection activities and one-to-one student teacher meetings (see Table C.2).

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

Skills	Assessment Tools	Frequency
Gratitude Grit	Journal entries	Ongoing

⁴¹ Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(03), 508-544.

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Optimism Relationship Skills	One-on-one student teacher meetings	Twice weekly
Responsibility	Character Education activities	Ongoing
Self-Awareness Self-Management	Teacher and staff anecdotal notes	Ongoing
Social Awareness	Student personal growth plan	Initially

3. Personalized Assessment

OFY-Duarte will identify the particular needs of each student during an enrollment orientation, which includes diagnostic assessments, parent conference, student goal setting, and transcript review. 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.

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.

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

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

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

4. Student Skill Growth

Comprehensive skill growth will be measured using multiple assessment measures. One metric used for student level and school wide data tracking is the Renaissance STAR assessment system, which is nationally normed and aligned with CCSS. Renaissance STAR assessments 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 Renaissance STAR Reading and Math

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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 and the Renaissance STAR Assessments allow OFY-Duarte to design formative and summative assessments that align with the school’s personalized curriculum.

5. Student Credit Attainment and 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. 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 will apply for WASC accreditation, and credits earned at OFY-Duarte will be 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.

6. Success Rates

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

OFY-Duarte anticipates enrolling students year-round. Because of the varying needs of students who may enroll and then leave OFY-Duarte, the drop-out rate will be based on full-time students. OFY-Duarte will notify the District when students voluntarily leave the program and inform the District of the student’s intent to return to their neighborhood school upon credit recovery. OFY-Duarte will work collaboratively with the District to increase graduation rates, decrease drop-out rates, and address state priorities.

7. State Mandated Assessment and Accountability System

Pursuant to California Education Code Section 60605, OFY-Duarte will administer all required State and national standardized assessments (i.e. CAASPP, ELPAC) as they are developed and approved by State and Federal agencies. State mandated assessments will be used to measure student achievement, inform

Element C: Methods to Assess Pupil Progress

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instruction, and provide guidance for development of LCAP goals and objectives. Data collected from the assessments will be analyzed, disaggregated, and shared with multiple stakeholders, including school staff, school leadership, OFY-Duarte’s Board of Managers, students, and parents. Based on the data, students who score below proficient will be provided with further support interventions. All data collection will comport with state and federal privacy laws including the Family Educational Rights and Privacy Act.

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(b)(5)(D).*

A. Non-Profit Public Benefit Corporation

Options For Youth - California, Inc. (“OFY-CA”), the proposed sole member of OFY-Duarte, Inc. (“OFY-Duarte” or “Charter School”), is a California 501(c)(3) nonprofit public benefit corporation engaged in providing education support and management assistance to charter schools.

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 its adopted bylaws, which shall be consistent with the terms of this charter. This is including in **Exhibit F:** Articles of Incorporation, Bylaws, Management Agreement, and Conflict of Interest Policy (Draft).

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-CA a nonprofit public benefit corporation. Directors shall be designated by OFY-CA 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-CA, or until his or her earlier death, resignation or removal. The biographies of OFY-Duarte’s Board Members will be included in **Exhibit G:** 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

Element D: Governance

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- 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 ongoing training to its Board Members. Topics may include, but are not limited to: understanding charter school budgets, the Brown Act, conflict of interest, roles and responsibilities of a board member, educational model, etc.

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 F** 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.

Element D: Governance

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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 Principal

The Principal at OFY-Duarte oversees the operations at OFY-Duarte. The roles and responsibilities of the Principal, or his/her designee, include, but are not limited to, the following:

- Oversee the day-to-day management and operation of OFY-Duarte
- Personnel Management
 - Hire, train, and supervise teaching staff
 - Evaluate teacher performance and serve as a contact person for problem resolution or guidance
 - Conduct in-service training programs and supervise new staff development
 - Conduct weekly center visits to provide support to Assistant Principals and staff
 - Monitor and anticipate staffing vacancies and/or FTE needs
- Financial Management
 - Monitor the expenses of OFY-Duarte centers
 - Weekly monitoring of teacher data input to ensure accurate ADA reporting
- Quality Educational Progress and Compliance
 - Direct teaching staff to provide educational and vocational guidance for students
 - Supervise state mandated tests to ensure quality and compliance
 - Manage the bi-monthly and year-end audits for centers
 - Work with the Director of Instructional Operations and Director of Special Education to ensure area’s compliance with Special Education
 - Work with teachers to resolve student and parent conflicts as needed

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 child’s teacher or by visiting the school site.

