



FENTON PRIMARY CENTER

**Charter Renewal Petition
For the term July 1, 2025 through June 30, 2030**

Submitted on August 21, 2024

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Assurances, Affirmations, and Declarations

Fenton Primary Center (also referred to herein as “FPC” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

INTRODUCTION

Fenton Charter Public Schools

The history of the Fenton Charter Public Schools (“FCPS”) begins in March 1993, when the staff of Fenton Avenue Elementary unanimously affirmed the decision to write and submit a charter petition to the authorizing district, LAUSD. Using the twenty-two charter petitions which had been approved by the state, along with the District’s then-recently publicized LEARN document, the staff of Fenton Avenue Elementary worked for six weeks to address the 14 elements (later 16, and now 15) of California’s original charter school law, adopted as SB 1448. Approved by the Los Angeles City Board of Education in June 1993, Fenton Avenue Charter School (“FACS”) became LAUSD’s seventh charter school and charter number 30 in the state of California. As a conversion charter, the attendance area served by the Charter School has remained constant, with current FPC student demographics reflective of the surrounding area: 92.3% Hispanic; 4.3% African American; 39.8% English Learner (“EL”); 85.9% qualifying for Free or Reduced Price Meals (“FRPM”); 12.6% students with disabilities ([2023 CA Dashboard](#)).

As a fiscally independent charter school, FACS was in a unique position to demonstrate how fiscal independence and local control could improve and enhance existing conditions for students and employees. Implementing high standards and expectations for all staff was the initial step in changing the mindset of the organization. Transferring that mindset to every classroom was critical in lifting FACS from one of the lowest performing schools in the District to one of the highest in the area. Test scores improved significantly after conversion, and in 1997, FACS was named a California Distinguished School.

In 2007, Fenton Primary Center, a start-up charter school that was created to move FACS off the year round, multi-track calendar, was approved, and in 2013, FPC moved to its own 55,000 square foot site just eight-tenths of a mile from FACS. At that time, Fenton Avenue Charter School moved off the Modified Concept Six 163-day calendar for the first time in 20 years, with the separation of grades kindergarten through second (to FPC) and third through fifth grades (remaining at FACS). Both charter schools serve the original attendance area of Fenton Avenue Elementary and nearly the same demographic population.

In 2011, the leadership of Fenton Avenue Charter School and the Fenton Primary Center established Fenton Charter Public Schools, a charter management organization (“CMO”), to ensure the continued and long-term viability of the Charter School. Soon after the establishment of the CMO, on May 1, 2012, the LAUSD Board of Education approved the renewal of the Santa Monica Boulevard Community Charter School (“SMBCCS”) charter petition, a large conversion in East Hollywood, with FCPS as the operator, and the organization nearly doubled in size, to over 2,500 students. By 2013, the three FCPS schools were the highest performing schools in their respective areas, with Academic Performance Index (“API”) scores of over 800. On August 17, 2015, the Fenton Charter Leadership Academy) and the Fenton STEM Academy were opened in the east San Fernando Valley to serve students in kindergarten through fifth grades. The newest start-up charter schools share one site and are small, opening with enrollments of less than 200 students and a maximum capacity of 408 students each.

Element 1 – The Educational Program

“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.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of 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.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

GENERAL INFORMATION

• The name and title of the contact person for the Charter School is:	Sirui Thomassian, Director
• The contact address for Charter School is:	11351 Dronfield Avenue Pacoima, CA 91331
• The contact phone number for Charter School is:	818-485-5900
• The current address of the Charter School is: (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)	11351 Dronfield Avenue Pacoima, CA 91331
• This location is in LAUSD Board District:	6
• This location is in the LAUSD Region Local District	North
• The grade configuration of Charter School is:	TK - 2
• The number of students in the first year will be:	532
• The grade level(s) of the students in the first year will be:	TK - 2
• Charter School's scheduled first day of instruction in 2026-2026 is:	August 12, 2025
• The total enrollment capacity:	840
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	7:00 – 4:00 Office Hours 7:50 School Begins 7:50 – 1:45 Transitional Kindergarten 7:50 - 2:00 Kindergarten 7:50 - 2:10 Grade 1 7:50 - 2:20 Grade 2 9:15 - 9:35 Recess for Kindergarten - Bell at 9:35 9:45 - 10:05 Recess for Grade 1 - Bell at 10:05 10:15 - 10:35 Recess for Grade 2 - Bell at 10:35 10:50 - 11:35 Lunch for Kindergarten - Bell at 11:35 11:20 - 12:05 Lunch for Grade 1 - Bell at 12:05

	<p>11:45 - 12:30 Lunch for Grade 2 - Bell at 12:30</p> <p>1:45 End of Regular School Day for Transitional Kindergarten</p> <p>2:00 End of Regular School Day for Kindergarten</p> <p>2:10 End of Regular School Day for Grade 1</p> <p>2:20 End of Regular School Day for Grade 2</p> <p>4:00 Office Closes</p> <p>2:00 - 5:30 21st Century Kids Program Begins (See separate schedule in main office for location of activities)*</p> <p>2:20 - 5:30 Afterschool Playground for Grades 1 - 2*</p>
<ul style="list-style-type: none"> • The term of this Charter for Middle and High performing schools⁵: 	July 1, 2025 to June 30, 2030

COMMUNITY NEED FOR CHARTER SCHOOL

History of Fenton Primary Center

Fenton Primary Center is located in the northeast San Fernando Valley, in the city of Pacoima. Fenton Primary Center was originally part of Fenton Avenue Charter School and continues to educate students from Fenton Avenue Elementary School's former attendance area. The Fenton Primary Center charter was created to allow the Lake View Terrace community and Fenton Avenue Charter School to move from a multi-track to single-track traditional calendar and alleviate overcrowding on one campus.

On November 15, 2006, the Fenton Avenue Charter School community, led by founders Angie Carter, Donald Parker and Irene Sumida, submitted a petition for a start-up charter as a means of alleviating overcrowding at Fenton Avenue Charter School and eventually removing the conversion charter school from the year round, multi-track calendar it had followed for over 20 years.

Fenton Primary Center was originally designed to accommodate one-third of the students attending Fenton Avenue Charter School - all students in kindergarten and first grade. The start-up charter was also committed to serving all students in grades K-1 living in the former Fenton Avenue Elementary School attendance area, while allowing other interested students the option of enrollment as space permitted. The Los Angeles Unified School District Board of Education unanimously approved the charter on March 13, 2007.

Fenton Primary Center spent one year coordinating the implementation of a start-up charter school, from July 2007 to June 2008; and on July 7, 2008, the Fenton Primary Center opened with 451 kindergarten and first grade students. For five years, 2008-2013, the Charter School was co-located with Fenton Avenue Charter School. The two schools remained on the same year-round multi-track calendar and on the same campus.

Fenton Primary Center continued to look for a facility while submitting a charter renewal in 2011. Through the charter renewal process, FPC added 2nd grade to the petition to make the Charter School a true primary center that would serve students kindergarten through second grade. FACS simultaneously stopped offering 2nd grade, and students had the opportunity to enroll at Fenton Primary Center. This would also help Fenton Avenue Charter School with overcrowding once Fenton Primary Center moved to a separate location. On December 6, 2011, the Los Angeles Unified School District Board of Education unanimously approved the charter renewal, with the addition of 2nd grade.

FPC continued its search for a facility that would accomplish the intention of the charter, which was to allow the Lake View Terrace Community and Fenton Avenue Charter School to have a single-track traditional calendar and alleviate overcrowding on one campus. In 2012, a parcel, less than one mile from Fenton Avenue Charter School in Pacoima, was located, and plans to construct a state-of-the-art facility were underway. On December 20, 2012, construction began on a 55,000 square foot school facility with 40 classrooms. The project was very well planned and coordinated and in less than 10 months, the Charter School was open.

On September 4, 2013, Fenton Primary Center, located at 11351 Dronfield Avenue, Pacoima, CA 91331, opened its doors in a state-of-the-art building ready to serve 794 students in kindergarten through 2nd grade. It was a historical event the Lake View Terrace and FCPS families had waited 20 years to accomplish.

During the 2013-14 school year, Fenton Primary Center staff worked diligently to acclimate to a new facility. Teachers and administrators worked tirelessly on creating and revising schedules, play area configurations, and classroom furniture arrangements for optimal learning while also reviewing and implementing a new rigorous language arts curriculum, Reading Wonders, published by McGraw Hill. The teachers also created a Common Core State Standards (“CCSS”)-based report card, for parents, aligned with the new CCSS. The school year went quickly and on June 5, 2014 Fenton Primary Center had a celebration for completing the first school year. Many stakeholders and support providers attended the event including politicians, LAUSD board members and Charter Schools Division staff, and everyone who made the construction a success.

The 2014-15 school year was the year of careful evaluation of student success. The teaching staff implemented Reading Wonders and instantly began to see success and improvement in student reading skills. Teachers were collaborating many hours to master the delivery of the common core standards. Fenton Primary Center also reviewed various CCSS aligned math curricula in 2014-15 and chose My Math by McGraw Hill as its new adoption.

Fenton Primary Center has successfully implemented its goals set every year. The Charter School is really showing tremendous growth in student learning. FPC is clearly on the right path in providing students with a rigorous curriculum and an amazing learning environment.

Since 2007, when the original start-up charter was written, the families of Lake View Terrace and Pacoima eagerly awaited the following three objectives to occur in their community:

- Families wanted to have their children off a year round school calendar.
- Families wanted to see Fenton Charter Public School build on the quality of education that they as stakeholders helped to develop.
- Families wanted to see quality education continue for generations with a lasting impact in the community and sustained effect on learning outcomes.

Families wanted to have their children off a year round school calendar

In 2013, the Fenton Primary Center accomplished its primary goal of moving off the year round multi-track, 163-day calendar for the first time in over 20 years and moved into its own 55,000 square foot, state-of-the-art facility. The Charter School transitioned from its original location, Fenton Avenue Charter School in Lake View Terrace, to the new location in Pacoima. Fenton Primary Center initially served grades K-2. In order to better serve the community, Transitional Kindergarten was added during the 2015-16 school year. The 2015-16 student population at the Charter School includes the following number of students at each grade level: transitional kindergarten - 50; kindergarten - 238; 1st grade - 253; 2nd grade – 276.

Administrators, teachers, parents, paraprofessionals and community stakeholders worked collaboratively to raise the educational aspirations of the students and to create a culture of high

expectations. Parents are involved in the decision making process and have been afforded many opportunities to share their ideas and to work side by side with teachers and other staff members. Families have played an integral role in developing the quality of education that has launched their children into the 21st Century.

Fenton Primary Center has successfully met its major goal of opening and implementing the requirements of a new facility with a priority of safety and a positive learning environment.

Families wanted to see Fenton Charter Public Schools build on the quality of education that they, as stakeholders, helped to develop

The Charter School's teachers, administrators, and parents have consistently reviewed, modified, and adopted new curriculum to improve student success. The Charter School adopted the Common Core State Standards in English language arts and mathematics, continues to implement the Multi-grees social-emotional program, provides staff with quality professional development, and provides students and staff with the latest technology. The Charter School is definitely on track to accomplish the third objective of making an impact on the community. Many families have been attending FCPS schools for at least two generations.

Families wanted to see quality education continue for generations with a lasting impact in the community and sustained effect on learning outcomes

The Charter School continues to find innovative ways to improve the academic performance of all students. The Charter School has determined the three major areas of need are improving English learner outcomes, quality parent engagement, and professional development for staff to implement the programs that the FCPS organization has found to be very effective. These three goals will assure a continued focus on the quality of education for all students.

The Charter School is now renewing its charter to uphold a quality education and continue to find partnerships in the community to create a lasting impression on the community as a whole. The Charter School realizes that the stronger this partnership is, the greater the impact to the community it serves will be.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS, INCLUDING BOTH SCHOOLWIDE AND SUBGROUP ACADEMIC ACHIEVEMENT AND GROWTH DATA AND OTHER PERFORMANCE INDICATORS

Fenton Primary Center is a school for transitional kindergarten through second grade students and participates in English Language Proficiency Assessments for California ("ELPAC") for the state. There is no additional academic test required from the state for the grade levels served at FPC.

English Language Proficiency Assessment for California

Every year Fenton Primary Center provides ELPAC initial assessments for approximately 70 students who are mostly in kindergarten. The Charter School also gives approximately 146 annual assessments, for a total of 219 ELPAC tests given annually. 32% of the students tested in ELPAC every year are new to FPC. The 68% of students testing annually are monitored carefully for growth. There are additional factors that contribute to progress of student ELPAC scores. One is

that the test is given once a year and at the beginning of the school year. The second grade students' results are not necessarily true to the Charter School's instructional program as those students are tested within their first two months of school. Therefore, other measures such as the implementation of the English Language Development Program and student progress on other internal assessments are critical in assessing the success at Fenton Primary Center

***Initial English Language Proficiency Assessments for California (ELPAC)
Number and Percent Tested Kindergarten – Second Grade***

	Kindergarten				1st Grade				2 nd Grade			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
Novice English Learner	49 49%	38 45.78%	52 53.06%	49 70%	N/A	N/A	*	*	N/A	N/A	*	*
Intermediate English Learner	40 40%	28 33.73%	29 29.59%	14 20%	N/A	N/A	*	*	N/A	N/A	*	*
Initial Fluent English Proficient (IFEP)	11 11%	17 20.48%	17 17.35%	7 10%	N/A	N/A	*	*	N/A	N/A	*	*
Number Tested	100	83	98	70	N/A	N/A	6	*	N/A	N/A	5	*

****In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.***

***Summative English Language Proficiency Assessments for California (ELPAC)
([CAASPP/ELPAC Website 2023](#))
Number and Percent Tested Kindergarten – Second Grade***

	Kindergarten				1st Grade				2 nd Grade			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
Level 4	Covid	14 15.73%	10 9.8%	18 19.15%	Covid	13 14.44%	3 4.17%	3 5%	Covid	11 14.1%	12 16.22%	6 9.23%
Level 3		45 50.56%	46 45.1%	25 26.60%		41 45.56%	16 22.22%	25 41.67%		41 52.56%	34 45.95%	33 50.77%
Level 2		26 29.21%	37 36.27%	33 35.11%		29 32.22%	37 51.39%	20 33.33%		22 28.21%	24 32.43%	18 27.69%

Level 1		4 4.49%	9 8.82%	18 19.15%		7 7.78%	16 22.22%	12 20%		4 5.13%	4 5.41%	8 12.31%
Number Tested		89	102	94		90	72	60		78	74	65

Data from CAASPP-ELPAC website

i-Ready is an educational technology company that provides adaptive learning solutions for students in kindergarten through 12th grade. Their assessments and instruction are designed to personalize learning experiences based on each student's unique needs and abilities.

i-Ready testing typically involves the following:

- **Adaptive Assessments:** i-Ready offers diagnostic assessments that adjust difficulty based on student responses. These assessments cover reading and math skills and are used to determine each student's strengths and areas needing improvement.
- **Personalized Instruction:** Based on the assessment results, i-Ready provides personalized learning paths for each student. These paths include interactive lessons and activities designed to target specific skill gaps and promote growth.
- **Progress Monitoring:** Teachers and administrators can track students' progress over time using i-Ready's reporting tools. This allows for ongoing assessment of student growth and adjustment of instructional strategies as needed.
- **Engagement and Motivation:** i-Ready aims to engage students through interactive content and activities that are aligned with educational standards. The platform often includes gamification elements to keep students motivated and focused on their learning goals.
- **Educator Support:** i-Ready provides resources for educators to interpret assessment data, plan instruction, and support student learning effectively. This includes professional development opportunities and access to instructional materials.

Overall, i-Ready testing plays a crucial role in helping educators understand each student's learning needs and tailor instruction accordingly, aiming to improve academic outcomes through personalized learning experiences.

Charter Renewal Criteria and Eligibility

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term—Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. FPC is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, FPC fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

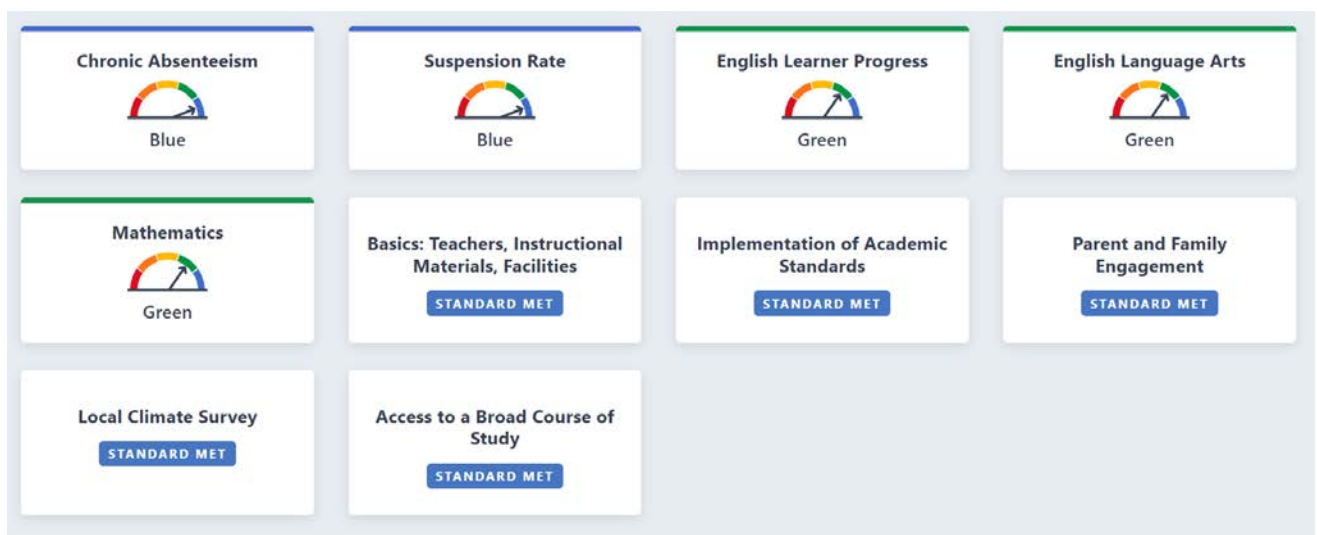
For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

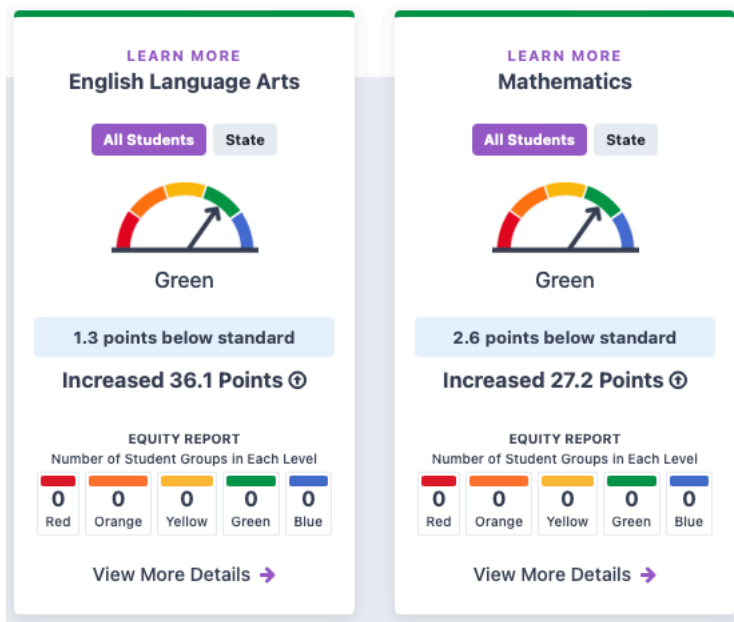
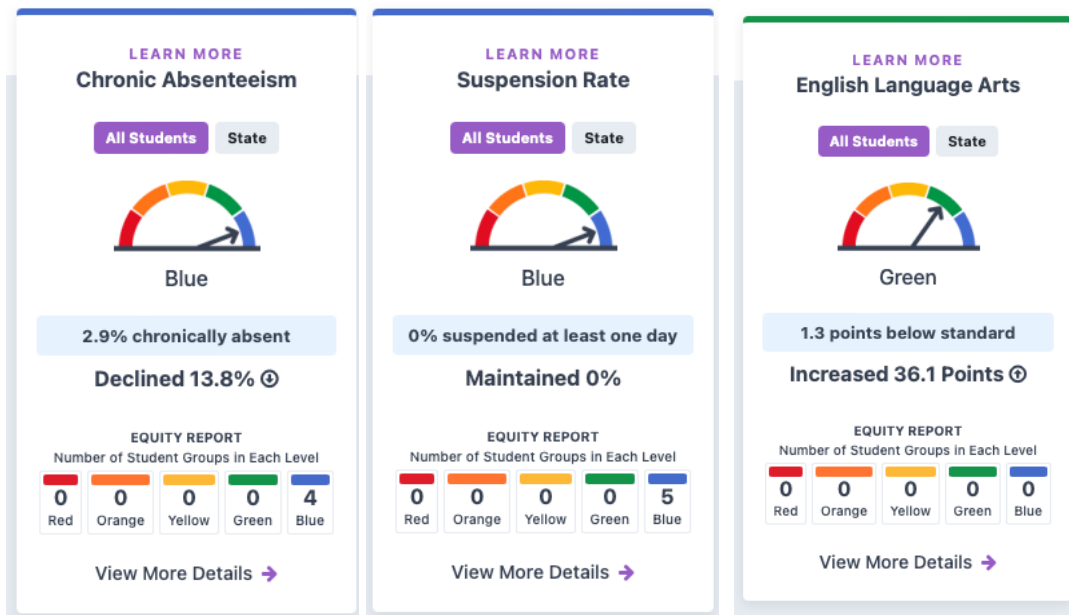
FPC documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

FPC Dashboard State and Local Indicators (2023)

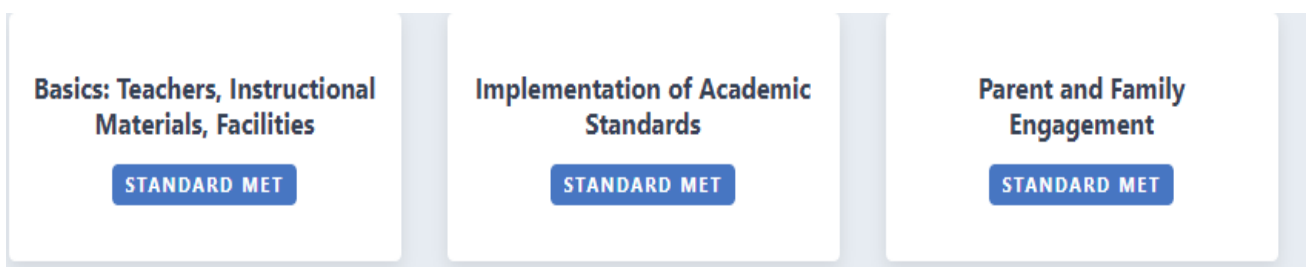
The following charts reflect the Charter School’s 2023 Dashboard performance indicators.

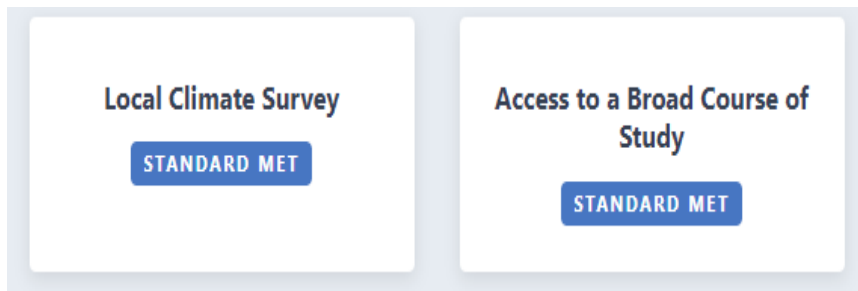


The Charter School’s Dashboard State Indicators – 2023



The Charter School's Dashboard Local Indicators – 2023





As demonstrated by the Dashboard indicators, all of the local indicators have been met.

Measurements of Academic Performance – Verified Data

The law also requires middle performing charter schools to provide data showing measurable increases in academic achievement, via verified data:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020 (updated in May 2023), the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes i-Ready to meet the verified data requirement.

Because the Charter School does not serve students in grade 3 or higher, it does not utilize the California Assessment of Student Performance and Progress (“CAASPP”). In its place, FPC implements internal assessments for benchmark testing, which are discussed in detail below.

FPC Verified Data:

Internal Academic Performance

Local, or internal, assessments consist of weekly quizzes and informal monitoring of student progress. Student achievement data is collected daily, weekly, monthly and annually, both formally

and informally to measure student progress and to integrate intervention as necessary. In addition, Fenton Primary Center conducts formal assessments at least three times a year to measure student progress. The assessments given three times a year are: Benchmark Advance ELA/ELD and Ready Math benchmarks/summatives and i-Ready Diagnostic adaptive assessments. The Charter School closely monitors the achievement of student data. i-Ready data is utilized for internal progress monitoring, instructional shifts within the classroom, and identification and monitoring of intervention groupings. Students participate in both Reading and Math diagnostic assessments three times per year; August, January, and June. Results are shared with all stakeholders. Staff participates in professional goal setting conferences to review areas of focus.

The table below displays End of Year 2022-2023 i-Ready Typical Growth for English Language Arts and Mathematics. This data compares schoolwide rates, as well as student groups. The median percent progress towards typical growth exceeds 100% which indicates students progressed significantly with achievement levels, outperforming typical growth for both subjects and across all subgroups.

GROWTH	
ELA	i-Ready % Typical Growth Met (EOY)
	22-23
<i>Schoolwide</i>	<i>116%</i>
<i>English Learner</i>	<i>106%</i>
<i>Hispanic or Latino</i>	<i>116%</i>
<i>SED</i>	<i>113%</i>
<i>SPED</i>	<i>96%</i>

GROWTH	
MATH	i-Ready % Typical Growth Met (EOY)
	22-23
<i>Schoolwide</i>	<i>107%</i>
<i>English Learner</i>	<i>107%</i>
<i>Hispanic or Latino</i>	<i>109%</i>
<i>SED</i>	<i>107%</i>
<i>SPED</i>	<i>103%</i>

i-Ready Diagnostic Assessments

Progress monitoring of students' academic achievements is vital to any instructional program. Fenton Primary Center partners with Curriculum Associates to implement the i-Ready diagnostic assessment. This assessment is an online, adaptive assessment tool that measures students' academic growth and achievement levels. Using i-Ready as a diagnostic assessment tool allows progress monitoring and delivers data that is useful for teachers to track students' academic growth, as well as differentiate instruction as needed. Data can also be used to compare with national norms of students with similar demographics. i-Ready also offers a separate skills checklist, which is utilized in the reading intervention program.

i-Ready is an educational technology company that provides adaptive learning solutions for students in kindergarten through 12th grade. Their assessments and instruction are designed to personalize learning experiences based on each student's unique needs and abilities.

i-Ready testing typically involves the following:

- **Adaptive Assessments:** i-Ready offers diagnostic assessments that adjust difficulty based on student responses. These assessments cover reading and math skills and are used to determine each student's strengths and areas needing improvement.
- **Personalized Instruction:** Based on the assessment results, i-Ready provides personalized learning paths for each student. These paths include interactive lessons and activities designed to target specific skill gaps and promote growth.
- **Progress Monitoring:** Teachers and administrators can track students' progress over time using i-Ready's reporting tools. This allows for ongoing assessment of student growth and adjustment of instructional strategies as needed.
- **Engagement and Motivation:** i-Ready aims to engage students through interactive content and activities that are aligned with educational standards. The platform often includes gamification elements to keep students motivated and focused on their learning goals.
- **Educator Support:** i-Ready provides resources for educators to interpret assessment data, plan instruction, and support student learning effectively. This includes professional development opportunities and access to instructional materials.

Overall, i-Ready testing plays a crucial role in helping educators understand each student's learning needs and tailor instruction accordingly, aiming to improve academic outcomes through personalized learning experiences.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years. **As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.**

Community Schools Initiative

Fenton Primary Center received an initial planning and full implementation grant to launch the Community Schools program. Led by the FCPS Community Schools Director, the program is organized following the four pillars of the Community Schools Program: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Extended Learning Time and Opportunities.

Pillar 1 - Integrated Student Supports

During initial planning, information was gathered regarding resources and supports currently provided at each of the Fenton schools. These resources and supports were evaluated in an effort to standardize what is offered at every Fenton school. School visits will continue with an emphasis on gathering information regarding existing student support partnerships. _

Family Center Directors are established at each Fenton school to implement the following:

- Goal 1: Provide in-person parent classes (Examples: parenting classes, technology classes)
- Goal 2: Provide support to increase in-seat attendance (Example: assisting with calls to parents and providing support)
- Goal 3: Facilitate at least one fundraiser for the site
- Goal 4: Increase communication between home and school (Examples: newsletter, parent portal)

Pillar 2 – Extended Learning Time & Opportunities

The Expanded Learning Opportunities Program (“ELO-P”) provides funding for after school and summer school enrichment programs for transitional kindergarten (“TK”) through sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year.

Expanded Learning Coordinators are established at each Fenton school to provide a variety of enriching opportunities for our students. Three big ideas are the driving reason for the Expanded Learning Coordinator positions. The ELO-P program is to be run inclusive of all After School activities - Consider it to be an “After School Academy.”

Big Idea #1 - **Increase Enrollment** in “Expanded learning” before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

Big Idea #2 - **Fiscal Responsibility** to ensure programs are sustainable and are an appropriate use of public funds.

Big Idea #3 - **Safe and Supportive** environments will be maintained to adopt, implement, and maintain at all times a comprehensive emergency plan, health and safety procedures, and Restorative Justice practices.

Pillar 3 - Family & Community Engagement

In an effort to increase parent engagement and participation, Fenton Primary Center provides parents increased opportunities to visit the schools and engage in activities. The school also clearly communicates with parents as to all of the existing ways they can join in and be active members of the school community.

Parent Volunteer Handbook and Packet – The Fenton Charter Public Schools Parent Volunteer Handbook and Packet is available in the main office and distributed during Summer Meet and Greet events, as well as Parent Orientation meetings.

Parent Classes - In collaboration with our Family Center Director, parent classes are scheduled at each site. These classes include sixteen to thirty-two in person sessions. *Parent Education Bridge for Student Achievement Foundation* (PEBSAF).

Parent Assemblies/Workshops – Parent assemblies and workshops are offered based on parent survey input, schoolwide needs assessments, and current trends.

Pillar 4 - Collaborative Leadership & Practices

As parents become more familiar with the school, they will be given opportunities to engage in the school’s decision-making process. This may include participating in the schools’ governing committees and or councils. With more frequent opportunities to get to know the school, we are hopeful that parents and guardians will feel more comfortable in participating.

School Site Council (SSC) and English Language Advisory Committees (ELAC) – (School Name) has established a School Site Council and English Language Advisory Committee. The SSC is responsible for providing recommendations related to the school’s Title I program, and participates in the development and approval of the school’s LCAP. The ELAC is responsible for advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement. . This group also assists in the development of the schoolwide needs assessment and identifies ways to make parents aware of the importance of regular school attendance.

School Climate Family Survey Results (2023)

Part of Fenton Primary Center’s mission is to work collaboratively with students and parents to model the highest standards for academic achievement. The Charter School knows children learn best when the significant adults in their lives; parents, teachers, family, and community members, work together to encourage and support them. FPC created a survey to gather information about parent volunteers, home-school communications and other related topics. Electronic forms, as well as hard copies, were sent home. The survey consisted of 12 multiple-choice questions and a comment section for parents to provide additional feedback. The survey went home in English and Spanish to ensure that all parents could access and respond to the questions. Approximately 560 surveys were sent home and 52% of the parents responded to this survey.

Survey Topic	Strongly Agree/Agree
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<i>School promotes academic success</i>	97%
<i>Books and materials child uses help support his/her learning</i>	99%
<i>Encourages child and promotes Respect</i>	99%
<i>Homework helps develop child's academic skills</i>	99%
<i>Receive information regularly</i>	99%
<i>Meet with teacher to discuss child's progress</i>	99%

In summary, the survey provided some extremely valuable information about parent participation, home-school communication and overall feelings about the Charter School. In the area of parent participation, the percentage of parents who are attending school functions and/or involved in school activities is increasing. Encouraging parents to volunteer on campus, in the classrooms and at school events, such as the book fair, Open House, workshops, assemblies and school performances, continues to be a challenge.

Although the survey results reflected improvement in most of the areas listed above, the parent comments showed that homework, home-school communication and parent education need to be addressed in future planning.

Success of Key Features of the Education Program

Fenton Primary Center prides its success on the implementation of Common Core State Standards, teacher effectiveness, reading intervention, and the creation of a positive learning environment using Positive Behavior and Intervention Support (“PBIS”).

Common Core State Standards

Lead Teachers and selected teachers reviewed, evaluated, and piloted a variety of state approved curriculums, which aligned with the Charter School’s vision and mission. Fenton Primary Center teachers participated in many hours of Common Core training since 2013.

Fenton Primary Center has the most recent curriculum adoptions in language arts, English language development (“ELD”), and mathematics, which align with the Common Core State Standards. The Charter School adopted Benchmark Advance/ELD in 2018 which aligns with the state adopted ELD standards. In 2022, the Charter School adopted Ready Math by Curriculum Associates for mathematics.

Teacher Effectiveness

Fenton Primary Center teachers focus on meeting the needs of diverse learners by utilizing explicit direct instruction and providing instructional support using comprehensive, state approved programs, which have digitally rich and engaging platforms. The Charter School credits its teacher effectiveness to the collaborative work of teachers. Since 2013, teachers have participated in

countless hours of grade-level discussions, vertical planning, and professional development, with a focus on the implementation of the CCSS.

All teachers at Fenton Primary Center have designated time bi-weekly to collaborate on best practices with their grade level colleagues. Lead Teachers plan these organized time blocks, prepare agendas, and document best practices. Teachers participate in professional development and collaboration on Wednesdays after school.

Lead Teachers, along with other FPC stakeholders, participate in the Charter School's Instruction Committee. The Instruction Committee is responsible for advising the FCPS Board on all matters regarding the instructional program and implementation of curriculum. The committee also reviews and approves the professional development calendar annually.

Intervention Program

Fenton Primary Center follows an accelerated approach to meeting the needs of all students. Under this model, students are provided a 40 minute daily acceleration block from their classroom teacher and pulled out to work directly with the Acceleration Specialist in small groups for intensive Tier 3 support. This multidimensional program is designed on the concept of high expectations for all students and just in time supports. Students are provided with access to effective, grade level, Tier 1 instruction focused on the essential skills and concepts for that grade level. Support is based on evidence of what a student knows and what they need. The acceleration block provides more exposure to grade level essential skills and concepts by aligning supports with current classroom instruction. Much of the program is based on the readings from two texts: "Taking Action: A Handbook for RTI at Work™ (How to Implement Response to Intervention in Your School)", by Austin Buffum and "Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success," by Suzy Pepper Rollins. Currently, the Fenton Acceleration Model consists of a combination of intervention strategies and acceleration strategies. Our goal is to transition over from intervention instruction to acceleration instruction. This will take some time to fully grasp the nuances and differences between traditional intervention (remediation) and acceleration. The acceleration instructional approach can be applied to any subject at any time of the day. At the core of acceleration is building student self-confidence by introducing them to hand-picked basic skills that are connected to the core class instruction ahead of time.

Direct instruction, focusing on phonemic awareness, phonics, fluency, vocabulary and reading comprehension, is delivered in small group settings to students who are considered below grade level. Students are grouped based on their academic need; identified areas of concern are addressed during small group instruction. This daily reading intervention gives students the opportunity to practice skills and concepts in order to move towards meeting grade level standards.

A trained Acceleration Specialist oversees the reading intervention program, collaborates with grade levels and leads a reading intervention committee. The Acceleration Specialist also provides input and assistance with the Coordination of Services Team ("COST"). Most students who have attended the reading intervention program have shown gains in decoding skills, reading fluency, and vocabulary development, which have allowed students to become more proficient in reading.

Positive Behavioral Interventions and Supports

Fenton Primary Center is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. By setting forth clear social and behavioral expectations for everyone who enters our campus, and directly teaching students about those expectations, it is our goal to create a safe and positive atmosphere for optimal learning.

Our school-wide behavior plan is based on Positive Behavioral Interventions and Supports.

Our school-wide PBIS plan has four components:

- A behavioral expectations matrix
- Explicit teaching of the behavioral expectations
- An acknowledgement/reinforcement system
- A behavioral infraction notice

Fenton Primary Center has three school-wide behavioral expectations:

- Be Safe
- Be Respectful
- Be Responsible

Teaching Appropriate Behavior

Through PBIS, students are taught school-wide expectations and have opportunities to practice them. Staff members teach what behaviors are expected in the hallways, cafeteria, bathroom, playground, classroom, before school, after school, and at assemblies.

Acknowledgement/Reinforcement System

Another component of the Charter School-wide PBIS plan is the use of consistent positive rewards to celebrate students' success. Students who are following the behavioral expectations are reinforced with "Bee" tickets. These tickets will then be used for classroom rewards and acknowledgement. FPC's Buzz-worthy Bees will be awarded to students who demonstrate positive behaviors that go above and beyond the Charter School's expectations. This award will be announced daily throughout the Charter School.

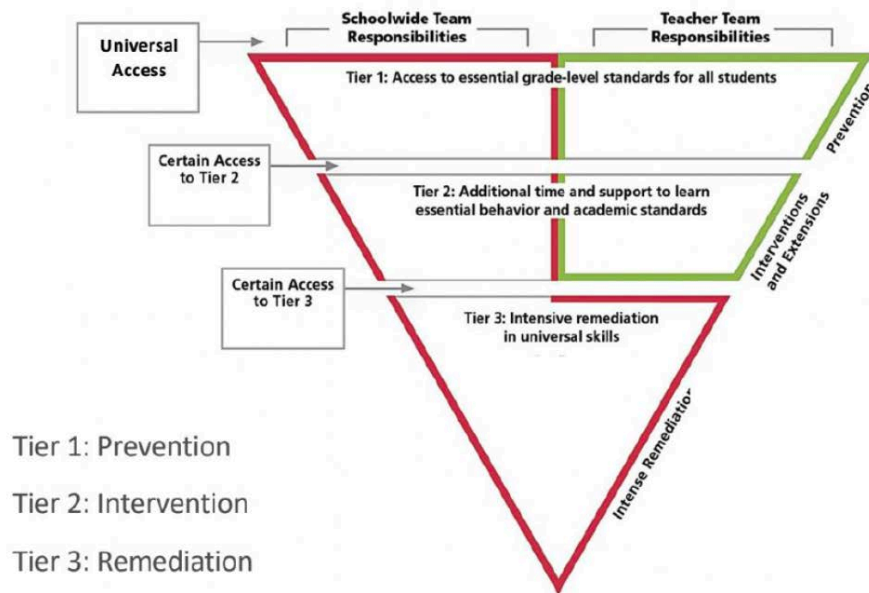
Other rewards include:

- Celebrations for students who do not receive behavioral referrals
- Monthly awards assemblies to recognize student improvement in both academic and citizenship areas.

Behavior Solutions Framework

Our goal is to teach all of our students alternate behaviors to ensure a school environment that is safe, fun, free from distraction, and help all students reach their maximum potential. Fenton Primary Center has begun full implementation of a tiered Behavior Systems framework which

centers around schoolwide expectations, aligned with the school’s mission. During the 2023-2024 school year, staff attended the Solution Tree/Behavior Solutions Conference. This conference focuses on how to utilize the PLC at Work® and RTI at Work™ processes to create a three-tiered system of support that is collaborative, research-based, and practical. The Behavior Systems model is a three-tiered model of prevention, intervention, and remediation in response to conflict and/or harm. It is depicted in the graphic below.



School teams developed a schoolwide matrix to define student and teacher expectations. This matrix is supported through educator professional development, student behavior assemblies, and weekly student incentives. Ongoing coaching will support full implementation of the Behavior Solutions model.

Success of the Charter School’s Educational Program in Meeting the Specific Needs of its Student Population, Including but not Limited to Students in Numerically Significant Subgroups

Fenton Primary Center is committed to meeting the needs of a wide range of students by providing a rigorous academic program through differentiated instruction. Fenton Primary Center’s educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. Teachers analyze data to determine each student’s unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them for advancement in all areas. Students struggling with basic skills are targeted for support by a wide range of experts including the resource specialists, school counselor, school psychologist, speech pathologist, acceleration specialist, classroom teachers and administrators. Below is a data chart that represents our student population from the 2023 Dashboard:

English Learners	Foster Youth	Homeless	SED	SWD	Total Enroll.
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39.8%	1.3%	4.5%	85.9%	12.6%	532

The Charter School makes all decisions with an emphasis on children first. The student population requires the Charter School to spend significant amount of time learning, training, and teaching specifically with the students the Charter School serves. The Charter School's staff spends at least one-third of their professional development time on English Learner students. The staff collaborates, reviews data, analyzes assessments, and plan for specific lessons based on strategies that work.

Students with special needs are a significant subgroup at Fenton Primary Center. The percent fluctuates from 10-13%. The explanation of the fluctuation is due to the fact the Charter School is a TK – 2nd grade school. The Charter School spends a significant amount of time in addressing intervention prior to identifying students with an IEP. At least 15% of the Charter School's population requires intense intervention. Intense intervention is given to those students who score below a specific score, as determined by each grade level, and are reviewed collaboratively in a Coordination of Services Team (COST) meeting. Students are monitored, observed, and given time to show growth in the intervention program prior to formal assessments.

Professional Learning Community (PLC)

Fenton Primary Center implements a Professional Learning Community (PLC) framework. Teacher teams review and refine their knowledge and commitment by following the PLC framework. Professional Development is provided via staff meetings and grade level sub days to follow every component of the Instruction Cycle. Teacher teams continue to structure grade level meetings around the 4 Guiding Questions. *(School Name)* has identified essential standards, common formative assessments, and summative assessments to measure learning goals.

Fenton Primary Center follows the PLC three (3) big ideas, four (4) pillars, four (4) critical questions, and five (5) collective commitments.

Team Essentials

Three Big Ideas

1. Focus on Learning
2. Collaborative Culture and Collective Responsibility
3. Results Orientation

Four Pillars

1. Mission - Why do we exist?
2. Vision - What do we want to become?
3. Values/Collective Commitments - How must we behave?
4. Goals - How will we mark our progress?

Four Critical Questions that Drive a PLC

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Five Collective Commitments

1. Educators will work in collaborative teams (PLT's) and take collective responsibility for student learning.
2. Collaborative teacher teams will implement a guaranteed and viable curriculum.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Educators use the results of common assessments to improve individual practice and identify students in need of intervention and extension.
5. The school provides a systematic process for intervention and enrichment (RTI/MTSS/Acceleration).

Supporting our focus is the involvement of staff members participating in the California Principals Support Network (CAPS). This network meets throughout the year and works alongside PLC founders/authors/instructors, Dr. Luis Cruz and Dr. Cindy Pilar. An ongoing action plan drives the current work of implementation. This plan includes evidence of past learnings as well as the 22-23 action plan. The Directors/CMO team participates in the District Systems CAPS Network to gain a deeper understanding on how to authentically implement a PLC framework.

Instructional Approach

The Fenton Acceleration Model consists of a combination of intervention strategies and acceleration strategies. The following is a comparison of typical intervention practices compared to acceleration. The acceleration instructional approach can be applied to any subject at any time of the day. At the core of acceleration is building student self-confidence by introducing them to hand-picked basic skills that are connected to the core class instruction ahead of time.

Acceleration is compared to remediation in the research done by Suzy Pepper Rollins in [Learning in the Fast Lane: Eight Ways to Put All Students On the Road to Academic Success](#).

	Acceleration	Remediation
Self-efficacy	<ul style="list-style-type: none">● Self-confidence and engagement increase.● Academic progress is evident.	<ul style="list-style-type: none">● <i>Students perceive they're in the "slow class," and self-confidence and engagement decrease. Backward movement leads to a sense of futility and lack of progress.</i>

Basic skills	<ul style="list-style-type: none"> ● Skills are hand-picked just in time for new concepts. ● Students apply skills immediately. 	<ul style="list-style-type: none"> ● <i>Instruction attempts to reteach every missing skill. Skills are taught in isolation and not applied to current learning.</i>
Prior knowledge	<ul style="list-style-type: none"> ● Key prior knowledge is provided ahead of time, enabling students to connect to new information. 	<ul style="list-style-type: none"> ● <i>Typically does not introduce prior knowledge that connects to new learning.</i>
Relevance	<ul style="list-style-type: none"> ● Treats relevance as a critical component to student motivation and memory. 	<ul style="list-style-type: none"> ● <i>Typically does not introduce prior knowledge that connects to new learning.</i>
Connection to core class	<ul style="list-style-type: none"> ● Instruction is connected to core class; ongoing collaboration is emphasized. 	<ul style="list-style-type: none"> ● <i>Instruction is typically isolated from core class.</i>
Pacing and direction	<ul style="list-style-type: none"> ● Active, fast-paced, hands-on. ● Forward movement; goal is for students to learn on time with peers. 	<ul style="list-style-type: none"> ● <i>Passive, with focus on worksheets or basic software programs. Backward movement; goal is for students to "catch up" to peers.</i>

FIGURE 1.1. Acceleration and Remediation: A Comparison

Visual Arts Classroom

The curriculum for a visual arts classroom at FPC focuses on introducing young students to the basics of art and fostering a love for creativity and self-expression. Here are the key components typically included:

1. Introduction to Art Concepts

Elements of Art: Students learn about basic elements such as line, shape, color, texture, and form.
Principles of Design: Simple principles like pattern, balance, and symmetry are introduced.

2. Exploration of Art Materials and Techniques

Drawing: Using crayons, markers, and pencils to create lines, shapes, and patterns.
Painting: Basic techniques with watercolors, tempera paints, and finger paints.
Collage: Cutting and pasting paper and other materials to create images.
Sculpture: Simple 3D projects using clay, playdough, or found objects.
Printmaking: Basic stamping and printmaking techniques.

3. Art Appreciation and History

Famous Artists: Introduction to well-known artists and their works, such as Van Gogh, Picasso, and Monet.
Art Styles: Exploration of different art styles, such as abstract, realistic, and impressionistic.
Cultural Art: Learning about art from various cultures and traditions.

4. Creative Expression and Imagination

Personal Projects: Opportunities for students to create art based on their own ideas and interests.

Storytelling through Art: Encouraging students to tell stories or express emotions through their artwork.

5. Art Vocabulary

Terms and Definitions: Introducing simple art-related vocabulary like "portrait," "landscape," "palette," and "medium."

6. Integration with Other Subjects

Cross-Curricular Projects: Art activities that tie into themes from other subjects, such as science (e.g., drawing animals), math (e.g., recognizing shapes), or literature (e.g., illustrating stories).

7. Art Display and Presentation

Sharing Work: Encouraging students to share and discuss their art with peers.

Exhibitions: Creating opportunities to display student artwork in the classroom or school gallery.

8. Development of Fine Motor Skills

Hands-On Activities: Activities that enhance coordination and dexterity, such as cutting with scissors, molding clay, or threading beads.

9. Understanding and Respecting the Creative Process

Encouragement: Fostering a positive environment where students feel comfortable experimenting and making mistakes.

Respect for Others: Teaching students to appreciate and respect the artistic efforts of their peers.

Overall, the curriculum aims to be engaging, fun, and supportive, encouraging young students to explore their creativity while building foundational art skills and knowledge.

STEM Lab

FPC's STEM lab is a dynamic and engaging learning space designed to cultivate students' interests and skills in Science, Technology, Engineering, and Mathematics. The lab is equipped with a variety of tools and materials that cater to hands-on, experiential learning. These may include computers with coding software, robotics kits, virtual reality goggles, microscopes, engineering building sets like LEGOs or K'NEX, and various science experiment supplies.

In our STEM lab, students work on projects that integrate multiple disciplines, encouraging them to think critically and solve real-world problems. Activities are designed to be collaborative, promoting teamwork and communication skills. For example, students might build and program robots, conduct experiments to understand physical and chemical changes, explore the possibilities with VR goggles, or create circuits to learn about electricity.

The curriculum in our STEM lab is often project-based, allowing students to apply their theoretical knowledge in practical ways. This approach not only helps in reinforcing their learning but also in

developing a passion for STEM fields. The lab is a place where curiosity is encouraged, and failure is seen as a stepping stone to innovation and problem-solving.

Overall, the FPC STEM lab aims to inspire young learners to explore and engage with STEM subjects, laying a strong foundation for future learning and careers in these fields.

Areas of Challenge the School Experienced and How the School has improved and/or Will Improve in Such Areas

Since COVID, most schools have struggled with learning loss and drops in enrollment. The impact of the shut down is still being seen in our schools and in the students' behaviors. With the continuing issues brought on by COVID, FPC has implemented a variety of methods to keep students engaged and attending school. These methods include:

In order for the Charter School to continue its success, it must set additional goals for the next five years. Through self-reflection, analysis of survey data and expressed needs of key stakeholders, the Charter School has identified three challenges.

1) The first challenge is to improve English learner outcomes. As the Charter School continues to implement English Language Development Standards, the teaching staff has made a concerted effort to analyze its targeted instruction for second language learners. All areas of the curriculum are embedded with opportunities to develop oral-language and academic content language. ELD instruction based on the common core curriculum, *Benchmark Advance ELA/ELD*, and review of students' progress will continue to provide valuable data when addressing the Charter School's annual measurable objectives.

2) The Charter School will continue to encourage a high level of parent engagement. Parents participate in many school-wide events throughout the year. The Charter School is setting goals to increase parent participation on campus, in workshops and in community events. Parents will continue to be encouraged to sit on the Parent Advocacy Committee and attend the Charter School's governing councils.

3) The Charter School will continue to implement high quality professional development for staff. The Charter School plans to focus on the areas that have made the Charter School successful and finding improved methodologies to increase effective instruction. These areas are Explicit Direct Instruction, sharing of best practices, refining common core lesson development and delivery, and classroom management with a focus on differentiation and high levels of student engagement.

California's elementary schools have been experiencing a decline in enrollment, a trend that poses significant challenges for the state's education system. To address this issue effectively, FPC has put in place several strategic measures which have been implemented: staying informed regarding demographic shifts, community engagement, and educational quality.