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

Element D: Governance

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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 D: Governance

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Element E: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(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 H: OFY 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 equivalent to that which a teacher in other public schools would be required to hold in accordance with state law and demonstrate subject matter competency. These documents shall be maintained on file at the Corporate Office and shall be subject to periodic inspection by Duarte Unified School District. A detailed description of qualifications for OFY-Duarte teachers and list of Teachers and corresponding credentials will be included in **Exhibit N: Teacher Signatures**.

2. 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 a single subject and/or 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 H: OFY Job Descriptions**.

3. 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

Element E: Employee Qualifications

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and a detailed description of qualifications for OFY-Duarte Assistant Principals will be included in **Exhibit H: OFY Job Descriptions**.

4. 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 H: OFY Job Descriptions**.

5. Employee Handbook

OFY-Duarte has an Employee Handbook for all staff. A copy of the OFY-Duarte Employee Handbook will be included in **Exhibit I: 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 Principal 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-re-elected, 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 E: Employee Qualifications

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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 include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Education Section 44237 et seq and Education Code Section 47605(b)(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 J:** Job Safety Handbook; **Exhibit S:** OFY Illness & Injury, Immunization, Chemical Hygiene, and Medication Policies; and **Exhibit V:** OFY Duarte Comprehensive School Safety Plans.

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 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 Principal of OFY-Duarte 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 Principal. 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.

C. Health and Safety of Students and Staff

1. Tuberculosis Risk Assessment and Examination

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

2. Immunizations

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

Element F: Health and Safety Procedures

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students must be immunized with a pertussis (whooping cough) vaccine booster. OFY-Duarte’s immunization policy will be included in **Exhibit S: OFY Illness & Injury, Immunization, Chemical Hygiene, and Medication Policies.**

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 S: OFY Illness & Injury, Immunization, Chemical Hygiene, and Medication Policies.**

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. Emergency Preparedness

OFY-Duarte shall adhere to an Emergency Preparedness Handbook developed specifically for the school site. This handbook shall include but not be limited to the following responses fire, flood, earthquake, terrorist threats, and hostage situations. The Charter School shall ensure that all staff members receive annual training on OFY-Duarte health, safety and emergency procedures and conduct emergency responsive drills for students and staff. A Comprehensive School Safety Plan which includes safety and disaster plans has been adopted, implemented and maintained at all times for OFY-Duarte sites. An example of the Comprehensive School Safety Plan is included in **Exhibit V: OFY Duarte Comprehensive School Safety Plans.**

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

Element F: Health and Safety Procedures

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- 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.

10. Suicide Prevention Policy

OFY-Duarte shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. A Policy on Suicide Prevention will be included in **Exhibit W**: Suicide Prevention Policy.

11. Feminine Hygiene Products

OFY-Duarte will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, 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.

D. 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.

E. 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. Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy will be included in **Exhibit U**: Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy.

Element F: Health and Safety Procedures

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F. 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.

Element G: Racial and Ethnic Balance

Governing Law: *The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

A. Racial and Ethnic Balance

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 racial and ethnic balance among its students that reflects the racial and ethnic balance of the territorial jurisdiction of the area where the resource centers are located. This balance is achieved and maintained through the implementation of a multifaceted student recruitment and outreach plan that includes, 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 uses its Facebook, Twitter, and Instagram social media accounts to update students and parents about the school, serve as a hub for questions and comments, and showcase student projects, social clubs, events, and sports teams

OFY-Duarte recruitment efforts will focus on students who are:

Element F: Health and Safety Procedures

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

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 G: Racial and Ethnic Balance

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Element H: Admission Policies and Procedures

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

A. Student Admissions Policies and Procedures

OFY-Duarte will be nonsectarian in its programs, admissions 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.