Understanding and addressing demographic changes is crucial. California's population dynamics are shifting due to factors such as lower birth rates and migration patterns ([CalMatters 2023](#)). Policies aimed at making California a more attractive place for young families can help reverse this trend. This could include affordable housing initiatives, family-friendly urban planning, and robust support systems for new parents. By creating an environment where families feel supported and secure,

California can encourage more families to settle and grow within the state. FPC has forged partnerships with our local leaders and we support their efforts in improving policies and increasing support systems for young families.

Community engagement plays a vital role in boosting enrollment. Schools should actively reach out to local communities to build strong relationships and trust. This can be achieved through regular communication, community events, and partnerships with local organizations. Schools that are perceived as integral parts of their communities are more likely to attract and retain students. Additionally, providing flexible and diverse educational programs that meet the needs and interests of local families can make schools more appealing. FPC is committed to efforts such as these to promote community connectedness. Our ELOP program and our many events have solidified our place in the community. The FCPS Director of Community Schools has forged partnerships with community groups and has helped organized numerous events.

Lastly, enhancing the quality of education is essential to attract and retain students. This involves investing in teacher training, modernizing curriculum, and incorporating technology into the classroom. FPC has focused on creating a supportive and inclusive environment that addresses the diverse needs of students. Our programs offer personalized learning, social-emotional support, and extracurricular activities which make a significant difference in attracting families to enroll their children. Furthermore, transparent and effective communication about these improvements have helped reassure parents that their children will receive a high-quality education. In conclusion, addressing lower enrollment requires a multifaceted approach. By being informed regarding the demographic shifts, and focusing on community engagement and educational quality, we can create an environment that attracts and retains students. We ensure that we are offering a robust and vibrant place of learning for our students.

STUDENT POPULATION TO BE SERVED

Grade Levels to be served

The Fenton Primary Center provides a rigorous, standards-based instructional program for students in transitional kindergarten, kindergarten, first and second grade. Transitional kindergarten will hold a maximum of 60 students and each of the other grade levels will include approximately 250 - 260 students; the capacity of the Charter School will be 840 students. The population mirrors the demographics of the surrounding community of Lake View Terrace and Pacoima.

Preference for enrollment will be given to those students residing in the former geographic attendance area of Fenton Avenue Elementary, with any remaining spaces assigned through a public lottery. All lottery forms must be received by 4:00 p.m. on the first Friday in March of each year in the Charter School's multipurpose room.

All transitional kindergarten and kindergarten students will participate in a full-day program beginning on the first day of school. All grades will attend school on an extended calendar of 184 instructional days.

Factors, which are often used to identify “at promise” populations, continue to describe the Charter School’s target population. The Charter School serves a student population that is 92.3% Hispanic; 4.3% African American; 39.8% English Learner (“EL”); 85.9% qualifying for Free or Reduced Price Meals (“FRPM”); and 12.6% students with disabilities ([2023 CA Dashboard](#)).. Fenton Primary Center also serves Hope Gardens, the Union Rescue Mission’s interim housing complex for single women and children who are experiencing homelessness.

The following chart illustrates Fenton Primary Center’s student population and ethnicity of the past five years:

Year	American Indian or Alaska Native (Percent)	Asian (Percent)	Pacific Islander (Percent)	Filipino (Percent)	Hispanic (Percent)	African American (Percent)	White, not Hispanic (Percent)	Multiple or No Response (Percent)	Total Enroll.
2017-18	0 (0%)	0 (0%)	1 (0.1%)	11 (1.4%)	697 (91.3%)	37 (4.8%)	16 (2.1%)	1 (0.1%)	763
2018-19	0 (0%)	1 (0.1%)	0 (0%)	10 (1.4%)	646 (92.2%)	31 (4.4%)	13 (1.9%)	0 (0%)	701
2019-20	0 (0%)	1 (0.1%)	0 (0%)	9 (1.3%)	631 (91.7%)	32 (4.7%)	15 (2.2%)	0 (0%)	688
2020-21	0 (0%)	2 (0.3%)	1 (0.2%)	11 (1.8%)	577 (92%)	29 (4.6%)	7 (1.1%)	0 (0%)	627
2021-22	0 (0%)	0 (0%)	1 (0.2%)	9 (1.5%)	558 (91.9%)	29 (4.8%)	7 (1.2%)	2 (0.3%)	607
2022-2023	1 (0.2%)	2 (0.4%)	2 (0.4%)	4 (0.8%)	491 (92.3%)	23 (4.3%)	7 (1.3%)	2 (0.3%)	532

Note: Data above is from California School Dashboard.

Specific Student Educational Interests, Backgrounds, or Challenges

The Charter School provides a rich learning environment that follows the mission and vision of cultivating a love of learning. All enrolled students are under the age of eight; students at Fenton Primary Center are at a developmental age that requires a strong social and emotional program, along with a rigorous, well-rounded academic curriculum.

The students being served come from high risk, socio-economically disadvantaged backgrounds. Approximately 86% of the families qualify for a free or reduced price meal. As a shared stakeholder in the community, the Charter School provides many resources and supports to its families through a variety of partnerships in the community.

Other relevant characteristics of the targeted student population

Family Center

Prior to charter conversion, Fenton Avenue Elementary School, following the recommendation of the Local District Superintendent, Sarah Coughlin, established a Family Center and hired a part-time Director. The Superintendent encouraged all schools in the northeast San Fernando Valley to create an educational space for families where parents could participate in learning opportunities while their children were in school. This space was also to become a “one stop shop” for all services that families would need: medical, dental, vision, social services, legal aid, counseling, and all other support necessary to build strong, healthy families.

With the conversion into a charter school, FACS invested in a full-time Family Center Director to expand the program from during the Charter school day to evenings and weekends. Offering workshops to develop English skills, literacy in English and Spanish, prenatal care, nutrition, citizenship, and any services requested by FACS families, by 1994, the Family Center fulfilled the goals established by the Local District Superintendent.

As neighboring schools closed their Family Centers as the focus of the Local District changed, FACS continued to support the needs of the neighborhood, and specifically the families of Lake View Terrace.

The Fenton Family Center Director, Laura Vazquez, has been a full-time staff member since 2002. Ms. Vazquez is a life-long community member, and continues to serve on various neighborhood committees to identify resources and assistance for the families of Fenton Primary Center.

The Family Center Director works with various community organizations to schedule classes and workshops for Fenton parents. This person also coordinates fundraising efforts to ensure that the resources to assist families with medical, dental and vision needs are met.

Family Center activities and services for parents and community promote English language acquisition for all members of the family and provide assistance with academic support.

Additionally, the Family Center will continue to provide some on-site health and social services to our students and their families. The Family Center will continue to offer services and classes needed by our community.

FPC's five-year enrollment plan is as follows:

ENROLLMENT/ ROLL-OUT PLAN					
GRADE	2025-26	2026-27	2027-28	2028-29	2029-30
TK	60	60	60	60	80
K	184	184	189	219	220
1	144	187	224	251	270
2	144	187	224	251	270
3					
4					
5					
TOTAL	532	618	697	781	840

GOALS AND PHILOSOPHY

Mission and Vision

The mission of the Fenton Primary Center is to successfully educate all students through the implementation of a rigorous standards-based curriculum that is infused with technology-enriched instructional strategies and learning opportunities.

All members of the FPC community are responsible for the schoolwide vision:

- The students of FPC will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous CCSS.
- The students, parents and employees of FPC will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity.
- The employees of FPC will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The FPC community will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to the Charter School. The FPC community and partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

Positive Behavioral Interventions and Supports

In 2014, Fenton Primary Center launched the Positive Behavioral Interventions and Supports system-wide framework for creating and maintaining safe and effective learning environments. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. The outcomes of PBIS are:

- Increase academic achievement and performance
- Decrease classroom disruptions and office discipline referrals
- Improve school climate and safety

Fenton Primary Center has established a site team, identified school-wide positive behavior expectations, and has developed classroom behavioral expectations. The Charter School is in year ten of implementation.

An Educated Person of the 21st Century

An educated person of the 21st century is a productive, responsible citizen, who works cooperatively and collaboratively, while maintaining a sense of self-confidence, self-reliance and self-direction. Students demonstrate an awareness and acceptance of social and cultural diversity, are resilient to change, and draw upon a wealth of knowledge, skills and experiences to make sound, rational decisions when dealing with adversity and resolving conflicts. Students are able to utilize digital tools to gather, comprehend, evaluate, analyze, synthesize, and report on information and ideas in order to be ready for life in a technological society.

College and Career-Readiness

Fenton Primary Center serves grades TK- 2 and therefore does not have a focus on College and Career readiness. However, The Charter School's primary focus is on developing well-rounded citizens through its social emotional program and building strong literacy skills with its strong academic program.

Use of Technology

The Charter School provides state-of-the-art technology and makes it available for all students and is used for a variety of skill developing activities. Students will leave FPC with a strong technology skill level to prepare them for the future.

How Learning Best Occurs

Learning best occurs in a climate conducive to emotional safety and personal relevance. In such an environment, teachers serve as mentors, demonstrating enthusiasm for the subjects they teach, and guiding students to discover a passion for learning.

Charlotte Danielson, in describing the four domains of teaching, defines the second domain, the Classroom Environment, as consisting of the interactions which occur in a classroom. It is this domain, which cultivates a culture of learning and creates a safe place for risk-taking.

“When students remember their teachers years later, it is often for the teacher’s skill in Domain 2. Students recall the warmth and caring their favorite teachers demonstrated, the high expectations for achievement, and the teacher’s commitment to their students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate.

Teachers who excel in Domain 2 consider their students as real people, with interests, concerns, and intellectual potential. In return, the students regard them as concerned and caring adults and entrust the teachers with their futures...These teachers are indisputably in charge, but their students regard them as a special sort of friend, protector, a challenger, someone who will permit no harm.”

Enhancing Professional Practice: A Framework for Teaching (Charlotte Danielson, 2022)

The Fenton Primary Center staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic Common Core State Standards and the intricacies of the English language.

To help promote a school-wide atmosphere in which “learning best occurs,” *Discipline with Dignity*, a behavior management philosophy based on sound educational and psychological principles by Richard L. Curwin and Allen N. Mendler (1999), was used as the basis for the Fenton Primary Center’s discipline and student behavior policy. *Discipline with Dignity* is now in its third publication and continues to provide great advice for our new teaching staff.

Over the past ten years, Fenton Primary Center has maintained a strong relationship with Yale University’s School of the 21st Century to implement the Mutt-i-grees™ curriculum. The Mutt-i-grees™ curriculum is an innovative program that builds on children’s affinity for animals and highlights the unique characteristics and desirability of Mutt-i-grees™, or shelter dogs. The curriculum teaches social-emotional skills in the classroom. Through a series of lessons, students learn to develop self- and social awareness, communicate effectively, manage emotions, and display empathy. Students actively engage in lessons that build on humane education and develop critical skills that help them in school, at home, and later on in the workplace.

The FCPS organization has also held workshops for teachers with Rick Morris to refine classroom management and learn about student motivation. The purpose of the workshops is to give the teaching staff classroom management strategies that impact the students' level of engagement to enhance their learning.

"Morris is well known for the creativity and enthusiasm he brings to the classroom."

David Smollar, Los Angeles Times

School Goals

FPC identified 3 primary goals above, which are related to the Charter School's history and community involvement. In addition, the goal of Fenton Primary Center is to enable all students to become self-motivated, competent and lifelong learners, by addressing all aspects of the child's development: emotional, social, cognitive, physical and reflective. The Charter School goals place specific emphasis on the development of early literacy and strong English language development. All of these goals are supported by extensive research on brain development and mastery of early reading skills (Maurice J. Elias, et al, 1997; National Reading Panel, 2000 and National Research Council, 1998).

The Charter School's goals have also been carefully developed to align with the WASC schoolwide learner outcomes. It is critical for the Charter School to align all of its goals from a variety of plans (Charter, LCAP, Single School District Plan, Title III, and WASC) focused on the original vision of the Charter School. Fenton Primary Center has followed its plans and goals from the initial charter in 2007 to the current renewal. During this time, the Charter School's focus has been to provide a quality education to primary age students, with a focus on improving literacy while also considering the social and emotional level of primary age students. With this, the Charter School's underlying goals have always considered the performance of all critical subgroups. Most importantly, the Charter School focuses on the development of the English learner population and the developmental needs of the students it serves.

Schoolwide Learner Outcomes

The *Schoolwide Learner Outcomes* ("SLO") identify the skills, knowledge and competencies expected of all students enrolled in Fenton Charter Public Schools. The *Schoolwide Learner Outcomes* are aligned with the specific goals set forth in the Fenton Primary Center charter petition and were designed with input from parents, community and staff.

Charter Goal 1: Students will strive to master the rigorous academic content of the Common Core State Standards and Next Generation Science Standards ("NGSS"), and think critically and reflectively about their academic success, accepting personal responsibility for improvement.

SLO 1: Every Fenton Primary Center student will be an academic achiever:

- Read, comprehend, and effectively communicate ideas, opinions and information orally and in writing.
- Demonstrate mathematical, logical and reasoning skills and apply those skills in a variety of contexts.

Charter Goal 2: Students will build a foundation for a responsible work ethic by regular and punctual attendance.

SLO 2: Every Fenton Primary Center student will be a self-directed learner:

- Exhibit good study habits that include regular and punctual school attendance and effective time management to accomplish tasks.

Charter Goal 3: Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.

SLO 3: Every Fenton Primary Center student will be an effective communicator:

- Develop their English language to help them acquire the fundamental reading skills necessary to become academically competent.
- Use reading, writing, speaking and listening skills to communicate accurately with others.

Charter Goal 4: Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.

SLO 4: Every Fenton Primary Center student will be a responsible citizen:

- Demonstrate healthy, responsible behavior and work collaboratively in a diverse community.
- Learn basic schoolwide behavior expectations and develop social and emotional intelligence to be successful learners and members of our community and society.

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

LCFF STATE PRIORITIES	
GOAL #1	

<p style="text-align: center;">Increase Student Achievement</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <input checked="" type="checkbox"/> : Pupil Achievement <input checked="" type="checkbox"/> : Other Pupil Outcomes
-----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Specific Annual Actions to Achieve Goal

- 1.1 Providing targeted supports to increase student achievement.
- 1.2 Language Development Programs: Supports such as English Language Development (ELD) programs help ELs acquire proficiency in English, which is essential for their success in all academic subjects.
- 1.3 Culturally Responsive Teaching: Implementing culturally responsive teaching practices acknowledges and incorporates the diverse cultural backgrounds of ELs, making learning more relevant and engaging for them.
- 1.4 Access to Resources: Providing access to essential resources, such as textbooks, technology, and school supplies, ensures that socioeconomically disadvantaged students have the tools they need to participate fully in their education.
- 1.5 Support Services: Offering support services like free or reduced-price meals, transportation, and health services addresses the basic needs of these students, allowing them to focus on their studies.
- 1.6 Academic Interventions: Targeted academic interventions, such as tutoring and after-school programs, provide additional instructional time and personalized support.

Expected Annual Measurable Outcomes

Outcome #1A: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Status ELA

APPLICABLE STUDENT GROUPS	Baseline DFS	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	-1.3	> Baseline	> FY25	> F26	> F27	> F28
English Learners	N/A					
Socioeconomic. Disadv./Low Income Students	N/A					
Foster Youth	*					
Students with Disabilities	N/A					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					

Filipino Students	*					
Latino Students	N/A					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #1B: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Status Math

APPLICABLE STUDENT GROUPS	Baseline DFS	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	-2.6	> Baseline	> FY25	> F26	> F27	> F28
English Learners	N/A					
Socioeconomic. Disadv./Low Income Students	N/A					
Foster Youth	*					
Students with Disabilities	N/A					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	N/A					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2A: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Change (Growth) Report ELA

APPLICABLE STUDENT GROUPS	Baseline DFS	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	36.1	> Baseline	> FY25	> F26	> F27	> F28
English Learners	N/A					
Socioeconomic. Disadv./Low Income Students	N/A					
Foster Youth	*					

Students with Disabilities	N/A					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	N/A					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2B: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.

Metric/Method for Measuring: California School Dashboards Change (Growth) Report Math

APPLICABLE STUDENT GROUPS	Baseline DFS	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	27.2	> Baseline	> FY25	> F26	> F27	> F28
English Learners	N/A					
Socioeconomic. Disadv./Low Income Students	N/A					
Foster Youth	*					
Students with Disabilities	N/A					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	N/A					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative ELPAC.

Metric/Method for Measuring: ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	*					
English Learners	49.20%	51.20%	53.20%	55.20%	57.20%	59.20%

Socioeconomic. Disadv./Low Income Students	*					
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	*					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #4: EL reclassification rate will meet or exceed the District's reclassification rate.

Metric/Method for Measuring: EL Reclassification Rates.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	*					
English Learners	TBD					
Socioeconomic. Disadv./Low Income Students	*					
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	*					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5A: Percentage of students scoring at or above grade level will increase 2-3% in ELA on the i-Ready assessments each year.

Metric/Method for Measuring: i-Ready Assessments.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	64%	66%	68%	70%	72%	74%
English Learners	53%	55%	57%	59%	61%	63%

Socioeconomic. Disadv./Low Income Students	61%	63%	65%	67%	69%	71%
Foster Youth	*					
Students with Disabilities	37%	39%	41%	43%	45%	47%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	64%	66%	68%	70%	72%	74%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5B: Percentage of students scoring at or above grade level will increase 2-3% in Math on the i-Ready assessments each year.

Metric/Method for Measuring: i-Ready Assessments

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	50%	52%	54%	56%	58%	60%
English Learners	41%	43%	45%	47%	49%	51%
Socioeconomic. Disadv./Low Income Students	48%	50%	52%	54%	56%	58%
Foster Youth	*					
Students with Disabilities	42%	44%	46%	48%	50%	52%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #6A: Percentage of students that meet their Typical Growth will be Above 50%.

Metric/Method for Measuring: i-Ready Assessments (ELA)

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	55%	>50%	>50%	>50%	>50%	>50%
English Learners	42%	>50%	>50%	>50%	>50%	>50%

Socioeconomic. Disadv./Low Income Students	54%	>50%	>50%	>50%	>50%	>50%
Foster Youth	*					
Students with Disabilities	30%	>50%	>50%	>50%	>50%	>50%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	55%	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #6B: Percentage of students that meet their Typical Growth will be Above 50%.

Metric/Method for Measuring: i-Ready Assessments (Math)

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	58%	>50%	>50%	>50%	>50%	>50%
English Learners	59%	>50%	>50%	>50%	>50%	>50%
Socioeconomic. Disadv./Low Income Students	58%	>50%	>50%	>50%	>50%	>50%
Foster Youth	*					
Students with Disabilities	58%	>50%	>50%	>50%	>50%	>50%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	58%	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

LCFF STATE PRIORITIES

GOAL #2

Increase meaningful and purposeful student, teacher, and parent engagement.	Related State Priorities:		
	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
Local Priorities:			
<input checked="" type="checkbox"/> : Parent Involvement			
<input checked="" type="checkbox"/> : Pupil Engagement			
<input checked="" type="checkbox"/> : School Climate			

Specific Annual Actions to Achieve Goal

2.1 Community Schools Coordinator will assist with the engagement of parents.
2.2 Identified staff to assist with the engagement of students.
2.3 Provide student activities to engage students in learning

Expected Annual Measurable Outcomes

Outcome #1: Participation Rate Participation Rate on Parent Involvement Survey will be above 50%.

Metric/Method for Measuring: Participation Rate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	35%	51%	51%	51%	51%	51%
English Learners	35%	51%	51%	51%	51%	51%
Socioeconomic. Disadv./Low Income Students	35%	51%	51%	51%	51%	51%
Foster Youth	*					
Students with Disabilities	35%	51%	51%	51%	51%	51%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	35%	51%	51%	51%	51%	51%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Parent Satisfaction Rates will be above 90%.

Metric/Method for Measuring: Parent Engagement Survey

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	99.3%	91%	91%	91%	91%	91%
English Learners	99.3%	91%	91%	91%	91%	91%

Socioeconomic. Disadv./Low Income Students	99.3%	91%	91%	91%	91%	91%
Foster Youth	*					
Students with Disabilities	99.3%	91%	91%	91%	91%	91%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	99.3%	91%	91%	91%	91%	91%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: School will continue to maintain an ADA rate above 94%.

Metric/Method for Measuring: ADA Rate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	99.40%	95%	95%	95%	95%	95%
English Learners	99.40%	95%	95%	95%	95%	95%
Socioeconomic. Disadv./Low Income Students	99.40%	95%	95%	95%	95%	95%
Foster Youth	*					
Students with Disabilities	99.40%	95%	95%	95%	95%	95%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	99.40%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #4: School will continue to maintain a low suspension rate < 1%.

Metric/Method for Measuring: Suspension Rates

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0.0%	<1%	<1%	<1%	<1%	<1%
English Learners	0.0%	<1%	<1%	<1%	<1%	<1%

Socioeconomic. Disadv./Low Income Students	0.0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*					
Students with Disabilities	0.0%	<1%	<1%	<1%	<1%	<1%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	0.0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5: School will continue to maintain a low expulsion rate < 1%.

Metric/Method for Measuring: Expulsion Rates

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0.0%	<1%	<1%	<1%	<1%	<1%
English Learners	0.0%	<1%	<1%	<1%	<1%	<1%
Socioeconomic. Disadv./Low Income Students	0.0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*					
Students with Disabilities	0.0%	<1%	<1%	<1%	<1%	<1%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	0.0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #6: Chronic Absenteeism.

Metric/Method for Measuring: Charter School will maintain a chronic absenteeism rate below the state average.

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	2.9%	<24%	<24%	<24%	<24%	<24%
English Learners	3.9%	<24%	<24%	<24%	<24%	<24%

Socioeconomic. Disadv./Low Income Students	3.1%	<24%	<24%	<24%	<24%	<24%
Foster Youth	*					
Students with Disabilities	2.0%	<24%	<24%	<24%	<24%	<24%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	3.2%	5%	7%	9%	11%	13%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

* Subgroup not numerically significant at this time.

LCFF STATE PRIORITIES						
GOAL #3						
Provide an Appropriate Basic Condition of Learning				<div> Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="margin-top: 10px;"> Local Priorities: <input checked="" type="checkbox"/>: Basic Services <input checked="" type="checkbox"/>: State Standards <input checked="" type="checkbox"/>: Course Access </div>		
Specific Annual Actions to Achieve Goal						
3.1 Provide professional development to ensuring student success 3.2 Ensure all students have access to core instructional materials and technology 3.3 Learning environment is safe and well maintained 3.4 Students receive additional technology to enhance the basic instructional program.						
Expected Annual Measurable Outcomes						
Outcome #1: All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. Metric/Method for Measuring: CA Teaching Credential						
APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

English Learners	100%	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.

Metric/Method for Measuring: Professional Development Participation Rate

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: School will continue to provide students with state approved standards-based materials.

Metric/Method for Measuring: State Approved Standards-Based Materials

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #4: 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

Metric/Method for Measuring: EL Access to CCSS-aligned Curriculum

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	*					
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomic. Disadv./Low Income Students	*					
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	*					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #5: School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

Metric/Method for Measuring: School facilities cleaned and maintained.						
APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	>90%	>90%	>90%	>90%	>90%
English Learners	100%	>90%	>90%	>90%	>90%	>90%
Socioeconomic. Disadv./Low Income Students	100%	>90%	>90%	>90%	>90%	>90%
Foster Youth	*					
Students with Disabilities	100%	>90%	>90%	>90%	>90%	>90%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	>90%	>90%	>90%	>90%	>90%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

* Subgroup not numerically significant at this time.

INSTRUCTIONAL DESIGN

Instructional Best Practices

Fenton Primary Center has a thriving program that embodies acceleration, differentiated instruction, and depth and complexity. FPC educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. First, FPC addresses the social and emotional needs of all students. Second, FPC's gifted and high achieving students are provided with depth and complexity to differentiate instruction and accelerate learning. Third, FPC students who are on grade level and approaching proficiency are being targeted in the critical instructional areas that will propel them for advancement in all areas. Finally, students struggling with basic skills are being targeted for support by a wide range of experts including FPC administrators, resource specialists, school counselor, school psychologist, speech pathologist and our general education and special education teachers.

The instructional program of FPC takes into account the diverse learners who require an educational program that embodies social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The school's instructional focus is rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Access to Resources; and 4) Results Measuring Progress.

Systematic Response - Fenton takes on a medical triage approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. FCPS educators universally screen all students during the first month of the school year utilizing publisher assessments in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers use formative and summative assessments to identify strengths and deficiencies preventing students from achieving grade level expectations.

Based on the analysis of summative and formative assessments, targeted intervention and acceleration are provided. Targeted instruction is provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction takes place during the instructional day and enables a wide range of services from our general education teachers, special education teachers, support staff, and administration.

Time on Task – This refers to the amount of time FCPS students are engaged with a lesson. Taken into account for time on task, is wait time, optimal learning time, differentiation, student movement, and the gradual release of guided practice.

Access to Resources - The autonomy and flexibility of FCPS's charter status has enabled the Charter School to provide its students with a plethora of resources unique to most traditional public schools including two full time science teachers, two art teachers, music teachers, and technology integration.

Results Measuring Progress - FCPS routinely utilizes the results of formative and summative assessments to measure student academic progress. Likewise, FCPS maintains records on i-Ready and Illuminate to monitor the academic progress, attendance, language acquisition, and student behavior.