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

All students entering OFY-Duarte along with a parent or legal guardian, will be strongly encouraged to participate in an enrollment meeting with a teacher, center coordinator, and/or Assistant Principal. The parent or guardian must be present to sign the necessary enrollment forms and agreements. In the case of minors, only the parent or legal guardian may sign the Agreement Form to enroll his or her child into the Program. When enrolling unaccompanied homeless youth under the McKinney-Vento Act, OFY-Duarte's policy states that the teacher must co-sign the enrollment paperwork and include a note stating: "Minor represents that no parent or guardian caregiver is available, and that minor is an 'unaccompanied homeless youth' as defined under the McKinney-Vento Act."

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

B. Lottery Preferences and Procedures

Applications will be accepted during a publicly advertised open enrollment period every year.

At the end of the enrollment window, if there are more applicants than capacity for the entire student population, except for existing pupils of any OFY site that might serve OFY-Duarte students in the future, attendance shall be determined by a public random drawing.

Students who are not offered seats for the academic school year will remain on the lottery list until the end of that academic year or until a space becomes available. A student's place on the lottery list will not carry over to the following academic school year.

The lottery will be held in a public location that is easily accessible to families, such as one of the school sites. If there are more students interested and not currently enrolled in any of the OFY sites in OFY-Duarte charter than there are available spaces at the school sites, a lottery will be held. OFY-Duarte will establish a lottery date to maximize applications and attendance. At the lottery, a neutral designee will draw names of interested students for each grade in which there are spaces available. Records will be kept on file at the charter school documenting the fair execution of the lottery.

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

Element H: Admissions Policies and Procedures

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Information about the time and location of the lottery will be posted on the School's website, will be posted at the school sites, and public flyers will be posted in the local communities. A copy of the lottery policy will be included in **Exhibit X: OFY Lottery Policy**.

The Charter School will conduct the lottery, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery
- The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long
- The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties
- The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school
- The following preferences will be extended to potential students:
 - Founders' children will, except in the case of very small proposed schools, constitute no more than 10% of the student body. Founders are defined to be the small group of people responsible for drafting of documents and for efforts, which resulted in the petition being approved
 - Students residing in the former attendance area of a conversion school shall be granted admission
 - For those charter schools having identified, in accordance with all applicable state and federal laws, a target student population within the charter petition, students within the targeted population will have three ballots with their names on them entered into the drawing pool, while prospective students outside the targeted population will have two ballots in the pool
 - Siblings of students who have their names drawn during the lottery shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing, in which case the sibling would be put on the lottery for admission to that grade ahead of all others on the lottery list for that grade
 - Children of employees shall receive the same statistical advantage, as would a potential student who is within the target population identified in the charter
- The lottery shall draw names from a single pool of ballots or identified pools of ballots designed to establish a diverse student population
- A representative of the outside agency or organization confirming the results of the lottery shall draw the ballots
- The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the lottery list in the order drawn, except if the preferences described above require otherwise
- Potential students on the lottery list shall provide contact information to be used in the event space becomes available. Families promoted off of the lottery list shall be informed in writing and

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have 10 business days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 10-day period will forfeit their right to enroll their student in the school for that school year

- The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation

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

Element I: Budget and Finance Narrative

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h)*

Included with this petition, please find the following Exhibit:

- **Exhibit L: OFY-Duarte 5-Year Proposed Budget and FCMAT Calculator**

A. Key Budget Assumptions

1. Revenue

The Charter's revenue will be almost entirely made up of State funding. The amounts include in the budget were generated by the CDE FCMAT calculator and based on our ADA projections. Currently our forecast for this charter includes learning centers that operated under another charter at the following locations: Cudahy (7955 South Atlantic Ave.), Koreatown (2322 W 3rd St.), Lancaster I (1160 Commerce Center Dr.), Palmdale I (2140 E. Palmdale Blvd, Suites C-J.), City of Industry (16030 Amar Rd.), Pasadena (2029 Lincoln Ave.), and Vermont (8219 S. Vermont Ave.). We based our ADA projections on actual historical ADA data when these learning centers were operating.

2. Expenses

The Charter'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. Start Up Costs

The net book value of the leases will be transferred to OFY-Duarte at no cost.