CURRICULUM AND INSTRUCTION

The table below specifies the subjects by grade level for each core content area:

Grade	English Language Arts	Mathematics	History- Social Science	Science
Transitional Kindergarten	<ul style="list-style-type: none">•Reading: Literature Informational Text•Foundational Skills•Writing•Listening and Speaking•Language	<ul style="list-style-type: none">•Counting and Cardinality•Operations and Algebraic Thinking•Numbers and Operations in Base Ten•Measurement and Data•Geometry	<ul style="list-style-type: none">•Learning and Working Now and Long Ago	<ul style="list-style-type: none">•Physical Sciences•Life Sciences•Earth Sciences•Investigation and Experimentation
Kindergarten	<ul style="list-style-type: none">•Reading: Literature and Informational Text•Foundational Skills•Writing•Listening and Speaking•Language	<ul style="list-style-type: none">•Counting and Cardinality•Operations and Algebraic Thinking•Numbers and Operations in Base Ten•Measurement and Data•Geometry	<ul style="list-style-type: none">•Learning and Working Now and Long Ago	<ul style="list-style-type: none">•Physical Sciences•Life Sciences•Earth Sciences•Investigation and Experimentation

First Grade	<ul style="list-style-type: none"> •Reading: Literature and Informational Text •Foundational Skills •Writing •Listening and Speaking •Language 	<ul style="list-style-type: none"> •Operations and Algebraic Thinking •Numbers and Operations in Base Ten •Measurement and Data •Geometry 	<ul style="list-style-type: none"> •A Child's Place in Time and Space 	<ul style="list-style-type: none"> •Physical Sciences •Life Sciences •Earth Sciences •Investigation and Experimentation
Second Grade	<ul style="list-style-type: none"> •Reading: Literature and Informational Text •Foundational Skills •Writing •Listening and Speaking •Language 	<ul style="list-style-type: none"> •Operations and Algebraic Thinking •Numbers and Operations in Base Ten •Measurement and Data •Geometry 	<ul style="list-style-type: none"> •People Who Make a Difference 	<ul style="list-style-type: none"> •Physical Sciences •Life Sciences •Earth Sciences •Investigation and Experimentation

Core Curriculum

English Language Arts (core):

Benchmark Advance, a program of Benchmark Education, was adopted in 2019 as the school wide language arts series. Benchmark Advance is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multicultural, award-winning literature with explicit instruction and ample practice. *Benchmark* integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. *Benchmark* is on the approved Language Arts adoption list from the California Department of Education.

Benchmark was adopted as a response to our need for a single, comprehensive literacy tool to unify our language arts instructional program and provide systematic instruction for our EL population across grade levels. All classes follow a pacing plan aligned with the state standards, as well as incorporating the strategies of the Benchmark program. Our staff was impressed by Benchmark's simplicity of use, school wide focus, blend of technology and paper/pencil activities, alignment with the CAASPP, the 3 week units, and the academic rigor of the program. The Instruction Committee selected Benchmark Advance as our English Language Arts/English Language Development program.

English Language Development (core):

The ELD curriculum in the *Benchmark* Advance program includes a comprehensive teacher's edition with daily lessons for small and whole group instruction. Resources available for small group instruction

include the ELD Resource System, Interim Assessment, and Leveled Text Readers for Close Reading. Curriculum for whole group instruction includes Interactive Question-Response lessons through the Leveled Text Readers to bridge gaps in Language acquisition. In addition, the curriculum includes ELD Student Books, Decodable Readers, and Readers' Theatre Books. CCSS-based direct instruction lessons are integrated in the ELD curriculum. There are a variety of formative and summative assessments to monitor student growth. Strategies critical in the acquisition of academic language, an essential component of academic success, are interwoven in the program.

Mathematics (core):

Ready Common Core Mathematics was adopted in 2022 as the school wide mathematics series. Ready Common Core Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The math program's instructional framework supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners. Ready Common Core Mathematics encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice. The program builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade.

History-Social Science (core):

Studies Weekly was adopted in 2019 as the school wide social studies series. Studies Weekly is a publication alternative to textbooks that provides both full online access for students, teachers, and parents, and 100 percent consumable print materials. Using the online tool, students are able to explore related video, audio, additional maps, journal entries, letters, speeches, photographs, and other primary resources. This series weaves historical and social sciences' analysis skills into content instruction while technology-based resources provide individualized student access to biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts which foster deeper student understanding of historical events as recommended by the History-Social Science Framework.

Science (core):

Twig Science was adopted in 2024 as the school wide science series. Twig Science, for students in TK-6th grade, is a phenomena-based, digital-forward, 3-D learning, state approved curriculum that taps into every student's natural instincts to try to make sense of the world. A key feature of student-centered learning is collaborative discussion, and Imagine Learning Twig Science embeds discussion routines to support students' sharing and collaborating. The curriculum includes weekly lessons, a digital platform, and hands-on activities with real life objects. Students follow the engineering design process, with support from mathematical practices to learn Next Generation Science Standards. The program provides resources to meet the needs of all learners with leveled readers, differentiated instruction scaffolds, and language routines. Teachers integrate Twig lessons with other subject matter to help students make connections between interconnected disciplinary concepts. When designing and testing prototypes, teams may flounder and fail to solve the problem. This process is recognized and celebrated. Students are expected to learn from what went wrong, and try again. Failure is considered a positive step on the way to discovering and designing solutions. Students and staff take on a Growth Mindset when tackling

challenging problems. The growth mindset encourages educators to praise effort, rather than achievement. Students are encouraged to take risks in order to reach higher levels of academic success.

Health Education (non-core):

Using the California Health Education Framework, the Charter School supports the development of knowledge, skills, and attitudes in eight overarching standards: (1) essential health concepts; (2) analyzing health influences; (3) accessing valid health information; (4) interpersonal communication; (5) decision making; (6) goal setting; (7) practicing health-enhancing behaviors; and (8) health promotion in six content areas of health education: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

Physical Education (Psychomotor) (non-core):

Using the Physical Education Model Content Standards for California Public Schools as the basis of instruction, physical education is scheduled for all grade levels to include 200 minutes of physical education every ten school days as per state guidelines for traditional public schools. ~~Specific skills and activities are planned by teachers, supervised by administrators, and implemented by paraprofessionals.~~

Technology (non-core)

The Fenton Primary Center is committed to the vision of the original multimedia director of Fenton Avenue Charter School and his belief that technology could “level the playing field” for the Charter School’s highly diverse student population:

“In becoming a charter school, we envisioned a day when every student and teacher would have a computer at their desk, not as a single-minded solution to education’s structural ills, but as a facilitating tool integral to effective educational reform. We know technology alone cannot teach a child to read, write, or compute. Technology can, however, deliver the individualized hands-on/minds-on help each child needs to become a stronger partner in her/his own mental development.”

Doug Bean (1943-1999)

Classroom Teacher and Multimedia Director, FACS, May 1999

Rather than a subject in and of itself, learning to use technology can best be accomplished as a direct result of effective academic instruction. As students research, investigate and explore the vast array of technology tools provided in the classrooms, students become highly proficient, comfortable, and confident in their effective use of these tools. The Fenton Primary Center staff continues to explore how to best integrate technology use in the classroom. The staff has explored how to best integrate technology use in the classroom, and has discovered that a systematic, step-by-step program is the least effective practice for encouraging confident, competent technology use. To more clearly align and integrate students’ use of technology with content instruction and learning, in 2009, the Fenton Primary Center adopted Dr. Ruben R. Puentedura’s model for enhancing technology integration. The model identifies a hierarchy of technology integration,

which moves technology use from *enhancement* to *transformation*. To move from the lowest to the highest level of integration, technology utilization is viewed in four stages:

TRANSFORMATION		
<i>Redefinition</i>	Technology allows for creation of new tasks previously inconceivable.	Tools are used for the visualization of narrative and structural aspects of text such as the use of <i>QR Technology</i> , <i>PowerPoint</i> or <i>Keynote</i> , and <i>Garage Band</i> to record and then present a visual representation of a student's reading fluency.
<i>Modification</i>	Technology allows for significant task redesign.	Textual, visual and audio tools for construction of shared knowledge such as the use of a video camera to record a dialogue between students as they describe an experiment and their collective findings.
<i>Augmentation</i>	Technology acts as a direct tool substitute, with functional improvement.	Istation provides adaptive instruction in regards to their level of mastery for Language Arts. RAZKids is used specifically to improve fluency, Starfall is used as a basic review of phonics, Xtra math provides adaptive instruction for Mathematics. McGraw-Hill ConnectEd online student component is a digital resource used to support strong literacy foundations and access to complex texts.
<i>Substitution</i>	Technology acts as direct tool substitute, with no functional change.	The guided reading books from the RazKids website act as a substitution. The Charter School also uses BrainPop and BrainPopJr to deliver follow-up lessons or review of taught material.
ENHANCEMENT		

Viewing the use of technology through the lens of this hierarchy, students become independent learners, producing and directing the projects that showcase their work.

Response to Intervention (RTI)

Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. It plays a crucial role in supporting the implementation and ensuring the mastery of California content and performance standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards.

RTI involves regular screening and assessment of all students to identify those who are at risk of not meeting the California content and performance standards. Early identification allows for timely intervention, ensuring that students receive the necessary support before they fall significantly behind. RTI relies on data from assessments to make informed decisions about the type and intensity of interventions needed. This ensures that interventions are aligned with the specific learning goals set by the CCSS, NGSS, and ELD standards.

Tiered Support System

Tier 1: Core Instruction: All students receive high-quality, standards-aligned instruction in the general education classroom. Teachers use differentiated instruction to meet the diverse needs of students, ensuring that the core curriculum is accessible to all.

Tier 2: Targeted Interventions: Students who are identified as at risk receive additional, targeted instruction in small groups. These interventions are specifically designed to address the gaps in students' understanding of the content standards.

Tier 3: Intensive Interventions: For students who continue to struggle despite Tier 2 interventions, more intensive, individualized support is provided. This tier often involves more frequent progress monitoring and specialized instruction to help students meet the standards.

RTI supports the CCSS by ensuring that all students, including those who struggle, have access to the rigorous academic content outlined in the standards. Interventions are designed to help students develop the critical thinking, problem-solving, and analytical skills emphasized by the CCSS.

Next Generation Science Standards (NGSS): RTI can be adapted to support the NGSS by providing students with additional hands-on learning opportunities and scaffolding in scientific practices. Interventions might include more focused instruction on key scientific concepts and practices to ensure that students develop a deep understanding of the content.

English Language Development (ELD) Standards: RTI is particularly beneficial for English Learners (ELs) by providing targeted language support aligned with the ELD standards. Interventions may focus on language acquisition, vocabulary development, and other areas critical to mastering both the content and language demands of the CCSS and NGSS.

RTI involves ongoing progress monitoring to track student growth and determine the effectiveness of interventions. This allows educators to adjust instruction and interventions as needed to ensure that students are making progress toward mastery of the standards. Based on the progress monitoring data, educators can create personalized learning paths for students, ensuring that each student receives the support they need to master the California content and performance standards.

RTI promotes collaboration among general education teachers, special education teachers, and specialists. This collaborative approach ensures that all educators are working together to support student mastery of the standards. RTI implementation often includes professional development for teachers to ensure they are equipped with the skills and strategies needed to provide effective interventions and differentiate instruction to meet the standards. RTI ensures that all students, regardless of their background or learning needs, have access to high-quality instruction and the opportunity to achieve mastery of the standards. This approach is particularly important in addressing achievement gaps and promoting educational equity.

Independent Study

The Charter School may offer independent study to meet the educational needs of students enrolled in the Charter School in accordance with applicable law. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Director or designee retains discretion to approve

independent study written agreements for students. Families interested in independent study should contact their Director or designee or main office. The Charter School will provide appropriate existing services, supports, technology and resources to enable students to complete their independent study program successfully. The Fenton Charter Public Schools Board of Directors reviews and approves the Independent Study Board Policy annually prior to the beginning of each school year.

Other Areas of Study

As stated above, Fenton Primary Center has maintained a strong relationship with Yale University's School of the 21st Century to implement the Mutt-i-grees™ curriculum. The Mutt-i-grees™ curriculum is an innovative program that builds on children's affinity for animals and highlights the unique characteristics and desirability of Mutt-i-grees™, or shelter dogs. The curriculum teaches social-emotional skills in the classroom through a series of developmentally appropriate lessons. Students learn to develop self- and social awareness, communicate effectively, manage emotions and display empathy. Additionally, the curriculum bridges the domains of humane education, emotional intelligence, and social emotional learning. The unique focus on dogs provides an engaging context within which children learn about empathy and social responsibility.

As a primary center, the Charter School recognizes the importance of teaching these skills at an early age. Explicit and shared practices of the Mutt-i-grees™ program have helped create a positive school climate whereby teachers, students, and staff have made a conscience decision to commit to social and emotional learning (SEL) as a schoolwide initiative. Throughout the year, activities that focus on shelter animals and pets in need, are planned and implemented. Extending the program beyond the classroom provides students with additional opportunities to refine and apply various SEL skills.

Instructional Methods and Strategies that the Charter School Will Use to Deliver the Curriculum

Fenton Primary Center utilizes a variety of research-based methods and strategies to help deliver the instructional program for all students. The core subjects at Fenton Primary Center are English language arts, mathematics, history-social science and science. Current state adopted textbooks and materials, and other supplementary resources, establish the scope and sequence for each of the following curricular areas. Strategies to deliver curriculum are Thinking Maps, Explicit Direct Instruction, Orton-Gillingham Multi-Sensory Methodology, and Response to Intervention (RTI).

Research-based intervention strategies are used to meet student needs, and progress monitoring helps teachers adapt the strategies used to support student achievement.

How the Charter School's Instructional Methodologies and Curriculum will Support Implementation and Ensure Student Mastery of the California Content and Performance Standards

Fenton Primary Center utilizes a variety of research-based methods and strategies to help deliver the instructional program for all students. With a majority student population of English Learners, the instructional program emphasizes hands-on activities to build experiential background, receptive and expressive vocabulary, and oral fluency and comprehension in English. These are all critical for the mastery of the challenging requirements of the Common Core State Standards.

“The relationship between vocabulary knowledge and academic achievement is well established. As early as 1941, researchers estimated that for students in grades 4 through 12, a 6,000-word gap separated students at the 25th and 50th percentiles on standardized tests (Nagy and Herman, 1984). Using a more advanced method of calculating vocabulary size, Nagy and Herman estimated the difference to be anywhere from 4,500 to 5,400 words for low- versus high-achieving students.”

Building Background Knowledge for Academic Achievement
Robert Marzano, 2004

The Common Core State Standards will continue to define the skills, knowledge and abilities students are expected to master.

Thinking Maps

Fenton Primary Center has adopted and implemented the usage of *Thinking Maps* school-wide. *Thinking Maps* are eight essential thought processes defined and illustrated by graphic representations. With the implementation of *Thinking Maps*, Fenton Primary Center teachers are providing students with the fundamental skills and tools necessary to be self-directed learners and independent thinkers.

“Thinking Maps promote “equity of access to and explicit teaching of higher order thinking tools for every child and every adult on the journey to lifelong learning.”

Thinking Maps: A Language for Learning
Dr. David Hyerle

Fenton Primary Center has trained the entire staff on the proper usage and implementation of *Thinking Maps* and FCPS has classroom teachers who are fully trained as Trainer of Trainers by *Thinking Maps, Inc.*

Thinking Maps are visual tools that help students organize their thoughts and ideas. They can significantly support the implementation of California content and performance standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards, in various ways:

1. Common Core State Standards (CCSS) English Language Arts (ELA)

- **Reading Comprehension:** Thinking Maps like Circle Maps (for brainstorming) and Double Bubble Maps (for comparing and contrasting) help students analyze and understand texts deeply.
- **Writing:** Flow Maps (sequencing) and Tree Maps (classifying) assist in organizing ideas for writing tasks, supporting the development of coherent and structured essays.
- **Critical Thinking:** Bridge Maps (analogies) and Multi-Flow Maps (cause and effect) encourage critical thinking and complex reasoning, which are key components of the CCSS.

Mathematics

- **Problem Solving:** Tree Maps (classification) and Flow Maps (sequencing) can be used to break down math problems and understand processes.
- **Conceptual Understanding:** Circle Maps (defining in context) and Brace Maps (part-whole relationships) help students grasp and visualize mathematical concepts and their applications.

2. Next Generation Science Standards (NGSS)

- **Scientific Inquiry:** Flow Maps (processes) and Multi-Flow Maps (cause and effect) support students in understanding scientific processes and experimental design.
- **Systems Thinking:** Brace Maps (part-whole relationships) and Bridge Maps (analogies) help students visualize and understand complex systems and their interactions.
- **Data Analysis:** Tree Maps (classification) and Bubble Maps (describing) aid in organizing and interpreting scientific data, promoting analytical skills.

3. English Language Development (ELD) Standards

- **Vocabulary Development:** Circle Maps (brainstorming) and Bubble Maps (describing) enhance vocabulary acquisition and usage by visually representing words and their meanings.
- **Language Structure:** Tree Maps (classifying) and Flow Maps (sequencing) help ELD students understand language structures and grammar.
- **Listening and Speaking:** Thinking Maps provide scaffolds for oral presentations and discussions, supporting ELD students in organizing their thoughts and expressing themselves clearly.

Implementation Strategies

1. **Professional Development:** Provide training for teachers on how to effectively use Thinking Maps across different subjects and standards.
2. **Integration in Lesson Plans:** Encourage teachers to incorporate Thinking Maps in their daily lesson plans to support various learning objectives.
3. **Student-Centered Learning:** Promote the use of Thinking Maps for individual and group activities, fostering active learning and collaboration.
4. **Assessment and Feedback:** Use Thinking Maps as formative assessment tools to gauge student understanding and provide targeted feedback.
5. **Cross-Curricular Connections:** Leverage Thinking Maps to make connections across different subjects, enhancing interdisciplinary learning and coherence.

Ensuring Student Mastery

- **Consistent Use:** Regular use of Thinking Maps helps students internalize these tools, making them second nature for organizing and processing information.
- **Differentiation:** Thinking Maps can be adapted to meet the needs of diverse learners, providing appropriate scaffolding and challenges.
- **Reflection and Metacognition:** Encourage students to reflect on their use of Thinking Maps and how these tools help them understand and master content.

By integrating Thinking Maps into teaching practices, educators can enhance students' ability to meet and exceed the California content and performance standards.

Explicit Direct Instruction

The EDI approach places emphasis on constantly checking for understanding, while echoing student responses and allowing enough wait time for students to respond, which in turn, effectively helps our large population of English learners. Lead Teachers and other selected staff members have been trained in EDI classroom coaching techniques, which includes lesson plan development, classroom observation and feedback. Research supports the use of an explicit instructional methodology, particularly with student groups similar in demographics to the students attending Fenton Primary Center.

Explicit Direct Instruction (EDI) is a structured, systematic, and effective instructional strategy designed to maximize student learning. It can significantly support the implementation of California content and performance standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards.

In English Language Arts (ELA), EDI begins with clear learning objectives aligned with the CCSS. Students know what they are expected to learn and achieve, which aligns with the goal of clarity in the standards. Teachers model skills and strategies explicitly, demonstrating how to analyze texts, construct arguments, and use evidence effectively. This aligns with the ELA standards' focus on critical thinking and evidence-based writing. Through guided practice, students engage in reading, writing, speaking, and listening activities with immediate feedback, reinforcing their skills and understanding.

In Mathematics, EDI's step-by-step approach ensures that complex mathematical concepts are broken down into manageable parts, helping students build a solid foundation. Teachers frequently check for understanding through questioning and formative assessments, ensuring that students grasp each step before moving on. Scaffolded practice allows students to gradually develop independence in solving problems, aligning with CCSS's emphasis on problem-solving and reasoning skills.

For the Next Generation Science Standards (NGSS), EDI focuses on explicitly teaching scientific concepts and vocabulary, ensuring that students understand the foundational knowledge required by the NGSS. While NGSS emphasizes inquiry-based learning, EDI provides the structure necessary for students to engage in scientific investigations effectively. Teachers model scientific

processes and guide students through investigations. EDI also helps students understand and apply crosscutting concepts like patterns, cause and effect, and systems thinking, which are integral to NGSS.

Regarding English Language Development (ELD) standards, EDI includes specific language objectives tailored to the needs of English learners, ensuring alignment with ELD standards. Vocabulary and language structures are taught explicitly, helping ELD students build the language skills necessary for academic success. EDI promotes interactive practice, encouraging ELD students to use language in meaningful contexts through structured speaking and listening activities.

Orton-Gillingham Multi-Sensory Methodology

The Orton-Gillingham approach supports reading through direct instruction of phonics-based strategies utilizing multisensory, structured and sequential methods. Orton-Gillingham focuses on three learning modalities: visual, auditory and kinesthetic. The flexibility of implementation has allowed the Orton-Gillingham methodology to be easily adapted into our current ELA and ELD programs.

The Orton-Gillingham (OG) approach is a well-established, multisensory, structured, and explicit method for teaching reading and spelling, particularly effective for students with dyslexia. This approach supports the implementation and ensures student mastery of the California content and performance standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards in several ways.

Common Core State Standards (CCSS)

In English Language Arts (ELA), the Orton-Gillingham approach aligns closely with the goals of the CCSS, which emphasize the development of strong reading and writing skills. OG explicitly teaches the relationships between letters and sounds, which is foundational for reading proficiency. This direct instruction in phonics supports the CCSS's emphasis on reading foundational skills. By employing visual, auditory, and kinesthetic-tactile pathways, OG enhances memory and learning of written language, catering to diverse learning styles. This helps all students, especially those with reading difficulties, engage with and master the material. By building strong decoding skills, students can focus more on comprehension, critical thinking, and analysis of texts, which are central to the CCSS for ELA. Furthermore, OG's structured approach to teaching spelling and writing helps students develop the skills needed for effective written communication, which is a key component of the CCSS.

Next Generation Science Standards (NGSS)

Although the OG approach is primarily focused on literacy, its principles can support students' engagement with the NGSS. The OG method's emphasis on structured, explicit instruction helps students grasp complex scientific vocabulary and concepts. By strengthening reading skills, students can better comprehend and analyze scientific texts and instructions for experiments. This

foundational literacy supports the NGSS's emphasis on inquiry-based learning and understanding crosscutting scientific concepts.

English Language Development (ELD) Standards

For English Language Development (ELD) standards, the OG approach is highly beneficial. It includes explicit instruction in phonics and vocabulary, which helps English learners build a strong foundation in the English language. The multisensory techniques used in OG, such as visual aids, hands-on activities, and auditory reinforcement, cater to different learning styles and can help ELD students better retain and understand new language concepts. This structured approach ensures that ELD students develop the language proficiency needed for academic success across all content areas.

Student Development of Technology-related Skills and Student Use of Technology

The Charter School's rich technology will build confidence in all children. When students culminate to 3rd grade, they will be prepared with the technology tools they will need to allow them to be successful when taking the CAASPP assessments.

At Fenton Primary Center students begin to take online assessments beginning the first semester of Kindergarten. i-Ready provides the assessments. This provides additional practice for students to prepare for rigorous online testing in their future.

TRANSITIONAL KINDERGARTEN

What is Transitional Kindergarten?

Transitional kindergarten ("TK") is the first year of a two-year kindergarten program that builds a bridge between early learning years and kindergarten. FPC shall follow the minimum age requirements for TK. In the 2024-25 school year a child who will have their fifth birthday between September 2 and June 2 shall be admitted to a transitional kindergarten. In the 2025-26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program. This program gives children an opportunity to learn important academic and social skills in a hands-on way that supports their development prior to kindergarten.

Fenton Primary Center will have three TK classrooms with a capacity of 20 students in each classroom. The TK program will follow a full day schedule from 7:50 a.m. to 1:45 p.m. daily for 184 days. Transitional Kindergarten students will have a separate morning recess schedule, but will follow the lunch schedule with Kindergarten students.

Instructional Program

The instructional program for transitional kindergarten is a modified kindergarten curriculum with emphasis on developmentally appropriate lessons, foundational language and literacy. Assessments, along with teacher observations, will be used to measure progress of student academic and social growth throughout the year. Teachers will use assessment and observation results to guide instruction and meet the needs of all children.

The transitional kindergarten language arts curriculum is developed by using a combination of modified state adopted programs *Creative Curriculum* published by Teaching Strategies. These programs also have thematically integrated the social studies and science state standards for transitional kindergarten.

The social-emotional curriculum will be based on *Mutt-i-grees*TM lessons, which follow the resiliency model and promote compassion and critical life skills. This is the foundation of the transitional kindergarten classroom management.

~~Transitional kindergarten students will participate in 80 minutes a week of structured *Psychomotor* or physical education using *Spark* trained personnel.~~

An extremely important component of a quality TK program involves the outdoor learning environment. The TK classroom schedule will include a minimum of 1.5 hours per day in the outdoor environment, weather permitting. This outdoor learning time includes recess, lunch and physical education. The outdoor learning time will include planned learning activities led by the teacher and/or classroom aide.

Fenton Primary Center evaluates the TK instructional program annually and implements any necessary changes that will make the TK program more successful.

Parent Involvement

Parent involvement is not mandatory, but communication between home and school is essential in helping children succeed academically. Teachers will schedule a minimum of 2 meetings a year with parents to discuss student progress and provide updates regarding the TK program.

Staffing Qualifications

Fenton Primary Center's TK classrooms, as mandated in statute, are staffed by credentialed teachers authorized in general education instruction in self-contained classrooms for all grade levels including transitional kindergarten. Additionally, classrooms with children identified as English learners will be staffed by teachers who are qualified to deliver English learner instructional services. Qualifications include possession of the Cross-cultural, Language, and Academic Development ("CLAD") certificate or Commission on Teacher Credentialing equivalent, which authorizes a person to teach English Language Development and SDAIE. Fenton Charter Public Schools is currently working on a board approved policy to address the requirement of child development units for those teachers hired in the future.

ACADEMIC CALENDAR AND SCHEDULES

Academic Calendar for the First Year of the New Charter Term

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

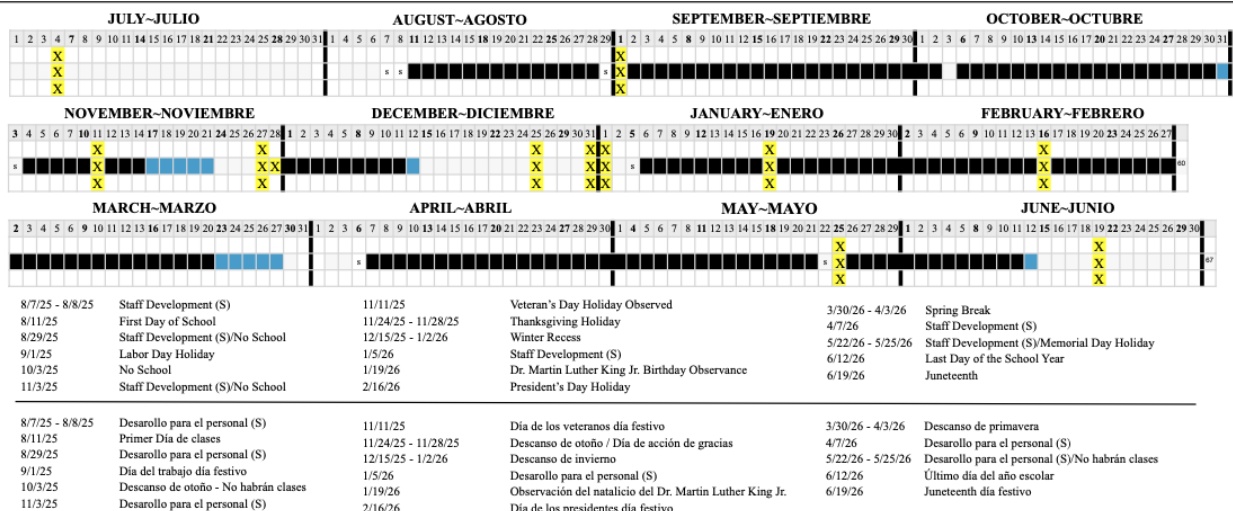
FENTON CHARTER PUBLIC SCHOOLS

2025-2026

X Holiday
X Dia de Fiesta
S Staff Development
S Desarrollo para personal

184 Instructional Days and 7 Professional Development Days

X Minimum Day
X Día Mínimo



Set of Sample Daily Schedules

Regular Schedule

Time	Activity
7:00 – 4:00	Office Hours
7:50	Start of School
9:00 – 9:20	Recess for TK
9:25 – 9:45	Recess for Kindergarten
9:50 – 10:10	Recess for 1 st Grade
10:15 – 10:35	Recess for 2 nd Grade
10:50 – 11:35	Lunch (25 minutes) and Lunch Recess (20 minutes) for TK/Kindergarten
11:20 – 12:05	Lunch (25 minutes) and Lunch Recess (20 minutes) for 1 st Grade
11:45 – 12:30	Lunch (25 minutes) and Lunch Recess (20 minutes) for 2 nd Grade
12:40 – 1:30	Psychomotor for TK/K twice per week
12:40 – 1:30	Psychomotor for 1 st Grade twice per week
1:25 – 2:15	Psychomotor for 2 nd Grade twice per week
1:45	Dismissal for TK
2:00	Dismissal for Kindergarten
2:10	Dismissal for 1 st Grade
2:20	Dismissal for 2 nd Grade
4:00	Office Closes
2:00 – 5:15	Think Together After School Program
2:20 – 5:30	Afterschool Playground (Grades 1-2)

Minimum Day Schedule

Time	Activity
7:00 – 4:00	Office Hours
7:50	Start of School
8:50 – 9:10	Recess for TK
9:15 – 9:35	Recess for Kindergarten
9:45 – 10:05	Recess for 1 st Grade
10:15 – 10:35	Recess for 2 nd Grade
10:40 – 11:20	Lunch (20 minutes) and Lunch Recess (20 minutes) for TK/Kindergarten
11:10 – 11:50	Lunch (20 minutes) and Lunch Recess (20 minutes) for 1 st Grade
11:40 – 12:20	Lunch (20 minutes) and Lunch Recess (20 minutes) for 2 nd Grade
12:05	Dismissal for TK
12:15	Dismissal for Kindergarten
12:25	Dismissal for 1 st Grade
12:35	Dismissal for 2 nd Grade
4:00	Office Closes
12:05 – 5:15	Think Together After School Program
12:05 – 5:30	Afterschool Playground (Grades 1-2)

Daily Schedule by Grade Level

Grade	Daily Schedule	Number of Instructional Minutes Per Day	Number of School Days	TOTAL Minutes
TK	8:00 (start of day) – 1:45 (end of day) 9:15 – 9:35 – Recess (20 minutes) 10:50 – 11:35 – Lunch (25 minutes) and Lunch Recess (20 minutes) (45 minutes)	280 minutes	184 days	51,520
K	8:00 (start of day) – 2:00 (end of day) 9:15 – 9:35 – Recess (20 minutes) 10:50 – 11:35 – Lunch (25 minutes) and Lunch Recess (20 minutes) (45 minutes)	295 minutes	184 days	54,280
1 st Grade	8:00 (start of day) – 2:10 (end of day) 9:45 – 10:05 – Recess (20 minutes) 11:20 – 12:05 – Lunch (25 minutes) and Lunch Recess (20 minutes) (45 minutes)	305 minutes	184 days	56,120
2 nd Grade	8:00 (start of day) – 2:20 (end of day)	310 minutes	184 days	57,040

	10:15 – 10:35 – Recess (20 minutes) 11:45 – 12:30 – Lunch (25 minutes) and Lunch Recess (20 minutes) (45 minutes)			
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Instructional Minutes

Time*	Grade	Subject	Instructional Minutes
8:00 – 9:15	TK	English Language Arts	75 minutes
8:00 – 9:35	K	English Language Arts	95 minutes
8:00 – 9:45	1	English Language Arts	105 minutes
8:00 – 10:15	2	English Language Arts	135 minutes
9:15 – 9:35	TK	Recess	20 minutes
9:15 – 9:35	K	Recess	20 minutes
9:45 – 10:05	1	Recess	20 minutes
10:15 – 10:35	2	Recess	20 minutes
9:35-10:50	TK	RTI	75 minutes
9:35-10:50	K	RTI	75 minutes
10:05-11:20	1	RTI	75 minutes
10:35-11:45	2	RTI	75 minutes
10:50 – 11:35	TK	Lunch	45 minutes
10:50 – 11:35	K	Lunch	45 minutes
11:20 – 12:05	1	Lunch	45 minutes
11:45 – 12:30	2	Lunch	45 minutes
11:35 – 12:35	TK	Mathematics	60 minutes
11:35 – 12:35	K	Mathematics	60 minutes
12:05-1:05	1	Mathematics	60 minutes
12:30-1:30	2	Mathematics	60 minutes
12:35-1:25	TK	ELD	40 minutes
12:35-1:25	K	ELD	40 minutes
1:05-1:45	1	ELD	40 minutes
1:30-2:10	2	ELD	40 minutes

1:25-1:45	TK	Science/Social Science/ Art/Music/ Technology/Engineering	20 minutes
1:25-2:00	K	Science/Social Science/ Art/Music/ Technology/Engineering	35 minutes
1:45-2:10	1		25 minutes
2:10-2:20	2	Science/Social Science/ Art/Music/ Technology/Engineering	25 minutes

****Minimum number of minutes required by the State for second grade: 50,400 minutes***

Required Table: *

Grades	Grade s Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above / Below State Req't.
TK/K	Yes	167	305	17	220	0	0	0	184	184	36000	54675	18675
1	Yes	167	315	17	240	0	0	0	184	184	50400	56685	6285
2	Yes	167	325	17	260	0	0	0	184	184	50400	58695	8295

*note TK/K row reflects the kindergarten schedule

PROFESSIONAL DEVELOPMENT

Ongoing Professional Development and Professional Development Plan

Professional development activities are scheduled mostly on Wednesdays and all programs and school-wide initiatives are implemented with ongoing support from vendors and consultants. A trainer-of-trainers model is used to make the most effective use of resources with Lead Teachers and trained veteran teachers serving as the trainers and mentors.

Seven full days of professional development for all certificated staff are scheduled yearly. Coordinating activities with FPC's affiliate schools makes the most efficient use of resources and staff development activities. The Instruction Committee, an advisory committee of the Charter School, reports to the FCPS Board of Directors, and makes recommendations on the focus of professional development activities.

Professional Development Plan

Professional development is fundamental to the implementation of a cohesive instructional program due in large part because it requires a change not only in how teachers think, but what they do. Teachers will be familiar with new change initiatives that require them to change the instruments in which they teach, but they typically do not alter their fundamental practice of teaching. A cohesive instructional program is even more complicated because it requires a second order change that exists outside of their current paradigm for meeting the needs of diverse learners. Sustained technical assistance is needed to enact school reform efforts. Allocating time and resources to equip teachers with targeted assistance during professional development helps to ensure the adoption and implementation of research based practices. Continual professional development is needed to ensure that a targeted and cohesive instructional program is implemented to meet the needs of all students. Lead teachers in each grade will guide the sharing of best practices on successful strategies to increase student learning.

All professional development will focus on the mission of the Charter School. Professional development activities will be scheduled on Wednesdays and all programs and school-wide initiatives will be implemented with ongoing support from vendors and consultants. A trainer-of-trainers model will often be used to make the most effective use of resources with Lead Teachers serving as the trainers and mentors.

Lead Teachers act as grade level chairs and mentor teachers, provide peer assistance and coaching, and plan and lead grade level activities. The Lead Teachers, director, and assistant directors ~~and administrative coordinators~~ form the instructional leadership team of the Charter School. Lead Teachers participate in off site professional development workshops and conferences and act as "trainer of trainers" upon their return. During the grade level's psychomotor period ~~(when paraprofessionals lead the physical education and physical fitness program allowing teachers to meet as a grade level team during the school day)~~, Lead Teachers review student assessments and analyze results with the entire grade level team. Ideas for improvement of student learner outcomes as related to LCAP goals are discussed and planned for implementation. These meetings occur twice weekly, and allow for continuous review of student outcomes and revision of instructional practices across the grade level.

Seven full days of professional development for all certificated staff will be scheduled each school year. The Instruction Committee will recommend the focus areas for staff development days after careful analysis of CAASPP and internal Diagnostic Assessment results from the previous year. The professional development calendar will be developed by administration and Lead Teachers to be approved by the FCPS Board of Directors. The following professional development calendar is recommended to be implemented throughout the school year.

Month	Professional Development Focus Areas
<i>Ongoing</i>	<i>Student Progress Monitoring, Teacher Team Collaboration, Sharing of Best Practices, Alignment with Master Instructional Schedule, Literacy Coaching, Behavior Solutions Coaching, Mathematics Coaching, Leadership Development</i>
August (Including BOY PD Days 1&2)	<p>Instruction: Instructional Approach Overview, Special Education Overview, Intervention Process Overview, Acceleration Program Overview, Beginning-Year Student Diagnostic Assessment Core Curriculum Refresher, MTSS/Behavior Solutions, ELA Essential Standards Review</p> <p>Operations: Site Shared Google Drive, History of School Site, Site Administrative Roles, Schedules, Facility Updates, Emergency Drills & Resources, Initial English Language Proficiency Assessment for California (ELPAC), Meetings Calendar</p> <p>Engagement: Summer Meet & Greet, Parent Orientation Meetings, Family Center Update, Expanding Learning Update</p>
September	Instructional Approach Refresher (Explicit Direct Instruction, Thinking Maps, Kagan Cooperative Learning Structures), Math Essential Standards Review, Beginning of Year Staff Goal Setting Meetings, First Semester Formal Observations, Focus Initiatives, PLC Framework Review, iReady Diagnostic BOY Schoolwide Data, iReady Personalized Instruction Monitoring

October	Common Formative Assessments, iReady Personalized Instruction Monitoring, Intervention Approach, Learning Walks, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, Grade Level Planning Day, PD Day planning
November	Schoolwide Engagement Events, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, iReady Personalized Instruction Monitoring & Personalized Instruction Schoolwide Recognition
December	Schoolwide Engagement Events, Mid-Year Review, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, PD Day planning
January	Curriculum Review and Development, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, Grade Level Planning Day Agenda, iReady Diagnostic MOY Schoolwide Data, MOY Professional Goal Setting Meetings, iReady Personalized Instruction Monitoring & Personalized Instruction Schoolwide Recognition
February	Common Formative Assessments, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, Earned Increase Walkthroughs, LAUSD Oversight Review Prep, iReady Personalized Instruction Monitoring & Personalized Instruction Schoolwide Recognition, PD Day planning
March	Schoolwide Engagement Events, Strategic Planning for the upcoming academic year, Professional Networking at educational conferences or workshops, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, Grade Level Planning Day Agenda
April	Common Formative Assessments, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, CAASPP Assessment, Testing Preparations, Student Incentives, Student Reorganization Process & Resources, PD Day planning, iReady Personalized Instruction Monitoring & Personalized Instruction Schoolwide Recognition

May	Schoolwide Engagement Events, Classroom Walkthroughs & Emerging Trends, PLC Framework Review, EOY i-Ready Diagnostic, Instructional Materials Ordering, New Year Planning, iReady Personalized Instruction Monitoring & Personalized Instruction Schoolwide Recognition
June	Data Review & Reflection, Revision of FCPS Instructional Approach

Staff meetings will include a variety of presenters in an effort to build capacity of all leaders. Topics should connect to site needs and be structured in a collaborative manner. Emails may serve as an ideal platform for information sharing when topics are purely transactional. Staff agendas and presentations are best when shared to stakeholders in advance. This process ensures staff have ample time to review and come prepared with any questions or concerns. Site leaders will follow the rubric below when designing professional development.

RUBRIC GUIDELINES

Criteria	Description
Priority Topics	Clear objectives aligned with topics related to: Instruction, Operations, and/or Engagement
Equitable Time for Topics	Topics are weighted equitably based on school need.
Varied Expertise and Facilitation	Variety of presenters who demonstrate expertise and employ effective adult learning principles.
Engagement and Participation	Active learning opportunities with varied instructional formats.
Reflection and Application	Structured opportunities for educators to reflect on learning and application.

Follow-Up and Support	Follow-up activities or coaching to support implementation of strategies.
Impact and Evaluation	Mechanisms for participant feedback to improve future PD sessions.

How the Charter School Will Recruit Credentialed Teachers Qualified to Deliver the Educational Program

Fenton Primary Center has established well-defined policies and practices in order to employ personnel who will promote and implement the mission, vision and goals of the charter. The FCPS Board of Directors determines the qualifications and job descriptions for all positions to ensure that applicants can fulfill Fenton Primary Center's goals and expectations.

A recruitment committee, consisting of teachers, administrators and other certificated staff, participates in job fairs sponsored by colleges, universities and organizations such as the California Charter Schools Association, to screen and recommend teacher candidates for hire at Fenton Primary Center. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff, interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates are observed by this same committee and recommended for hire to the Board of Directors.

Fenton Primary Center selects its own staff and makes recommendations to Fenton Charter Public Schools Board, which is deemed the exclusive public employer of its employees for the purposes of the Educational Employment Relations Act ("EERA"), for hiring. The selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age or any protected class. Staff racial-ethnic balance continues to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin. The FCPS Code of Ethics applies to all staff, full and part-time.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

Fenton Primary Center will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Fenton Primary Centers affirms, welcomes, and responds to a diverse range of English learner (EL) strengths, needs, and identities. Anticipating a consistent population of English Learners, FCPS will continue to commit the resources necessary to ensure that all EL students learn to speak, read and write English. The Charter school will meet all applicable legal requirements for the EL population, such as annual notification to parents, student identification and placement, program options, English Language Development using the California English Language Development Standards, the California ELA/ELD Framework, and core content instruction aligned to Common Core. Rigorous instruction is designed to meet EL linguistic and academic needs. The Charter school will ensure all teachers are EL authorized and receive consistent ELD professional development. The Charter school will continue to reclassify EL students to fluent English proficient status, monitor and evaluate program effectiveness, and employ standardized testing procedures. FCPS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter school uses Illuminate Education to collect, report, analyze, and interpret monthly data regarding EL's linguistic progress. Administrators and teachers will analyze EL student achievement throughout formative and summative assessments to determine EL progress.

English Learners will have their needs identified and addressed through a variety of programs and activities:

Initial identification is made through the Home Language Survey completed with all enrollment applications and by crosschecking CALPADS. *Initial Assessment:* Students whose home language is other than English are assessed using the ELPAC (in conjunction with the state's timeline) within 30 calendar days after first enrolled. The ELPAC Initial Assessment window will be year-round (July 1–June 30). *Summative Assessment:* English Learners are tested once a year to measure their progress in learning English until they are reclassified as fluent English proficient ("RFEP"). The ELPAC Summative Assessment window will be from February 1–May 31.

The Charter school has committed its resources to ensure that all students learn to listen, speak, read and write English. The school provides a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. FCPS is aligned with the four interrelated principles at the foundation of the *CA EL Roadmap*.

Assets-Oriented and Needs-Responsive School.

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities.

The needs of long term English learners are vastly different from recently arrived.

School climate is affirming, inclusive, and safe.

The Charter school values and builds strong family and school partnerships.

The Charter school develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices.

Intellectual Quality of Instruction and Meaningful Access

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework pages 891–892).

Students are provided a rigorous, intellectually rich, standards-based curriculum
Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
English learners are provided access to the full curriculum.
Students' home language is understood as a means to access subject matter content.
Rigorous instructional materials support high levels of intellectual engagement.
English learners are provided choices of research-based language support/development programs

System Conditions that Support Effectiveness

Leaders maintain a systemic focus on continuous improvement and progress.
The school system invests adequate resources to support the conditions required to address EL needs.
A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.
Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers.

Alignment and Articulation Within and Across Systems

EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.
Schools plan schedules and resources to provide extra time in school.
EL educational approaches and programs are designed to be coherent across schools.

Integrated ELD: All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards. Integrated ELD is during the content area time when using strategies and scaffolds for students to access the content. All teachers who have ELs in their class are responsible for integrated ELD.

In order to deliver quality Integrated ELD to all ELs, The Charter school shall:

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of Content-Language Objectives.
- Provides students appropriate levels of language-focused scaffolds in content area instruction.
- Intentionally develops students' academic language and literacies specific to each discipline (the language of math, science, history, etc.).
- Requires ample oral and written production of language.

Designated ELD: A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction, consist of 40-minute blocks that are provided for all students who are identified through the ELPAC as English Learners to ensure ELD instruction targets needs depending on the student's English Proficiency level. During Designated ELD blocks, English Learners are grouped to ensure teachers provide targeted assistance.

In order to deliver quality Designated ELD to all ELs, The Charter school shall:

Provide a minimum 40 minutes a day of Designated ELD that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.

The Charter school adopted Benchmark Advance as the ELA/ELD curriculum. The state approved ELD curriculum includes a comprehensive teacher's edition with daily lessons for small and whole group instruction. Resources available for small group instruction include the ELD Resource System, Interim Assessment, and Leveled Text Readers for Close Reading. Curriculum for whole group instruction includes Interactive Question-Response lessons through the Leveled Text Readers to bridge gaps in Language acquisition. In addition, the curriculum includes ELD Student Books, Decodable Readers, and Readers' Theatre Books. CCSS-based direct instruction lessons are integrated in the ELD curriculum. There are a variety of formative and summative assessments to monitor student growth. Strategies critical in the acquisition of academic language, an essential component of academic success, are interwoven in the program.

The following tools and practices are used during designated and integrated ELD.

- Bilingual paraprofessionals will provide direct instructional support for students and translate for parents during parent-teacher conferences;
- The ELA/ELD curriculum in all classrooms will promote effective strategies for English language acquisition;
- Thinking Maps will be implemented across the curriculum;
- School expectations will be clearly communicated to all students' families in parent education workshops at the Parent Center and in each classroom;
- Computers in all classrooms will provide access to a variety of resources;
- Parent Center activities and services will help non-English speaking families support their children;
- The Charter school has designated ELD daily as well as integrated ELD in ELA and Mathematics.
- The Charter school ELD lessons focus on content while taking into consideration the various ELD levels of our students (Emerging, Expanding, Bridging);

As described above, support and assistance will be provided through a variety of programs and activities to deliver quality designated and integrated ELD to all ELs. All teachers who have ELs in their class are responsible for designated and integrated ELD. It takes place in the general education classroom.

The Charter school follows a "Teaching and Learning Cycle" (TLC)². FCPS Instructional Coaches, ELD Lead Teachers, and Grade Level Lead Teachers are guiding teachers through the TLC process. TLC is a coherent process for scaffolding deeper thinking, extended discussions, interactive reading, and language development - including high quality writing. Using the TLC process, teachers guide their students through five stages of learning: (1) building content knowledge through language- rich experiences (building the field) (2) exploring the language of text types, (3) jointly constructing texts, (4) independently constructing texts, and (5) reflecting on one's own written texts.

The Instruction Committee, an advisory committee that reports to the Board of Directors, will continue to analyze and evaluate our English Learner program at regularly scheduled monthly meetings. Feedback will be provided at least once a year to the Board of Directors.

Reclassification Procedures

In alignment with the most recent guidance from the California Department of Education (CDE) “[Reclassification FAQs](#)” and “Guidance for Reclassification: 2020-21 Testing Window Extension” from the CDE, the Charter school reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Reclassification Criteria:

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and (ELPAC overall score of 4)
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and (Report Card Scores of a 3)
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:

Smarter Balanced Summative Assessment Results (Score of a 3 or 4)

Local Assessments i-Ready Assessments (Reading and/or Language) (41 Percentile or Above)

Publisher Assessments (Score comparable to native English speakers)

Language Appraisal Team (LAT)

When an EL student in grade 1-6 meets the ELPAC and Basic Skills criteria, but not the Teacher Evaluation criterion, the LAT must convene to discuss the linguistic and academic achievement of the student. The LAT will review the ELPAC Summative results, Basic Skills results, and any other student work that will support the reclassification recommendation and document their findings in the LAT Reclassification form. Based on an analysis of student data, the LAT will either recommend the student for reclassification or develop an instructional/intervention support plan to address the student academic needs.

The Director is responsible for the Language Appraisal Team and will always include the members of the Instruction Committee (Curriculum and Assessment Council). The core Language Appraisal Team is comprised of individuals who are knowledgeable about the Charter school Instructional Program options for ELs and the English Learner Master Plan, including ELD and access to grade-level core curriculum, Primary Language Support, and Primary Language Instruction for ELs. The LAT may also include special education teachers, and any other EL experts. The Charter school incorporates the responsibilities of the LAT into already existing multidisciplinary team structures such as Coordination of Services Teams (COST) and/or Student Success Teams (SST) to eliminate the duplication of efforts by school personnel. The LAT Initial and/or Follow-up meetings may take place concurrently with the SST/COST Team.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.
- Monitoring students who for two years who have reclassified.

RFEP Monitoring Process (minimum of four years):

- Complete **Monitoring Academic Progress – Reclassified Fluent English Proficient (RFEP)** form each semester and place in EL Folder in Cumulative record.
- RFEP students are expected to meet or exceed state grade-level content standards
- Regularly gather and review data to monitor RFEP students' progress
- Notify parents of ongoing progress after reclassification
- Run the roster when grades are available, at least once a semester
- Discuss with the leadership team possible intervention programs for identified RFEP students
- Discuss action steps for those students not meeting benchmarks and those whose parents request support services
- Reclassification letters and Annual Title III letters
- Suggested intervention
- Implementation of intervention
- Notification to teachers and parents regarding intervention
- Annual monitoring of interventions program effectiveness
- Provide appropriate and additional education services when needed and annually evaluate effectiveness of such services (help with homework, support in math, etc.)

Long Term English Learners (LTEL) Monitoring:

- Monitor each LTEL's: Language status
- Test results
- Goals for meeting grade level standards
- Progress towards reclassification
- Meet with students and parents twice a year to review: Language status
- Program placement
- Test results
- Goals for attaining reclassification criteria and accelerate academic progress targets
- Maintain documentation of the individual conferences and meetings

Fenton Primary Center will continue to use formative assessment for immediate instructional decisions; the Charter school is using i-Ready beginning-of-year ("BOY"), middle-of-year ("MOY"), end-of-year ("EOY"), in Reading and Mathematics to measure growth over time. Thinking Maps and Explicit Direct Instruction ("EDI") strategies will be implemented across the

curriculum. Teachers scaffold lessons and provide instructional support to all English Learners. Teachers use various techniques such as revoicing, paraphrasing, restating and clarifying to help model oral language for English Learners. Bilingual paraprofessionals provide translation for parent conferences.