4. Line of Credit

A bridge loan will be needed to address short-term cash flow needs of the Charter, these details are provided in **Exhibit L: 5 Year Budget**. The interest rate on the line of credit will be the midterm Applicable Federal Rate as published by the Internal Revenue Service at the time of the draw down. Interest will only be accrued on the amount of the line used, and the unused portion of the line, if any, will be a no cost. It is anticipated that the line of credit will be fully repaid and no longer needed by the end of Year 4. The line of credit will have a term of 10 years, thus if the Charter is, for some reason, unable to repay the line at the end of Year 4, there is flexibility in the repayment terms, and a longer repayment period is available.

5. Special Education

The Charter intends to continue to participate in a SELPA. The budget reflects revenue from this participation based on the anticipated enrollments. This revenue is estimated based on approximately \$450 per ADA. These monies, from a cash flow perspective are assumed to commence in February, after

Element I: Budget and Finance Narrative

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P-1 certification, and will be evening distributed over the remainder of the year. The Charter will provided 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’s SPED Staff are prepared to provide directly. The budget reflects \$100,000 per year for such services.

6. Long Term Plan

The Charter’s Projected revenue and expenses reflected in its 5 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 of the first three years and then remain stable in years four and five, consistent with the revenue assumptions.

7. Responding to Inquiries and Financial Reporting

The Charter School will promptly respond to all reasonable inquiries, including regarding financial records.

Additionally, the Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 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.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited 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.
- Any additional financial or other reporting requirements will be agreed upon mutually by ECA and the District annually, on or before July 1.

Element J: 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*

Element I: Budget and Finance Narrative

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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 foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

A. Suspension/Expulsion Procedures

OFY-Duarte shall adhere to the suspension and expulsion policy established by OFY-Duarte. Student behavioral expectations are described OFY-Duarte Student Handbook, and will be included in **Exhibit Q:** 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 Q:** Student Handbook. Among other things, the policy sets forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with Federal law. 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

Element J: Pupil Suspension and Expulsion Policies

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address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including transcripts or a report card and health information.

Element K: 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(b)(5)(K).*

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 will offer a 403B Retirement Plan to eligible employees. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. The Director of Human Resources or designee will be responsible for enrolling eligible employees and ensuring that appropriate arrangements for that coverage have been made.

Element L: 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(b)(5)(L).*

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 M: 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(b)(5)(M).*

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 N: Dispute Resolution Process

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

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

Element N: Dispute Resolution Process

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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 shall have 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 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 T: Uniform Complaint Policy**.

Element O: 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(b)(5)(O).*

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,

Element O: Closure Procedures

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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 L: 5 Year Budget and FCMAT Calendar**, OFY-Duarte will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Element O: Closure Procedures

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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(g).*

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 start-up costs and any speculative and/or one-time revenues the charter may need to utilize in order to begin its operations.

C. Budget Projection

For the projected 5-year budget, see **Exhibit L: 5 Year Budget and FCMAT Calendar**.

D. Financial Reporting

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

Additional Charter Requirements

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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.

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

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 provide Duarte Unified School District with a

Additional Charter Requirements

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written agreement regarding OFY-Duarte right to use the selected location for at least the first year of OFY-Duarte operation. 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.

The proposed facilities for OFY-Duarte are located at the following sites:

8219 S. Vermont Ave.,
Los Angeles, CA 90044

7955 S. Atlantic Ave.,
Cudahy, CA 90201

2140 E. Palmdale Blvd., Ste. C-J
Palmdale, CA 93550

1160 Commerce Center Dr.,
Lancaster, CA 93534

2322 W 3rd St.,
Los Angeles, CA 90057

16030 Amar Rd.,
City of Industry, CA 91744

2029 Lincoln Ave.,
Pasadena, CA 91103

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.

Because of the compelling public interest and aid to the economy when students achieve a high school diploma, the District hereby agrees that OFY-Duarte may open additional resource centers if and when OFY-Duarte determines the need is substantiated through enrollment and related funding to support additional resource centers is available. OFY-Duarte will inform the Duarte Unified School District in writing of its intention to establish new centers. The Charter School shall comply with applicable provisions of Education Code Sections 47605 and 47605.1 as to the location of its resource centers.