Fenton Primary Center utilizes a Language Appraisal Team (LAT). The LAT is charged with the responsibility of monitoring and supporting the progress of all English Learners. The LAT ensures that: ELs are monitored to ensure appropriate instruction, support and intervention strategies are provided to accelerate the language progress of all English Learners (ELs), including Long Term English Learners (LTELs).

Reclassified Fluent English Proficient (RFEP) students continue to make progress and achieve academic proficiency after reclassification. The Director is responsible for the Language Appraisal Team and will always include the members of the Instruction Committee (Curriculum and Assessment Council). The core Language Appraisal Team is comprised of individuals who are knowledgeable about the FCPS Instructional Program options for ELs and the English Learner Master Plan, including ELD and access to grade-level core curriculum, Primary Language Support, and Primary Language Instruction for ELs. The LAT may also include special education teachers, and any other EL experts. FCPS incorporates the responsibilities of the LAT into already existing multidisciplinary team structures such as Coordination of Services Teams (COST) and/or Student Success Teams (SST) to eliminate the duplication of efforts by school personnel. The LAT Initial and/or Follow-up meetings may take place concurrently with the SST/COST Team.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

How the Charter School will identify gifted and talented students:

Fenton Primary Center identifies GATE students in 2nd grade by assessing them using a contracted LAUSD psychologist who is trained to assess students using the district protocol and guidelines. Because of the testing timeline, students are usually identified at the end of the school year.

Fenton Primary Center identifies high achieving students using internal assessments and report cards. Every aspect of a well-rounded child is addressed and the Charter School strives to develop educational opportunities for all its students. High achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, and parent input.

How the Charter School will determine and meet the educational needs of gifted and talented students and students achieving above grade level

The Charter School will continue to implement a variety of strategies to identify and support high achieving students:

- Visual art and music specialists during and after school
- Science, Technology, Engineering, Arts, and Mathematics (“STEAM”) supplemental education for select students which provides high interest and academic rigor

- Multiple computers in all classrooms
- Fenton Charter Public Schools contracts with LAUSD to assess and identify students for the GATE program
- Team teaching and collaboration to support differentiated instruction
- Supplementary enrichment materials for core subjects
- Allow for leadership opportunities by participating in various school functions

High achieving students are identified and monitored by the teacher through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on internal assessments. The teacher, at the classroom award assembly, recognizes students monthly. Students are given an achievement or academic award. Students are identified on cumulative records as high achieving with the teacher's comments. These comments are also shared from current to receiving teacher as the child moves grades.

How the Charter School will monitor the progress of gifted and talented students and students achieving above grade level.

The Charter School evaluates the effectiveness of its education program for Gifted and Talented and Students Achieving Above Grade Level by:

- Assigning the school psychologist as the onsite designee for parents and staff.
- Adhering to Charter School-adopted academic benchmarks to determine annual progress.
- Monitoring use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources and student achievement.

STUDENTS ACHIEVING BELOW GRADE LEVEL

How the Charter School will identify students achieving below grade level

Academically low achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments.

How the Charter School will determine and meet the educational needs of students achieving below grade level

Students who are at-risk of retention, who have been retained or who are achieving below grade level receive additional support through priority placement in Acceleration classes scheduled during the day; attend classes during vacation periods, and participate in after school tutoring programs. Additionally, students receive assistance and are monitored through participation in the following activities:

- COST team meetings to discuss specific strategies that will target the student's weakness and a plan to implement is also written. Students are given 4-8 weeks to

show growth while strategies are implemented. A second COST meeting is scheduled to discuss the progress made or not.

- Intervention program coordinated by the Acceleration Specialist is given to those students who have had a COST meeting and need support outside the classroom.
- Individualized assistance from trained paraprofessionals for students that benefit from repetition of basic skills or minimal support.
- Parent workshops to support home-school activities and communication
- Parent volunteers help monitor and prepare projects
- Small group and individualized instruction in all classrooms
- iPads are provided for all FPC students and they provide extra opportunities for students to practice and learn using the i-Ready adaptive reading and math personalized instruction.
- Student Support and Progress Teams meet for students who are struggling and need additional supports then those listed above. For academic needs we include our teacher specialists, psychologist, counselor, teacher, and parents are invited to attend. A recommendation may be given to assess the student for special education.
- Supplementary materials aligned with core programs for use in after school programs
- *i-Ready diagnostic* assessments

How the Charter School will monitor the progress of students achieving below grade level

Students who are at-risk of retention, who have been retained or who are achieving below grade level receive additional support through priority placement in intervention classes scheduled during the day; attend classes during vacation periods, and participation in after school* tutoring programs. Academically low achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments.

How the Charter School will identify and meet the educational needs of students achieving below grade level

Students receive assistance through participation in the following activities:

- Paraprofessionals provide individualized assistance
- Multiple computers in all classrooms
- Small group and individualized instruction in all classrooms
- Behavioral and Academic Student Study Teams
- I-Ready and ESGI assessment to identify specific standards in need of remediation
- Supplementary materials aligned with core programs for use in intersession and after school programs
- Coordination of Services Team meets individually with teachers regarding meeting the needs of students struggling with academics and/or behavior

The Charter School evaluates the effectiveness of its education program for Students Achieving Below Grade Level by:

- Adhering to Charter School-adopted academic benchmarks to determine adequate yearly progress.
- Monitoring use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources.

How the charter school will monitor the progress of students achieving below grade level:

The Charter School will monitor the progress of students through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on internal and state (CASSPP) assessments.

Progress monitoring of student outcomes allows educators and leaders to assess whether students are mastering the essential standards. It provides insights into individual and group learning trajectories, providing time to adjust instructional strategies as needed. Data from progress monitoring informs decision-making at various levels, including school-wide policies, resource allocation, and professional development priorities. It ensures that decisions are based on evidence of student performance and needs.

Fenton progress monitors student outcomes in a variety of ways. Several key indicators are listed below.

iReady Personalized Instruction (*suggested weekly*)

All Fenton students will work to attain a usage rate of 30-49 minutes per subject (ELA and Math) per week. Teachers are expected to incorporate this time within their daily schedule. Site leaders are expected to monitor data on a weekly basis to review usage rates and lesson pass rate. It is encouraged to provide student incentives for those meeting usage and/or pass rates. iReady recommends students aim for 45 minutes per subject with a pass rate of 70-100%.

iReady Diagnostic Assessments (ELA and Math) (*suggested 3x per year*)

iReady Diagnostic Assessments are implemented beginning, middle and end of year for all students K-6th. Data from diagnostic assessments are used to inform educator instructional decisions such as grouping students for targeted instruction, selecting appropriate learning materials, and adjusting the pace or depth of instruction. School leaders utilize this data to monitor progress towards student proficiency and growth. School leaders are responsible for summarizing grade level and schoolwide data post assessment and providing guidance for shifts in instructional decisions.

FCPS has identified targets for iReady Diagnostic Assessments for both status and growth. All Fenton students will demonstrate an increase in status from BOY to EOY assessments. All Fenton students will demonstrate a median percent progress toward typical growth or 100% or greater to demonstrate a full year's worth of learning.

Common Formative and Unit Assessments (*suggested monthly*)

Grade level common formative assessments and unit assessments take place throughout the year. Educators utilize these assessments during data analysis team discussions to review student mastery for varied targets, identify effective instructional practices, establish areas for continued improvement, prescribe targeted interventions, and enrichment opportunities for all learners. School leaders are recommended to attend team data chats in an effort to promote their continued use, ensure alignment with schoolwide goals, and provide follow up as needed.

Professional Goal Setting Meetings (*suggested 2x per year*)

Professional Goal Setting meetings with teachers are vital for fostering professional growth, aligning educational objectives, providing feedback and support, promoting collaboration, and ultimately improving student outcomes through effective teaching practices. Meetings should take place immediately following iReady Diagnostic Assessments and should provide direct guidance for responding to the student data trends. School leaders will provide additional direction prior to each goal setting window.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

The Fenton Primary Center adheres to the regulations of the reauthorization of the Elementary and Secondary Education Act, *Every Student Succeeds Act*, and utilizes funding and other resources to enhance the Targeted Assistance Title I program by providing:

- An average class size of 24 students in all grades
- A combination of differentiated instruction and direct instruction in all classrooms
- A Coordination of Services Team, which meets regularly to discuss students who are struggling and creates a plan, is created using specific strategies to target the student's needs
- Intervention time outside the classroom is provided for kindergarten students who are struggling with language arts run by trained paraprofessionals
- The services of an elementary counselor, school psychologist and speech and language therapist
- Field trips aligned to specific areas of study
- iPad class sets in all classrooms (currently 1:1 ratio)
- Latest technology available to all students
- Paraprofessionals to provide individualized and small group assistance
- After school tutoring for selected students in an afterschool program
- An extended school year (184-day calendar for students and 7 additional PD days for staff)
- The *Mutt-i-grees* social/emotional learning curriculum adopted school-wide
- Art and music specialists
- A structured psychomotor program (physical education) following the physical education standards
- Supplementary materials and resources in all classrooms (manipulative materials, software in all core subjects, classroom libraries)

How the Charter School will identify socioeconomically disadvantaged students

Fenton Primary Center will identify students who are socioeconomically disadvantaged using a variety of items. First, students will be identified as being eligible for free or reduced price meals, using a *Meal Application* or *Income Verification Form*, following federal and state guidelines. Second, the Charter School has access to direct certification from the state for students who are currently receiving government assistance. Finally, families who are homeless or living in a shelter and are willing to fill out a verification form, will be considered as socio-economically disadvantaged. The Charter School currently partners with Hope Gardens, a homeless shelter provided by Union Rescue Mission.

How the Charter School will determine and meet the educational needs of socioeconomically disadvantaged students

The Charter School will provide the following supports for socio-economically disadvantaged students:

- Family Center with a variety of resources
- Partnership with Hope Gardens Homeless Shelter
- Full-time counselor and Psychologist
- Partnership with Child Family Guidance Center (“CFGC”) for additional mental health support as well as family support
- Full-time nurse and nurse’s aide to provide parents with additional support
- Full-time Reading Intervention Specialist for those students who need intervention
- Full-time Assistant Director who helps implement PBIS
- Full-time Positive Behavior Assist who supports the behavior initiative helps with student volunteers and community partnerships

How the Charter School will monitor the progress of socioeconomically disadvantaged students

Fenton Primary Center will monitor socioeconomically disadvantaged students using Infinite Campus, CALPADS, and Los Angeles County databases. Infinite Campus will help combine academic data with student information data to create reports on academic progress as a group and individually. These reports are generated monthly by the teacher or more often if needed. If the teacher notices little progress a report can be generated to begin the intervention process. CALPADS can be used to verify enrollment and verify previous school as well as previous identifications. CALPADS also allows the Charter School access to previous schools and previous identifications such as EL and IEP. With this information the Charter School can call previous school(s) for records. CALPADS is accessed as soon as the student enrolls and records are obtained within 10 days. Los Angeles County is where the Charter School can receive direct certification for many of our families. Direct certification is done twice a year.

Students can easily be monitored through a variety of reports on Infinite Campus throughout the school year. Students receive progress reports in September based on the first five weeks of school. Teachers communicate concerns with parents at this time. The first report card and parent conference is held in November after 8-10 weeks of school. These are teacher-parent meetings where progress is discussed. Documentation is shared between teacher and parent. If student received formal intervention then additional personnel may attend to explain to parents the

intervention plan. In February after 6-8 weeks after the first report card a progress report is sent home. Teachers discuss student progress as needed. Intervention may be suggested. In late March or early April the second report card is produced. This report card is shared with parents at a teacher-parent meeting. These meetings are individual and all documentation is shared. At this point decisions are being made about future placement if a student is struggling in specific areas a conversation about retention might take place. Intervention will also be discussed.

STUDENTS WITH DISABILITIES

The FSDRL contains all provisions necessary to address matters related to students with disabilities and special education.

STUDENTS IN OTHER SUBGROUPS

How the Charter School will identify foster youth and students experiencing homelessness, and any other relevant subgroup.

Most of Fenton Primary Center's students are identified as English learner, foster youth, homeless and/or qualifying for free or reduced price meals using the federal application. Parents submit enrollment applications, identical to the applications used by LAUSD, with critical information to properly identify students and provide the resources necessary. This information is monitored by the School Director, Office Manager, and Home Office Data Systems Specialist.

How the Charter School will identify and meet the educational needs of foster youth and students experiencing homelessness, and any other relevant subgroup.

Every child has equal access to the same free, appropriate public education as provided to all children and youths.

FCPS also contracts with Los Angeles County for direct certification to identify families receiving assistance. This provides a legal way to properly identify students who qualify for free or reduced meals. The Charter School's counselor is in direct contact with community providers and Hope Gardens, a homeless shelter for women with children. The Charter School has partnered with Hope Gardens and all students are enrolled and considered living in the former attendance area of Fenton Avenue Elementary School.

How the Charter School will monitor the progress of foster youth and students experiencing homelessness, and any other relevant subgroup

FPC also maintains accurate information by updating its database during parent conferences, which occur at least twice a year. A verification page is provided for parents to review and update information as necessary.

Students identified as "foster youth" or "homeless" are monitored in the same way as all students. The Charter School does not have a significant number identified in these categories (the Charter

School had 30 in 2022-23). These students follow the same criteria and are provided the same interventions and procedures as listed above.

“A TYPICAL DAY”

A typical day at the Fenton Primary Center will be well organized and well-structured to make the best use of time and space for students and staff. Clearly defined responsibilities and schedules will ensure a safe campus, where students are well supervised at all times and highly engaged in a rigorous instructional program. The Charter School’s instructional model is a combination of Explicit Direct Instruction, foundational literacy development, strong collaboration and the use of technology to teach the whole child. The following is a timeline of a typical day:

5:00 a.m.

Custodian and Cafeteria Supervisor arrive. The custodian arrives and checks the campus for any breach in security or safety. Graffiti, vandalism, and custodial needs are addressed prior to the arrival of staff and students. They will report to the plant manager and security at 6 a.m.

The Cafeteria Supervisor and cafeteria employees begin preparing breakfast, “*Breakfast in the Classroom*,” for the approximately 800 students who eat breakfast daily. They check on the delivery of fresh milk, fruits and vegetables, and ensure that all students receive a nutritious meal for breakfast and lunch daily. Cafeteria staff also begin preparing for the staff (coffee, breakfast items, and lunch). This time block is critical in making sure the campus is safe and all students are provided a meal in the morning. Breakfast is a huge factor for student success. The Charter School eliminates the possibilities of hungry children trying to learn.

6:00 a.m.

Plant manager, campus security, administrators, teachers and other certificated staff begin to arrive. The plant manager and campus security arrive and help check the campus for any breach in security or safety. Graffiti, vandalism, and custodial needs are addressed prior to the arrival of staff and students. Once all clear, they return to assignments consisting of cleaning, setting up valet drop-off, and checking restrooms.

Administrators and teachers will be available for conferences as early as 6:30 a.m. to accommodate parents’ work schedules. Teachers’ scheduled hours are 7:40 a.m. to 2:30 p.m. and administrators’ hours are 7:30 a.m. to 4:00 p.m. Many staff members are on campus well beyond their scheduled hours.

Administrators will meet with staff, parents and community members throughout the day during scheduled and unscheduled conferences. These meetings are critical as they provide all stakeholders time to collaborate with administration.

6:30 a.m.

Campus security will check the perimeter of the Charter School. Security will prepare for the valet drop-off of students and patrol the front of the Charter School. Throughout the day, this team will be visible to students and staff, assisting with students, safety and security.

Flags will be raised and the breakfast serving area will be prepared for students.

7:00 a.m.

Office manager and school nurse arrive. Supervision aides arrive to oversee valet drop-off, breakfast in the classroom delivery, and help supervise students.

Committee meetings (Finance, Instruction, and/or Personnel) begin, and end at the start of the school day, when scheduled.

Academic Student Study Team, IEP, or other parent meetings will be scheduled at this time, as needed. The Fenton school psychologist, counselor, speech and language therapist, resource specialist teachers, and the Primary Center administrators will meet with selected teachers to discuss concerns regarding specific students and their academic progress. These meetings are critical as they provide all stakeholders time to collaborate and make decisions based on the needs of the Charter School.

Throughout the day, the support staff (administrator, behavior assistant, psychologist, counselor, speech and language therapist, and resource specialist teachers) are available to assist staff with student behavior concerns and problems.

7:30 a.m.

Office assistant arrives and assists teachers and parents.

7:40 a.m.

Breakfast service begins for some classrooms, while others wait until 7:50 a.m. The Primary Center has Provision 2 status from the Child Nutrition Services, California Department of Education. All students eat for free.

7:50 a.m.

Bell rings for the start of the school day. All meetings end. Students line up at classroom doors in first and second grade. TK/kindergarten line up and are picked up in main corridor.

Breakfast in the Classroom begins for all students.

Teachers open doors for students. Administrators will check grounds to ensure that all students are in classes and accounted for. As students are eating, teachers are taking care of attendance and homework. Some students are allowed to go to a computer to complete i-Ready ELA and math personalized instruction modules if they finish breakfast early. Technology provides a form of intervention and literacy practice. These activities are focused on building basic literacy and math skills.

8:00 a.m.

Attendance is taken in class using Infinite Campus, the Primary Center's student data base. Paraprofessionals arrive.

The office manager, compliance assistant and office assistant begin issuing "tardy slips" to students who arrive late through the Main Office, documenting reasons for late arrival. After all students have been checked in, the compliance assistant and attendance officer begin calling parents of absent students and entering attendance on Infinite Campus.

Volunteers arrive and sign-in through the Main Office (all volunteers have previously completed clearance).

The school psychologist, counselor and speech and language therapist begin working with selected students and/or conducting assessments.

The resource specialist teachers will begin their program for selected students as needed: pull-out and collaboration.

Nurse begins calling for classes for vision screening, checks on immunizations, getting up-to-date medications and medical records.

Paraprofessionals will work in classrooms, supporting the instructional program, as directed by teachers.

Benchmark Advance (language arts) instruction begins.

Art and music specialists are scheduled throughout the day.

The instructional part of the day begins. Classrooms have a variety of models working that focus on the whole child. In most classrooms you will see the teacher delivering Explicit Direct Instruction to a whole group or a small group. Small group instruction will also include computer time as a center with students working on specific projects or practicing literacy or math skills. You might also see the art or music teacher teaching a hands-on lesson. In some classrooms you might see teachers co-teaching in a collaborative model.

8:15 a.m.

The Acceleration Program begins for selected students. Acceleration focuses on foundational literacy skills. The goal is to have every child leave Fenton Primary Center on grade level or above. The Charter School collaborates with FACS, the sister school, on the basic needs for students to be successful in third grade. That is how the Charter School developed their reading and comprehension goals as they provide a guaranteed and viable curriculum focused on essential standards.

8:30 a.m.

School-wide Pledge of Allegiance and morning announcements. This event is another example of a collaborative team approach to our teaching.

9:00 a.m.

TK recess begins. Recess is an important time of the day for all students. Students are given a structured recess with a support provided for positive behavior. Students are often “caught being good” and given a token for a chance to win a prize. The supervision staff is well trained in finding opportunities to teach and develop social skills along with learning about emotions. These skills are part of the whole child approach and are reinforced during Mutt-i-gree lesson delivery in the classroom. Students learn about getting along, saying please and thank you. Most importantly students learn to be happy.

Transitional Kindergarten students will be supervised by paraprofessionals at assigned areas. Equipment is marked for each set of areas and selected ball monitors from each room pick up equipment.

9:25 a.m.

Kindergarten recess begins.

Kindergarten will follow the same pattern as TK recess.

9:20 a.m.

Bell rings for end of TK recess.

Students will line up at assigned areas and teachers will pick up students. Instruction in language arts continues, to be followed by instruction in mathematics. Selected classes participate in art or music instruction depending on schedules.

9:45 a.m.

Bell rings for end of kindergarten recess.

Classes will be picked up by teachers and instruction continues.

9:50 a.m.

First grade recess begins.

First grade will follow the same pattern as TK recess.

10:10 a.m.

Bell rings for end of first grade recess.

Classes will be picked up by teachers and instruction continues.

10:15 a.m.

Second grade recess begins.

Second grade will follow the same pattern as TK recess.

10:35 a.m.

Bell rings for end of second grade recess.

Classes will be picked up by teachers and instruction continues.

10:30 a.m.

Custodians and cafeteria staff prepare the multipurpose room for lunch. Tables, trash cans, trays, fruit and vegetable cart are set-up.

10:50 a.m.

Lunch for transitional kindergarten and kindergarten students begins. Lunch is similar to recess. The lunch time is also very structured. While students eat lunch they get to see videos about getting along and most importantly being responsible, respectful, and safe.

There will be two choices for lunch. The eating area will be supervised by supervision aides (all aides will wear fluorescent green vests to ensure they are easily identified by students).

11:10 a.m.

Lunch in the multi-purpose room ("MPR") for transitional kindergarten and kindergarten concludes; they are escorted to the playground.

Second custodian arrives to help with trash.

11:20 a.m.

Lunch for first grade begins (follows the same pattern as above).

11:35 a.m.

Lunch for transitional kindergarten and kindergarten students ends. Students are picked up on the playground by their teachers.

11:40 a.m.

Lunch in the MPR for first grade students concludes; they are escorted to the playground.

11:45 p.m.

Lunch for second grade begins (follows the same pattern as above).

12:05 p.m.

Lunch for first grade students ends. Students are picked up on the playground by their teachers.

12:10 p.m.

Lunch in the MPR for second grade students concludes; they are escorted to the playground.

12:30 p.m.

Lunch for second grade students ends. Students are picked up on the playground by their teachers.

12:40 p.m.

First grade classes assemble for psychomotor program (Tuesdays and Thursdays).

Transitional Kindergarten and Kindergarten classes assemble for psychomotor program (Wednesdays and Fridays).

Grade level meetings will be held and teachers assemble as Professional Learning Teams to work on lesson planning, reviewing and monitoring pacing of each curricular area, and review assessments, benchmarks and progress of students.

1:30 p.m.

End of Transitional Kindergarten and Kindergarten psychomotor (Wednesdays and Fridays). Students learn through play. The Charter School provides all students at least the minimum amount of physical education in a structured psychomotor program. Our aides are trained using SPARK. Students are taught in a fun and developmentally focused way. The psychomotor aides also collaborate for 1.5 hours a week to design lessons for their group of students. This is another collaborative practice you will see from staff. Sometimes other staff or administrators join to provide input.

During psychomotor teachers meet by grade level, as Professional Learning Teams, in very structured meetings developed by the lead teachers. These meetings are held in the lead teachers classroom and are about 40 minutes long. An agenda is created before and items are discussed. This is a planned collaborative time during which teachers can create group lessons, create common assessments, plan for specific academic events (literacy day, book fair, parent workshop, or plan intervention). This time is also used to review data by grade level on specific trends in language arts, math, or English Learners.

1:25 p.m.

Second grade classes assemble for psychomotor program (Wednesday and Fridays).

1:30 p.m.

End of first grade psychomotor (Tuesdays and Thursdays).

1:45 p.m.

Dismissal for transitional kindergarten begins.

Campus security and assigned staff oversee dismissal.

Teachers walk classes to assigned gates for dismissal (each teacher is assigned a different dismissal gate to alleviate congestion and create a safer environment).

2:00 p.m.

Dismissal for kindergarten begins (Same procedures as TK are followed).

2:10 p.m.

Dismissal for first grade begins (Same procedures as TK are followed).

2:15p.m.

End of second grade psychomotor (Wednesday and Fridays).

2:20 p.m.

Dismissal for second grade begins (Same procedures as TK are followed).

After school programs begin.

2:30 p.m.

Staff development and staff meetings are scheduled on Wednesdays after school from 2:30 to 3:30 p.m.

Parent Advocacy Committee meetings begin and end within the hour.

4:00 p.m.

Office staff leave for the day.

5:00 p.m.

Fenton Primary Center Afterschool Program ends.

5:30 p.m.

Our Think Together after school program ends. Parents check students out of program.

Most staff members will have departed for the day, unless parents have requested a late conference. Parent informational meetings or parent workshops are sometimes scheduled. Custodial staff will check all classrooms, offices, and gates to ensure all areas are locked and inaccessible.

WASC ACCREDITATION

Fenton Primary Center has successfully maintained accreditation by the Western Association of Schools and Colleges (“WASC”). The Charter School received full six-year accreditation after a thorough visit in the Spring of 2023. The committee gave glowing remarks on the wonderful education program at Fenton Primary Center and credited the success to the amazing collaboration and high spirit of the teaching staff.

~~* Charter authorization is for TK-2 and the extracurricular and after school program provisions serve as sup¹plemental information~~

¹ References to programs beyond the TK-5 are outside the scope of the petition and provided to illustrate the services the Charter School provides.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“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.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The completed LCFF State Priorities table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

A completed LCFF State Priorities table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference.

Measuring Student Academic Performance and Growth

Fenton Primary Center uses a variety of assessments to determine student academic performance and growth. As an elementary school, the school has adopted curriculum approved by the state in all subject areas. The majority of the assessments given at the school are publisher created. The school has also added a variety of additional programs to enhance the education experience and provide teachers with additional methods of analyzing data. Below is a graph that explains the subjects taught, assessments used for the subject, reports created with each assessment and the audience and purpose for the assessment:

Subject	Assessments	Reports	Audience and Purpose
Language Arts	<ul style="list-style-type: none">- Publisher's Assessments - Reading Wonders- Educational Software for Guiding Instruction– Phonics, letter and sound recognition, sight words- Istation – Computer-adaptive assessment- i-Ready – Computer-adaptive assessment	<ul style="list-style-type: none">- School-created CCSS Report Card- School-created Periodic Progress Report- Illuminate Data Reports- ESGI Progress Reports- Istation – Priority reports- Schoolwide Progress Reports using i-Ready and Illuminate	<ul style="list-style-type: none">- Report cards for parents are disseminated three times a year to provide a detailed report of student progress.- Periodic progress reports are provided for parents between report cards and give an overview of student progress.- Illuminate data reports are created to measure progress and performance by student, grade level and school-wide.
			<ul style="list-style-type: none">- Reports are shared with school at Instruction Committee and organization wide at FCPS Board meetings.- ESGI reports are detailed progress reports for parents on the basic skills of reading.- Istation – Online progress reports for teachers and parents are utilized for progress monitoring.

			<ul style="list-style-type: none"> - i-Ready will provide a schoolwide performance rating. The Charter School is currently in our first year of use.
English Language Development	<ul style="list-style-type: none"> - Publisher's Tests – Reading Wonders ELD - English Language Retell Assessment - Istation – Computer-adaptive assessment - ELPAC 	<ul style="list-style-type: none"> - Publisher's Tests – Reading Wonders ELD – Benchmark Assessments - ELDRA – formative assessment - Istation – Priority reports - ELPAC student performance level reports 	<ul style="list-style-type: none"> - Reading Wonders ELD benchmark assessments will provide teachers and parents periodic performance data. - ELDRA provides additional specific reports on student listening and speaking skills. - Istation – Online progress reports provides data to teachers and parents. - ELPAC provides parents and teachers with performance data.

Mathematics	<ul style="list-style-type: none"> - Publisher's Assessments - My Math - Xtra Math (Computer-adaptive practice and assessment) - Educational Software for Guiding Instruction - i-Ready – Computer-adaptive assessment 	<ul style="list-style-type: none"> - School-created CCSS Report Card - School-created Periodic Progress Report - Illuminate Data Reports - ESGI Progress Reports for TK and kindergarten - Schoolwide Progress Reports using i-Ready and Illuminate 	<ul style="list-style-type: none"> - Report cards for parents are disseminated three times a year to provide a detailed report of student progress. - Periodic progress reports are provided for parents between report cards and give an overview of student progress. - Illuminate data reports are created to measure progress and performance by student, grade level and school-wide. - Reports are shared with school at Instruction Committee and organization wide at FCPS Board meetings. - ESGI reports are detailed progress reports for parents on the basic skills of mathematics in TK and kindergarten. - i-Ready will provide a schoolwide performance rating.
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Science	- Publisher's Assessments – Pearson Scott Foresman California Science	- School-created CCSS Report Card - School-created Periodic Progress Report - Teacher- created assessments	- Report cards for parents are disseminated three times a year to provide a detailed report of student progress. - Periodic progress reports are provided for parents between report cards and give an overview of student progress.
Social Studies	- Publisher's Assessments – <i>Reflections</i> by Harcourt	- School-created CCSS Report Card - School-created Periodic Progress Report - Teacher- created assessments	- Report cards for parents are disseminated three times a year to provide a detailed report of student progress. - Periodic progress reports are provided for parents between report cards and give an overview of student progress.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Charter Goal 1: Students will strive to master the rigorous academic content of the Common Core State Standards and Next Generation Science Standards, and the CA state science content standards while transitioning to NGSS, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.

Method of Measurement:

In accordance with California *Education Code (EC)* Section 47607.2, Fenton Primary Center utilizes iReady by Curriculum Associates as verified data. iReady is approved by the California Department of Education as a valid and reliable assessment that can be used to measure increases in academic achievement.

iReady data is utilized for internal progress monitoring, instructional shifts within the classroom, and identification and monitoring of intervention (AIM) groupings. All K-2 students participate in both Reading and Math diagnostic assessments three times per year; August, January, and June.

The iReady Diagnostic Assessment is widely used at Fenton Primary Center for progress monitoring of student outcomes. At the beginning of the school year, students take the iReady Diagnostic to establish a baseline of their current abilities in reading and math. This helps in identifying each student's strengths and areas for improvement. Based on the diagnostic results, iReady provides personalized learning paths for each student. These learning paths include lessons and activities that target the specific skills each student needs to develop.

Teachers can use the data from these assessments to make informed instructional decisions. The results highlight whether students are progressing, stagnating, or regressing in certain areas. iReady generates detailed reports that break down student performance by specific skills and standards. These reports can be used by teachers to identify trends and patterns in student learning. Based on the diagnostic data, FPC implements targeted interventions for students who are struggling. This might include additional support in small groups or one-on-one instruction. Teachers can conduct regular checks using shorter, more frequent assessments or checks within the iReady platform to ensure interventions are effective and students are making progress.

Students receive feedback on their performance, which can motivate them and help them understand their learning goals. Fenton Primary Center uses iReady data to communicate with parents about their child's progress, strengths, and areas needing improvement. This fosters greater parent involvement in their child's education. Teachers adjust their instructional planning based on the diagnostic results. This ensures that classroom instruction is aligned with the specific needs of the students.

FPC uses the data to provide professional development for teachers, helping them to better understand how to interpret the data and use it to inform instruction. The data from iReady helps the school ensure they are meeting state and federal accountability standards by demonstrating student growth and proficiency. The performance expectation of every student is to increase overall status and demonstrate at least one year's worth of learning indicated by obtaining 100% growth.

Charter Goal 2: Students will build a foundation for a responsible work ethic by regular and punctual attendance.

Method of Measurement:

Attendance is recorded daily in all classrooms. FCPS employs a full-time attendance officer who oversees the entire attendance process, including verifying absences, calling parents and making home visits. Each month, the attendance officer compares actual attendance to the goal of 96.5% attendance. All records are stored on the FCPS database.

Charter Goal 3: Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.

Method of Measurement:

The primary method of assessment of students' mastery of English language is the annual results of the ELPAC. Additionally, utilize the English Language Development assessments from the language arts series, Reading Wonders published by McGraw Hill, to monitor each student's progress.

Classroom teachers, administrators, review the ELD Portfolio for each student regularly and special education staff as needed. Progress monitoring documents are also filed in a student's portfolio to ensure continued support of students who have met the reclassification criteria.

Charter Goal 4: Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.

Method of Measurement:

The number of *referrals* for disruptive classroom behavior and negative playground interactions will decrease yearly. (Data will be maintained through the FCPS database.)

Formative Assessments

Formative assessments are administered as often as necessary and provide data for teachers to adjust instructional delivery and design. These assessments allow teachers to determine which lessons need to be retaught. Lead Teachers assure the grade levels follow the pacing and assessment plans. The grade levels discuss results in a collaborative setting during weekly meetings.

Fenton Primary Center teachers have implemented successful teaching strategies utilizing Explicit Direct Instruction by DataWorks. Explicit Direct Instruction is a teaching method that includes immediate feedback of student understanding using specific key teaching strategies. One of the key strategies is to frequently check for understanding during instruction. Checking for understanding allows the teacher to stop and reteach, if necessary. Another key element is for the teacher to provide adequate wait time when asking questions; this allows students to process answers, especially English learners who need extra response time. Finally, another key element in Explicit Direct Instruction is to implement an effective think-pair-share process. Teachers will use this to allow children to expand their language and share with their peers, while the teacher observes the interactions.

DATA ANALYSIS AND REPORTING

The type(s) of data the charter school will use

The Instruction Committee, an advisory committee that reports to the Board of Directors, will continue to analyze student assessment data at regularly scheduled monthly meetings. Lead Teachers will review percentages on weekly publishers' tests for each classroom along with other teacher-developed assessments, anecdotal records, and trimester grades prior to each reporting period for school progress reports. Positive as well as negative results will be shared by Lead

Teachers and evaluated by the committee to determine the specific causes for upward and downward trends, and action will be taken to modify or revise current instructional practices as necessary.

Use of data to inform curriculum, instruction, tiered intervention, and enrichment

The administrative staff will disaggregate data from the Charter School's Illuminate database for each curricular area, grade level, and significant subgroup. This analysis will focus FPC's efforts to keep pace with the state and District, and to be aware of the promising practices of the educational community-at-large.

Use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing board

All findings from the analysis will continue to drive the allocation of the FPC's resources. The Instruction Committee based on careful analysis of student achievement data will make funding recommendations and the scheduling of professional development activities. This committee's recommendation will be passed on to the Finance Committee for fiscal review. Both bodies are advisory committees and report to the Board of Directors. Final determination of implementation of all policies and initiatives will be the responsibility of the Board of Directors.

Use of data to inform stakeholders of school performance

The Parent Advocacy Committee, an advisory committee that reports to the Board of Directors, conducts evening meetings for parents and school community members to share school-wide results in the fall and spring of each school year. Individual student test score results are shared with parents in a timely manner, and discussed, interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading Policy

The Charter School utilizes a digital report card using the Illuminate database. Fenton Primary Center uses *Illuminate* as its database for student information, student accountability, teacher grade books, and student report cards. This has improved the overall functionality of the Charter School. This was a critical step for the Charter School as it provided more consistency in reporting with all teachers using the same grade books across the grade levels. Below is the grading scale the Charter School uses:

Criteria for Achievement Grades

4 - Mastery

A 4 is given to students who: Demonstrate mastery at 90 - 100% proficiency of the standards introduced during the specific reporting period based on class work, assessments, and teacher observation.

3 - Meeting

A 3 is given to students who: Demonstrate mastery at 70 - 89% proficiency of the standards introduced during the specific reporting period based on class work, assessments, and teacher observation.

2 - Approaching

A 2 is given to students who: Demonstrate mastery at 50 - 69% proficiency of the standards introduced during the specific reporting period based on class work, assessments, and teacher observation.

1 - Below

A 1 is given to students who: Demonstrate mastery at 49% - below proficiency of the standards introduced during the specific reporting period based on class work, assessments, and teacher observation.

Criteria for Effort Grades

A - Always

Always is given to students who: Always display the social/emotional behaviors.

O - Often

Often is given to students who: Consistently display the social/emotional behaviors.

S - Sometimes

Sometimes is given to students who: Usually display the social/emotional behaviors.

R - Rarely

Rarely is given to students who: Seldom display the social/emotional behaviors.

Type and Frequency of Reporting

Fenton Primary Center provides parents with a progress report by the 5th week of school. A report card is created by the 10th week of school and is shared with parents during a parent-teacher meeting or conference. Parent conferences are held for one week in November. A second progress report will go home around the 15th week of school or the beginning of February. Another report card is created around the 25th week of school or in March. A final report card is provided on the last day of school. These progress reports and report cards are formal documented ways of communication. Teachers and staff regularly talk to parents if concerns arise.

Fenton Primary Center also provides periodic progress reports to parents, to convey how students are doing between report cards. Teachers are accountable for record-keeping and tracking students' progress and growth. The Charter School plans to implement the parent portal on Illuminate, which will give parents online access to student progress. This system will provide instant progress monitoring for parents.

Promotion/retention policy and procedures

Students who struggle with meeting the expected standards are reviewed individually using Coordination of Services Team meetings. These meetings are held 2-3 times a year, or as necessary, to discuss and document support for struggling students. If a student continues to have difficulty, a Student Study Team meeting is held to discuss student needs and address specific interventions that have been implemented. Parents also attend the SST meeting in order to provide the team with additional information and attain additional strategies that can be used at home.

The Charter School's goal is to promote every child. However, if a child continues to perform below grade level standards, retention may be considered. Grade level teachers, the Charter School's academic support team and administration collaboratively review each recommendation and provide a final recommendation. Parent participation is a key factor in determining retention. Parents meet with the classroom teacher to review the final recommendation and sign-off for final consent. The Charter School reviews its overall retention process annually and makes any necessary changes in the fall.

STANDARDIZED TESTING

The Fenton Primary Center participates in all required statewide testing and will meet all statewide standards applicable to the grade levels served. The Charter School will continue to maintain up-to-date data and follow all submission deadlines to CALPADS and provide the District with copies of the submitted data.

Element 4 – Governance

“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.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

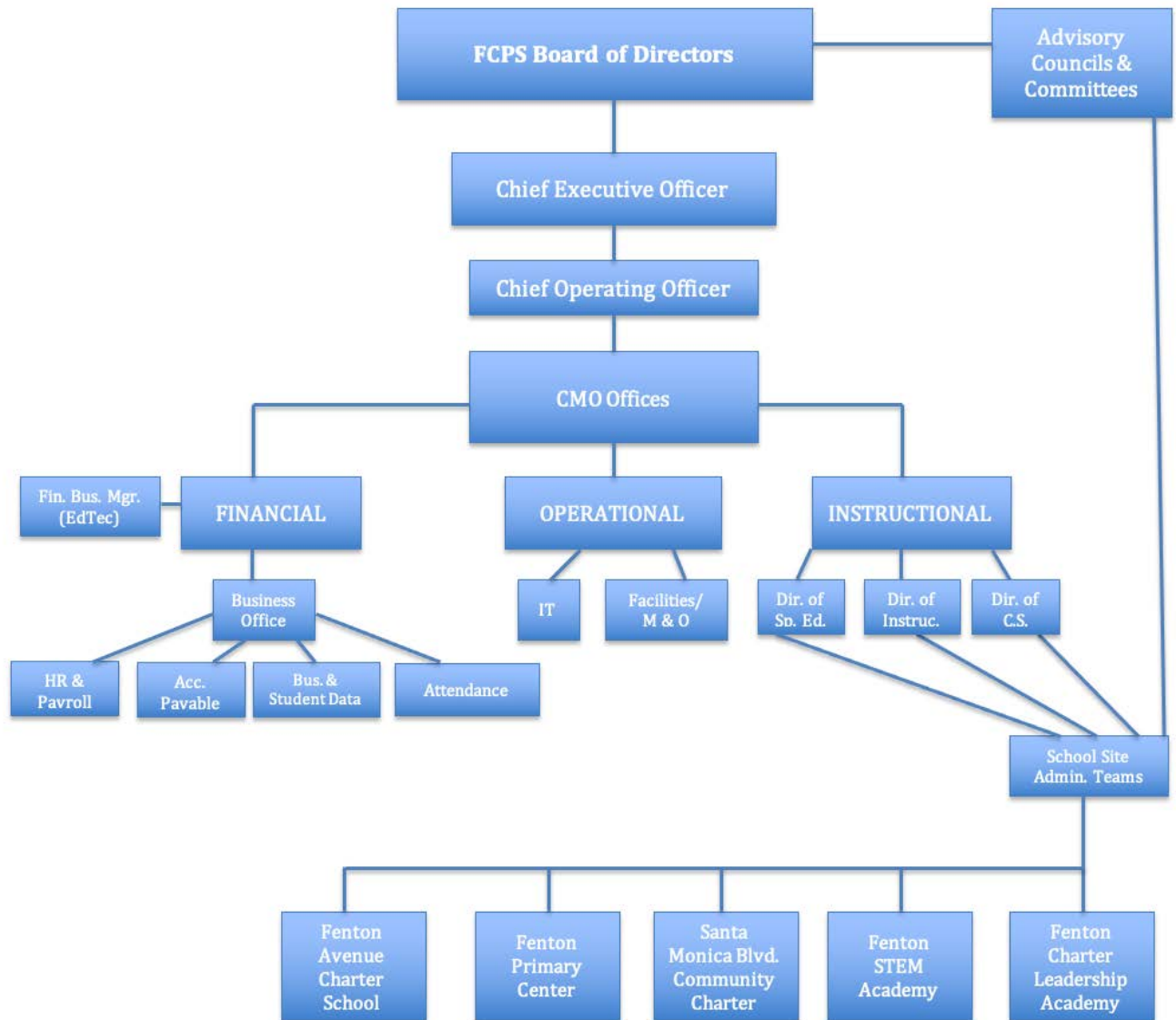
Fenton Primary Center is a directly funded independent charter school and is operated by the Fenton Charter Public Schools. The Charter School will continue to be operated by FCPS, a California nonprofit public benefit corporation pursuant to California law.

The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The Charter School community fully understands and appreciates the responsibility that fiscal independence and nonprofit status requires, and will continue to implement a collaborative structure that allows every staff member, and encourages every parent and community member, to become full partners in school improvement efforts.

FENTON CHARTER PUBLIC SCHOOLS

Organizational Chart



The Charter School is governed by the Board of Directors of the Fenton Charter Public Schools (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs are managed, and all corporate powers are exercised, by or under the direction of the Board of Directors. Without prejudice to the general powers set forth above, but subject to the same limitations, the Board of Directors has the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and the bylaws; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another within the boundaries of the Los Angeles Unified School district; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

In addition to the duties listed above, the Board’s roles and responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Chief Executive Officer and Chief Operating Officer of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Chief Executive Officer;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as the fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School (e.g., monthly review of profit and loss statement, balance sheet, cash flow analysis, and revenue statement; review of interim reports, unaudited actuals and

final audit; review and approval of initial and final annual budget, and any budget revisions);

- Chief Operating Officer will contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Review request for out of state or overnight field trips;
- Approve school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint a hearing officer or an administrative panel for recommended student expulsions and hear expulsion appeals.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Executive-level employees include the Chief Executive Officer and Chief Operating Officer, neither of whom serves on the Board.

The Chief Executive Officer is the general manager of the corporation and supervises, directs, and controls the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer has such other powers and duties as the Board of Directors or the bylaws may require.

The Chief Operating Officer/ keeps and maintains, or causes to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The COO sends or causes to be given to the Board such financial statements and reports as are required to be given by law, or as requested by the Board. The books of account are open to inspection by any board member at all reasonable times.

The Chief Operating Officer also does the following: (a) deposits, or causes to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburses the corporation's funds as the Board of Directors may order;

(c) renders to the Chief Executive Officer, Chairman of the Board, and the Board, when requested, an account of all transactions as Chief Operating Officer and of the financial condition of the corporation; and (d) has such other powers and performs such other duties as the Board, contract or job specification, may require.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The composition of the charter school's governing board and how this composition will contribute to effective charter school governance.

The FCPS Board maintains at least five (5), but no more than eleven (11) directors at all times. The Board composition includes community representatives (the majority) and one to three parent representatives from FCPS schools. Each director holds office, unless otherwise removed from office, in accordance with the approved bylaws for two (2) years and until a successor director has been designated as described below. Directors may be nominated by an ad hoc Nominating Committee for an additional two-year term when their terms expire and Directors are staggered. The nominating committee is comprised of two (2) directors and certificated and non-certificated representatives from one or more of the charter schools operated by FCPS, shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors.

Criteria and process for selecting governing board members

Length/rotation of service terms

Each director holds office, unless otherwise removed from office, in accordance with the approved bylaws for two (2) years and until a successor director has been designated as described below. Directors may be nominated by an ad hoc Nominating Committee for an additional two-year term when their terms expire.

Process and potential considerations for determining a need to select/add board member

The Board composition shall include: community representatives (the majority) and one to three parent representatives from FCPS schools. In accordance with Education Code Section 47604(c), the chartering authority that grants a charter to a charter school to be operated by a nonprofit public benefit

corporation shall be entitled to a single representative on the Board of Directors. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). All directors, except for the representative appointed by the chartering authority, shall be designated by the existing Board of Directors at the corporation's annual meeting of the Board of Directors.

Board member qualifications

Qualifications for all directors are generally the ability to attend board meetings, and a willingness to actively support and promote the Fenton Charter Public Schools. The Board as a whole includes members of the community who reflect the broad base of public support for the corporation. Community members are sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Board members have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

Support Effective Charter School Governance

The following are examples of how the Board of Directors provides effective charter school governance.

1. Oversee the administration (school leadership team) of the Charter School to ensure that applicable laws, policies, and the charter are being followed.
2. Oversee the budget of the Charter School to ensure all transactions are documented, reasonable, legal, and appropriate.
3. Evaluate the FCPS Chief Executive Officer and Chief Operating Officer - create goals that help students succeed and provide the Chief Executive Officer and Chief Operating Officer the support and tools needed to reach those goals. Give the Chief Executive Officer and Chief Operating Officer the autonomy to run the Charter School, and hold the Chief Executive Officer and Chief Operating Officer accountable for successes and failures.
4. Monitor academic achievement (performance and progress) by students and develop strategic plans to improve that achievement.
5. Provide opportunities to hear from teachers, staff, parents, and students in order to make fully educated decisions regarding improvements to the Charter School.
6. A duty of care to exercise reasonable care in making decisions for the Charter School.
7. A duty of loyalty to the Charter School to avoid actual or potential conflicts of interest.
8. A fiduciary duty to the Charter School by maintaining oversight of the Charter School's finances and by evaluating financial policies, approving budgets, and reviewing financial and audit reports.
9. A duty of confidentiality to the Charter School students and personnel. Keeping confidential information learned in closed sessions or in confidential reports regarding students or employees.
10. Evaluate the Board's own performance to ensure it is effectively supporting the organization in achieving its mission/vision and goals, and address any areas of concern.

11. Maintain highest standards of legal, fiscal, regulatory compliance by developing and adopting required and recommended policies.
12. Develop effective operational and academic strategies and practices that are consistent with the Charter School's mission/vision.
13. Provide support to the Chief Executive Officer and Chief Operating Officer by providing for resources and tools to manage the Charter School.
14. Implement goals and standards for the operations of the Charter School, school leadership and the Board.

GOVERNANCE PROCEDURES AND OPERATIONS

Location and frequency of governing board and committee meetings

The FCPS Board of Directors meets regularly, at least eight times during the school year and in accordance with the Brown Act and Education Code Section 47604.1(c).

Process and timeline for setting annual calendar of governing board and committee meetings

~~All directors are designated at the corporation's annual meeting of the Board of Directors, which is typically held in the second month of the new school year.~~ Meetings are held at one of the FCPS school sites on a rotating basis, unless otherwise scheduled by the Board of Directors. The schedule of regular meetings for the upcoming school year is determined by the board at the last meeting of the school year.

Location(s) for posting governing board and committee meeting agendas

Board and committee meeting agendas will be posted on the website and at the school sites.

Specific procedures that will ensure compliance with key Brown Act requirements and SB126

The Charter School shall comply with the Brown Act, including, but not limited to, posting of agendas in a public location at least 72 hours in advance of regularly scheduled meetings, provision for public comment at Board meetings, and publishing and posting of minutes in a public location.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 (as set forth in Education Code Section 47604.1), and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code has been approved by the County Board of Supervisors.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

The governing board's decision-making procedures

Quorum requirements

A majority of the directors then in office shall constitute a quorum.

Board action (voting) requirements

If a quorum is present, the affirmative vote of the majority of Directors present at the meeting voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Abstention and teleconference participation

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of Los Angeles County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Charter School shall comply with the Brown Act, including, but not limited to, posting of agendas in a public location at least 72 hours in advance of regularly scheduled meetings, provision for public comment at Board meetings, and publishing and posting of minutes in a public location.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 (as set forth in Education Code Section 47604.1), and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code has been approved by the County Board of Supervisors.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

STAKEHOLDER INVOLVEMENT

~~DESCRIBE THE CHARTER SCHOOL'S STAKEHOLDER INVOLVEMENT PLAN AND PROCESS~~

The role of parents and staff in the governance of the charter school

The Charter School utilizes four Board advisory committees as a means for soliciting stakeholder input, and for supporting the work of the Board. Committees are interchangeable with "councils" as operated by Fenton Avenue Charter School. Upon conversion in 1993, Fenton Avenue established councils. When Fenton Primary Center and Santa Monica Boulevard were established, the site referred to these same groups as committees. They are organized and operated in the same

manner. Staff, parents and community members may participate in any committee, but may only serve as a voting member on one committee.

Staff, parents and community members will apply for a committee of their choice on an annual basis. Placement of staff members will be made by the prior year's representatives based on the employee's/parent's preference and the additional responsibilities of each individual. Every attempt will be made to proportionally distribute the membership of each committee, with a membership of between 10 and 20 members on each committee.

Each full-time employee must be a participating member of a committee. All other employees will be encouraged to participate.

Advisory committees shall comply with the Brown Act, including, but not limited to, posting of agendas in a public location at least 72 hours in advance of regularly scheduled meetings, provision for public comment at meetings, and publishing and posting of minutes in a public location.

The role of the advisory committees is detailed in a Board resolution, which is reviewed and approved annually.

- **Finance and Safety Committee**

- Tasks:

- Collaborate with the Charter School Director and leadership team to develop its LCAP and annual update;
 - Review yearly budget;
 - Review expenditures and cash flow;
 - Review budget adjustments as needed;
 - Review interim and year-end fiscal reports;
 - Recommend commission of annual fiscal audit;
 - Review the monitoring of average daily attendance and revenues;
 - Recommend fund reserves utilization;
 - Apply for grants and funds;
 - Solicit private and corporate donations;
 - Review Mandated Cost Reimbursement Program;
 - Review E-Rate Program;
 - Review contracts;
 - Review facilities utilization and insure a safe campus;
 - Review long-range facilities plan;
 - Coordinate and oversee school emergency plans;
 - Review maintenance needs.