Additional Charter Requirements

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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. Relocation of an existing resource center or use of a temporary 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.
2. 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.
3. Material revisions are governed by the same standards and criteria that apply to new charter petitions (Cal. Ed. Code §47607(a)(2)). Pursuant to Education Code Section 47605(b), no later than thirty (30) days after receiving a request for material revision, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the material revision to the charter. Following review of the material revision and the public hearing, the governing board of the school district shall either grant or deny the material revision within sixty (60) days of receipt of the request for material revision.

Additional Charter Requirements

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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(g).*

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.

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.

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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	Summer Recess

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 Q: Student Handbook**.

I. Terms of Charter

The term of this Charter shall be for five years, from 2019 to 2024.

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

J. Amendments

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

K. Attorney’s Fees

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

L. Interpretation

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

Throughout this Charter and any attachments, Exhibits, and appendices hereto, any and all references to OFY-Duarte, or the Charter School shall apply with full force and effect to each of the others. For all purposes set forth in this Charter and any attachments, Exhibits, and appendices hereto, each of the

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above-listed entities are deemed one and the same and, to the extent that they are separate legal entities, they shall have joint and several liability for all obligations of OFY-Duarte and each of the other entities listed above as set forth in this Charter, and any attachments, Exhibits, and or appendices hereto, and each of the entities shall be fully obligated to comply with the provisions of this Charter, and any attachments, Exhibits, and or appendices hereto, without regard to the name or designation used in referring to OFY-Duarte, or the Charter School in any or all of the documents.

M. Partial Invalidity

The provisions of this Petition are severable, and in the event that any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

N. Transportation

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 Policy will be included in **Exhibit Y: Transportation Policy**.

O. Notices

1. *Communication Between Parties*

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

To the Charter School:

Options For Youth—Duarte

320 N. Halstead Street

Suite 220

Pasadena, CA 91107

Facsimile: (626) 921-8250

Attention: Jane Gothold, President

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To the District:

Duarte Unified School District

1620 Huntington Drive

Duarte, CA 91010

Phone: (626) 599-5000

Attention: Superintendent

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.

P. Governing Law and Construction

This charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

Q. Entire Agreement

This Petition constitutes the entire understanding and agreement of the Parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings, or agreements among the Parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the Parties with respect to such rights and obligations, including, but not limited to, any and all prior charter school petitions entered into between the Parties hereto.

R. Waiver

The failure of either party to insist on strict compliance by the other party with any of the terms, conditions, or covenants of this Petition shall not be deemed a waiver of that term, covenant, or condition; nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for any other time.

S. Counterparts

This Petition may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

T. Termination

Duarte Unified School District shall not terminate this charter upon any material default described in Education Code Section 47607(c) or any provision hereof by OFY-Duarte and its representatives, unless (i) Duarte Unified School District gives the OFY-Duarte notice of the material default (in the manner set forth under the Notice provision of this Petition) and (ii) OFY-Duarte fails to cure the material default within 60 days after receipt of the notice, or in the event the material default cannot be cured within the 60 day period, then only if OFY-Duarte fails to submit a plan to the District to substantiate that a cure will be done within a reasonable time acceptable to Duarte Unified School District. Pursuant to Education Code Section 47607(c), the foregoing notice and cure requirements do not apply when the District determines, in accordance with Title 5 of the California Code of Regulations Section 11968.5.3, that the violation

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constitutes a severe and imminent threat to the health or safety of pupils. In the event that Duarte Unified School District shall undertake proceedings for revocation of the Charter, OFY-Duarte shall be entitled to all rights and remedies provided for under Education Code 47607 and Title 5, California Code of Regulations Sections 11965 and 11968.5.2-11968.5.5.

U. Time is of the Essence

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

V. Alternative Education Programs

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

W. Conflict of Interest

OFY-Duarte shall at all times comply with the applicable law concerning conflicts of interests. A copy of the Conflict of Interest policy will be included in **Exhibit F:** Articles of Incorporation, Bylaws, Management Agreement, and Conflict of Interest Policy (Draft).

X. 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.

Y. Responding to Inquiries

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

IN WITNESS WHEREOF, this Petition has been executed by the Parties

Options for Youth – Duarte, Inc., dba

OFY-Duarte

By: _____

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Jane Gothold, President

Date: _____

Duarte Unified School District

By: _____

Gordon Amerson, Superintendent

Date: _____