- **Instruction Committee**

- Tasks:

- Collaborate with the Charter School Director and leadership team to develop its LCAP and annual update;
 - Review the implementation of State Board of Education-approved Common Core State Standards;
 - Ensure ongoing articulation among teachers and across grade levels;
 - Monitor scheduling of grade level meetings;
 - Monitor use of ELD portfolios;

- Ensure the use of publishers' tests, Istation and other assessments as designated by the committee;
 - Review student outcomes annually and design action plans centered around the following assessment tools:
 - CAASPP;
 - ELPAC;
 - Istation;
 - Recommend instructional materials, including all state adoptions;
 - Recommend a yearly plan and schedule for staff development activities;
 - Coordinate parent education activities related to instructional program with the Family Center;
 - Review ongoing implementation of Fenton Primary Center's Technology Plan;
 - Review the Special Education program:
 - Recommend a plan and schedule for staff development related to serving students with disabilities;
 - Review compliance with federal and state regulations;
 - Review student assessment, placement, and mainstreaming of special education students;
 - Review provision of designated instructional services;
 - Review the continuous implementation of a differentiated instructional program for English Learners, Title I and GATE students
- **Personnel Committee**
 - Tasks:
 - Consult with the Charter School leadership team to develop its LCAP and annual update;
 - Design and review the recruitment and selection process for personnel;
 - Develop employee job descriptions and contracts to be recommended to the Board of Directors;
 - Design the development of schedules and organization of classes to be recommended to the Board of Directors;
 - Review and recommend track and grade assignments (with Curriculum and Assessment Committee);
 - Recommend policies related to leaves of absence, staff attendance, release and vacation days;
 - Review and recommend all decisions related to hiring;
 - Review and recommend annual school-wide salary adjustments and benefits (with Budget, Facilities and Safety Committee);
 - Review staff evaluation process;
 - Review all personnel policies to determine they are in compliance with existing law.
- **Parent Advocacy Committee**
 - Tasks:
 - Consult with the Charter School leadership team to develop its LCAP and annual update;

- Encourage community activities and recruitment of volunteers;
- Function as the School Site Committee and Parent/Teacher/Student Association;
- Monitor school-wide incentive programs;
- Monitor and review policies for student and parent activities;
- Advise the Family Center on parent education and related activities;
- Review and revise the Home-School Agreement as needed.

Parents are involved in FCPS governance in myriad ways. The FCPS schools are represented on the Board of Directors by one to three parent representatives selected from the FCPS schools. Additionally, parents may sit on all FPC advisory committees listed above. These are not elected positions; rather, all parents are invited to participate. Parents may also volunteer with the Charter School during field trips and in the classroom. FPC offers a number of school-wide events in which parent participation is encouraged.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

FPC employee classes/positions, including administrators, certificated staff, instructional support, and classified staff.

ACCELERATION SPECIALIST
ADULT ASSISTANT
ASSISTANT DIRECTOR
CAFETERIA CLERK
CAMPUS SECURITY AND MAINTENANCE
CLASSROOM TEACHER
COMMUNITY SCHOOLS COORDINATOR
COMPLIANCE ASSISTANT
CUSTODIAN
DIRECTOR
EDUCATION SPECIALIST

EDUCATION SPECIALIST INTERN
EXPANDED LEARNING COORDINATOR
IT SUPPORT SPECIALIST II
NURSE'S AIDE
OFFICE ASSISTANT
OFFICE MANAGER
PLANT MANAGER
REGISTERED BEHAVIOR TECHNICIAN
SCHOOL COUNSELOR
SCHOOL NURSE - CREDENTIALLED
SCHOOL PSYCHOLOGIST
SP ED TEACHER ASST
SPEECH PATHOLOGIST
SUPERVISION AIDE
TEACHER ASSISTANT
DIRECTOR OF COMMUNITY SCHOOLS
DIRECTOR OF INSTRUCTION
DIRECTOR OF SPECIAL EDUCATION

Job descriptions and the minimum and desirable qualifications.

**DIRECTOR OF COMMUNITY SCHOOLS
JOB DESCRIPTION**

Qualifications and Experience:

Education:

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. An Elementary Teaching Credential, an administrative degree and an Administration Credential.

Experience:

1. No fewer than five years of full-time teaching service.

2. Administrative or school site leadership experience (*e.g., served as council or committee chair or co-chair, lead teacher, faculty representative, and/or coordinator*)

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Knowledge of and ability to recognize the impact of Renewal Petitions, Employee Handbook, Evaluation Handbook and applicable state and federal laws and regulations.
2. Ability to organize and direct a school related program beyond the instructional day that provides for the social, emotional, and intellectual development of all students.
3. Capacity to lead, direct, recognize, develop and supervise teachers and staff objectively.
4. Understanding of and sensitivity to diversity in the school community.
5. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
6. Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Knowledge of and skill in effective budgetary processes and school finance.
9. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
10. Ability to make formal, public presentations.
11. Ability to compose and comprehend written communication.
12. Ability to respond quickly in an emergency situation.
13. Ability to cope with crisis situations.
14. Ability to complete all responsibilities independently and in a timely manner, and assume the responsibilities of the Director of a Fenton Charter Public School.
15. Performs other related duties as assigned.

Job Purpose:

Serves as the senior leader responsible for leading and launching the core components of a full service community school program building on cornerstone commitments and proven best practices.

Responsible to:

The Chief Executive Officer, Chief Operating Officer and the Board of Directors of the Fenton Charter Public Schools.

Essential Job Functions:

1. The Director of Community Schools is responsible for leading and launching the Fenton Charter Public Schools Community Schools program in alignment with the **Four Pillars of Community School** work: 1) *Integrated Student Supports*; 2) *Expanded Learning Time and Opportunities*; 3) *Family and Community Engagement*; and 4) *Collaborative Leadership and Practices*.
2. Implement the **Four Cornerstone Commitments**: 1) *Assets-driven and Strength-based Practice*, 2) *Racially Just and Restorative School Climates*, 3) *Powerful, Culturally Proficient and Relevant Instruction*; 4) *Shared Decision Making and Participatory Practices*.
3. Implement the **Four Proven Practices** identified by the state of California: 1) *Community Asset Mapping and Gap Analysis*; 2) *Oversee a Site Based Community School Coordinator*; 3) *Site-Based and LEA-Based Advisory Councils*; 4) *Integrating and Aligning with other relevant Programs*.
4. In collaboration with site Directors, oversee Expanded Learning Coordinator/Community School Coordinator and Parent Center Director to engage in community asset mapping and gap analysis.
5. Partner with community agencies and local governments to align community resources to improve student outcomes.
6. Develop partnerships to mitigate academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and organize school and community resources to address barriers to learning.
7. Provides supervision, guidance, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and academic needs of all student subgroups including Standard English Learners, English Learners, students with disabilities and Gifted and Talented students.
8. Provides effective professional development and training for all stakeholders to improve student achievement.
9. Evaluates the performance of Expanded Learning Coordinators, Parent Center Directors, and other certificated and classified personnel assigned under the Community Schools Grant in collaboration with school site Directors.
10. Supports the “Safe School Plan” and complies with mandated child abuse reporting procedures.
11. Maintains positive public relations and outreach contacts with parents and community groups.
12. Serves as a resource for and liaison to the stakeholders of the school community.
13. Interprets and implements state laws, FCPS Board policies and resolutions, restructuring and reform efforts, and employee contracts and handbooks.
14. Prepares budgets and is responsible for the monitoring of expenditures of all school funds associated with Expanded Learning and Community School support in

accordance with federal and state guidelines, and the FCPS General Accounting Policies and Procedures Manual.

15. Develop, manage and execute data driven strategies to address needs.
16. Lead systematic evaluation of program, activity and event effectiveness.
17. Utilize positive youth development resources to improve student attendance, behavior and/or academic performance.
18. Generate reports on outcomes of the Community School efforts for various stakeholders across FCPS.
19. Collect, review and analyze student data to develop new strategies and plan for continuous improvement of existing interventions.
20. Actively participate in core team meetings, sharing relevant data, highlighting concerns and developing solutions from a network wide perspective.
21. Lead, develop and facilitate an effective community leadership team.
22. Communicate with all educational partners about the program.
23. Work with schools to host various workshops, trainings, meetings, etc. for the implementation plan of Community Schools.
24. Review and monitor the effectiveness of family and community engagement strategies.
25. Create and oversee community-level committee meetings, task forces, etc.
26. Maintain individual meetings with key partners who are or are not yet connected to the school.
27. Oversee the student recruitment and enrollment process FCPS wide.
28. Other duties as assigned.

Related and Desired Proficiencies:

- Has developed and maintained strong, trusted relationships with the FCPS Board of Directors, all school and FCPS personnel, certificated as well as classified (i.e., teachers, Chief Executive Officer, Chief Operating Officer, Directors, Assistant Directors, Administrative Coordinators, Facilities Manager, IT Manager, Business Manager and Assistant Managers, Chief Financial Officer, Plant Manager, custodians, etc.)
- Has developed and maintained strong relationships with the school community (including the local Neighborhood Council, homeowners associations, LAPD, LAFD and other city agencies) regularly participating in community events on behalf of the school, and demonstrating the ability to actively engage the community on behalf of the school as necessary.
- Has developed and maintained strong relationships with elected officials and their community representatives to the extent that assistance with school and neighborhood concerns are brought forward and resolved in a timely manner.
- Has developed and maintained strong, positive relationships with the District, the Charter Schools Division (CSD) and other divisions and departments within the District (e.g., Facilities, Maintenance and Operations, etc.).

- Continuously participates in charter school-related events and has developed and maintained relationships with other charter leaders, as well as the California Charter Schools Association (CCSA).
- Has actively participated in writing the charter renewal petition of his/her current school engaging all stakeholders in the process; actively participated in the legal review of the document; actively interacted with District staff, up to and including approval of the renewal.
- Understands the necessity of strong fiscal management and oversight in all aspects of the school's day-to-day operations, demonstrating thoughtful planning and collaboration with all stakeholders prior to considering the implementation of new school-wide initiatives.
- Demonstrates the strength and courage to make difficult decisions to maintain the fiscal health and overall outstanding reputation of the organization.

DIRECTOR OF INSTRUCTION JOB DESCRIPTION

Qualifications and Experience:

Education:

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. An Elementary Teaching Credential, an administrative degree and an Administration Credential.

Experience:

1. No fewer than five years of full-time teaching service.
2. Administrative or school site leadership experience (*e.g., served as council or committee chair or co-chair, lead teacher, faculty representative, and/or coordinator*)

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Knowledge of and ability to recognize the impact of Renewal Petitions, Employee Handbook, Evaluation Handbook and applicable state and federal laws and regulations.
2. Capacity to lead, direct, recognize, develop and supervise teachers and staff objectively.
3. Understanding of and sensitivity to diversity in the school community.
4. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
5. Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
6. Knowledge of academic accountability systems and services.

7. Ability to develop and administer policies, procedures, and standards for instructional services.
8. Knowledge of instructional planning, delivery, and evaluation.
9. Ability and integrity in dealing with confidential matters.
10. Knowledge of Fenton policies and procedures, goals and objectives, organizational structure and functions.
11. Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups.
12. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
13. Ability to observe, evaluate, and utilize subordinates effectively.
14. Knowledge of effective administrative and managerial practices and the ability to implement them.
15. Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field of academic instruction.
16. Knowledge of staff development and professional development resources.
17. Knowledge of federal, state, and local policies, rules, laws, regulations, and legislation pertaining to educational services in elementary and secondary instruction.
18. Ability to make formal, public presentations.
19. Ability to communicate effectively with students, supervisors, peers, teachers, other Fenton personnel, parents, community, and other stakeholders, both individually and as a group.
20. Ability to cope with crisis situations and the need to make immediate decisions.
21. Ability to travel to other sites/locations.
22. Performs other related duties as assigned.

Job Purpose:

Under the direction of the Chief Executive Officer, be responsible for the planning, development, assessment and improvement of instructional and educational programs, and is responsible for the development and implementation of organization policies and programs related to instruction and educational services.

Responsible to:

The Chief Executive Officer, Chief Operating Officer and Board of Directors of the Fenton Charter Public Schools

Major Job Responsibilities:

1. Advises the Chief Executive Officer and Chief Operating Officer on educational and administrative issues.

2. Develops and distributes systemic instructional programs, to improve organization-wide instruction.
3. Responsible for the development and implementation of organization policies and programs as related to educational services and instruction.
4. Creates and maintains instructional evaluation processes to quantify instructional staff performance; provides executive direction for measured improvement of instructional practices, student achievement, and certificated teacher leadership.
5. Provides strategic planning and executive leadership in the verification and validation of instructional programs and practices.
6. Creates cross-content and cross-grade communication and integration systems to improve educational services, instructional programs, and organizational accountability for improved student achievement.
7. Creates and implements processes for the continuous improvement of instructional leadership at all school sites in academic and educational instruction including the mentoring and annual evaluation of all site Directors.
8. Supervises the development of systematic approaches to improving student achievement through observation, testing, and precedent; monitors recent research and development in the areas of instruction and educational services.
9. Prepares and delivers presentations on instructional academic accountability and progress to the FCPS Board of Directors, and various stakeholder groups as requested. [This will include the annual completion of LCAP documents for each site, School Accountability Report Cards, Charter Renewal Petitions (Elements 1-3), and all other applicable State, County and District required compliance documents.]
10. Provides guidance for professional development related to all instructional matters for certificated personnel across the organization and assumes the leadership role to support site Directors as the need for more serious intervention such as an Assistance Plan or termination become evident.
11. Represents the organization and individual school sites to local, state, and federal agencies; acts as a liaison between the organization and outside agencies as assigned by the CEO and COO.
12. The Director of Instruction will spend the majority of their time at the school sites to support the instructional and cultural needs of the school.
13. Directs and evaluates the performance of subordinate personnel.
14. Performs other duties as assigned.
15. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed by the CEO and/or the COO, within the authorization of any credentials held (such as Director, Assistant Director, Administrative Coordinator or classroom teacher).

Specific responsibilities under the direction of the Chief Executive Officer:

Curriculum

- Ensures effective implementation of adopted curriculum;

- Oversees adoption of curriculum in major subjects (ELA, Math, Science, Social Studies, Physical Education);
- Ensures implementation of curriculum meets the needs of diverse learners (SPED, ELLs, Significant Subgroups);

Oversees state recommended materials adoptions following protocols established by the Curriculum and Assessment Council/Instruction Committees.

Assessment

- Develops/identifies assessment protocols and tools for all subjects;
- Analyzes, synthesizes and distributes information and data related to state and local assessments;
- Oversees and monitors the administration and review of periodic performance assessments and state mandated testing;
- Monitors progress by entire grade levels and school-wide accomplishments and identifies areas in need of improvement.

Instruction

- Provides direction for the improvement of student achievement system-wide;
- Develops, organizes and implements models of technical assistance for schools with lower student achievement;
- Oversees the use of best practices to ensure students receive an education to propel them to success and immerse themselves in the Common Core standards;
- Ensures implementation of data driven instructional practices.

Professional Development

- Develops and provides ongoing coordination of CMO plans for professional development in conjunction with the Directors, including developing a handbook of opportunities, schedules, providing resources and documents, pre-K-6th;
- Develops professional opportunities for leadership development in an effort to enhance development of administrators;
- Oversees the focus, scheduling, and implementation of professional development activities ensuring alignment with the vision/mission of the CMO;
- Provides teacher and staff support through intervention, discipline as necessary and dismissal as warranted;
- Attends CMO approved conferences and works to implement information received at the conference.

Special Education - Works with the Director of Special Education to ensure the following:

- Compliance in staffing;

- Implementation of Multi-Tiered System of Support (MTSS) (formerly RTI);
- Implementation of Cohesive Coordination of Services Team (COST);
- Teachers receive effective training to ensure academic success of students with IEPs.

English Language Learners - Works with Directors to ensure the following:

- Implementation of new ELD standards;
- Implementation of new ELA/ELD framework;
- Redefining EL students from CELDT status of 1,2,3,4,5 to new status of Emerging, Expanding, and Bridging;
- EL students receive ELD instruction that is integrated and designated;
- Implementation of new state test for EL students - English Language Proficiency Assessments for California (ELPAC);
- Implementation of effective, proactive Language Appraisal Teams (LAT) at each site to ensure EL academic success;
- RFEP status of EL students;
- Positive student achievement of EL students.

State Testing

- Supports the Directors and teaching staff in correlating state-mandated testing to daily/annual instruction:
- CAASPP
- ELPAC
- PFT
- Use of summative assessments to screen for student need and ensure student success on state exams:
- i-Ready Assessments

Compliance

- Maintains Google Drive that contain CMO Documents;
- Coordinates the CMO's new teacher induction and mentoring programs;
- Assists with WASC and other accreditation processes, completing all necessary documents in collaboration with Directors and Lead Teachers at each site;
- Oversees management and maintenance of Fenton database in collaboration with S.I.S. Coordinator (CALPADS, Illuminate, Benchmark, MyMath, FrontRow, iStation, MobyMax);
- Completes School Accountability Report Card (SARC) for each school and ensures posting on website in a timely manner;

- Completes Local Control Accountability Plan (LCAP) for each school site in collaboration with leadership team at each site and ensures submission to LAUSD in a timely manner;
- Ensures compliance with child abuse reporting procedures;
- Oversees NBPTS projects;
- Revises CMO documents and policies:
 - Evaluation Handbook and procedures
 - Report Card
 - Periodic Progress Report
- Works with CMO and site leadership, responsible for communications between home and school:
 - Home-School Agreement (yearly updates/revisions)
 - Student Responsibility Code
 - Technology Code of Ethics
 - Textbook Contract

Innovation

- Develops a culture of exploration and innovation across the CMO;
- Oversees and develops grants for the consistent implementation of curriculum and instruction district-wide;
- Conducts special projects as requested;
- Makes presentations to the community;
- Performs tasks requested by the CMO leadership team;
- Assists with long-range strategic planning, developing system-wide plans, policies, and activities;
- Works on achieving California Distinguished School Status, National Blue Ribbon Status, and Title I National Academic Achievement Award for all sites.

Communication

- Maintains school climates that ensure the safety, health, and welfare of the students and staff, while continually building a relationship of trust and confidence within the community;
- Facilitates communication and collaboration, both internally and in the community, regarding the goals, programs, and initiatives related to curriculum and instruction, professional development, assessment, education reform, and program evaluation;
- Actively participates in the budgeting process for curriculum and instruction including, textbooks/instructional materials, technology, and professional development, TK-6.

**DIRECTOR OF SPECIAL EDUCATION
JOB DESCRIPTION**

Qualifications and Experience:

Education:

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. An Elementary Teaching Credential, an administrative degree and an Administration Credential.

Experience:

1. No fewer than five years of full-time teaching service.
2. Administrative or school site leadership experience (*e.g., served as council or committee chair or co-chair, lead teacher, faculty representative, and/or coordinator*)

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Knowledge of and ability to recognize the impact of Renewal Petitions, Employee Handbook, Evaluation Handbook and applicable state and federal laws and regulations.
2. Ability to organize and direct a school related program beyond the instructional day that provides for the social, emotional, and intellectual development of all students.
3. Capacity to lead, direct, recognize, develop and supervise teachers and staff objectively.
4. Understanding of and sensitivity to diversity in the school community.
5. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
6. Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Knowledge of and skill in effective budgetary processes and school finance.
9. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
10. Ability to make formal, public presentations.
11. Ability to respond quickly in an emergency situation.
12. Ability to cope with crisis situations.
13. Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
14. Sensitivity to, and understanding of, the unique difference and needs of students with disabilities and their parents.

15. Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
16. Ability to assume leadership in teacher/staff development activities.
17. Understanding of the relationship between the total education program as well as counseling and psychological services.
18. Knowledge of the California Education Code, particularly as related to Special Education.
19. Knowledge of accepted principles and practices, current trends, and of Special Education literature and research.
20. Experience in training staff, preferably in the field of Special Education.
21. Knowledge of IDEA, AB 602, federal, state, and local policies, rules, and regulations, particularly with respect to the Modified Consent Decrees.
22. Knowledge of LAUSD Option 3 MOU, principles and practices.
23. Knowledge of contacts with specific outside agencies and resources for Special Educational programming.
24. Knowledge of contacts with specific outside agencies and resources for Special Educational programming.
25. Ability to multi-task projects and set of priorities.
26. Proficient in the use of Welligent.
27. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

Oversee Special Education Programs across the Fenton Charter Public Schools. The Director of Special Education ensures the implementation of all federal and state laws, rules and regulations related to Special Education and supports. The Director of Special Education assists Special Education and General Education staff to effectively service all students while recognizing and honoring the unique characteristics and needs of each school community.

Responsible to:

The Chief Executive Officer and Chief Operating Officer of the Fenton Charter Public Schools.

Major Job Responsibilities:

1. Coordinates the human and material resources of the Fenton Charter Public Schools to ensure the most efficient use of funds and most effective delivery of services.
2. Works collaboratively with the Charter School Directors to support students and staff in meeting the needs of Special Education and General Education students researching program models and innovative practices.
3. Supports all FCPS schools by providing meaningful in-service training for all staff.
4. Assists in meeting compliance issues and reviews at all schools.
5. Participates in IEP meetings or parent consultations at any of the FCPS sites as

6. needed.
7. Working in collaboration with the Director of the Charter School, provides leadership and direction for the special education staff including teachers, counselors, school psychologists, DIS Providers, intervention specialists, and outside service programs.
8. Assumes a “hands on” approach in supporting the Special Education program by providing professional development for all staff; providing coaching opportunities for staff growth; and assisting with Special Education staff selection and oversight as requested by the Directors of the Charter Schools.
9. Serves as liaison to other organizational units of the District, community agencies, and private professional persons on matters related to student placement and adjustment.
10. Works closely with the Directors of the Charter Schools to develop working relationships with outside agencies and partnering organizations that will provide student services, resources, and training to increase student services.
11. Interprets and remains current on all federal, state, and authorizer or SELPA mandates related to Special Education.
12. Serves as a resource person to school personnel in the effective use of Charter School educational support services.
13. Represents the Fenton Charter Public Schools on the Option 3 Coordinating Council, attending and participating in all scheduled meetings.
14. Performs other related duties as assigned.

DIRECTOR JOB DESCRIPTION

Qualifications and Experience:

Education:

1. An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university;
2. An Elementary Teaching Credential, an administrative degree and an Administration Credential.

Experience:

1. No fewer than five years of full-time teaching service.
2. Administrative or school site leadership experience (*e.g., served as council or committee chair or co-chair, lead teacher, faculty representative, and/or coordinator*)

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Knowledge of and ability to recognize the impact of the Fenton Primary Center Charter Petition, FCPS Employee Handbook, FCPS Evaluation Handbook and applicable state and federal laws and regulations.

2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, kindergarten through second grade.
3. Capacity to lead, direct, recognize, develop and supervise teachers and staff objectively.
4. Understanding of and sensitivity to diversity in the school community.
5. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
6. Knowledge of the relationship between the Charter School, the authorizing district, the state and federal agencies.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Knowledge of and skill in effective budgetary processes and school finance.
9. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
10. Ability to make formal, public presentations.
11. Ability to compose and comprehend written communication.
12. Ability to respond quickly in an emergency situation.
13. Ability to cope with crisis situations.
14. Ability to complete all responsibilities independently and in a timely manner, and assume the responsibilities as the Director of a Fenton Charter Public School.
15. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

Serves as the instructional leader and administrator of Fenton Primary Center and assumes responsibility for the direction of the instructional program and the operation of the school plant.

Responsible to:

The Chief Executive Officer, Chief Operating Officer and the Board of Directors of the Fenton Charter Public Schools.

Major Job Responsibilities:

1. Maintain the vision of Fenton Primary Center:

Focus priorities and resources on improving the academic achievement of *all* students to high standards of excellence by providing leadership and support with continual emphasis on the specific mission of the Charter School.

2. Serve as the instructional leader and chief administrator of Fenton Primary Center:

- *Provide guidance, supervision and assistance in instructional practice* while adhering to the policies and practices recommended by the four committees and approved by the Board of Directors:

- Actively participate on Instruction Committee (and all other committees) sharing ideas, supporting best practices and innovative strategies relevant to the mission of the Charter School;
- Oversee the focus, scheduling, and implementation of professional development activities ensuring alignment with the vision/mission of the Charter School;
- Oversee and monitor the administration and review of periodic performance assessments and state mandated testing;
- Actively participate in the Coordination of Services Team meetings in all grade levels, Student Study Team process and attend IEP meetings as needed;
- Monitor progress by entire grade levels and school-wide accomplishments and identify areas in need of improvement;
- Assume full responsibility for WASC and other accreditation processes, completing all necessary documents;
- Monitor Local Education Agency Plan/School Site District Plan and create and implement any addendums required by accountability measures;
- Oversee management and maintenance of Fenton database in collaboration with database coordinator;
- Oversee management of CALPADS and review certifications;
- Oversee state recommended materials adoptions following established protocols.
- *Ensure compliance with all state and federal programs through proper administration or reporting of:*
 - CBEDS (California Basic Educational Data System) Reporting
 - State Testing (if and when applicable)
 - ELPAC
 - Special Education program
 - SARC (School Accountability Report Card)
 - SSC (School Site Council)
- *Ensure compliance with district oversight by preparing and updating all necessary documents and working with the business office to prepare compliance records.*
- *Plan and oversee reorganization of classes yearly, ensuring maintenance of class size and equitable composition of classes;*
- *Supervise and evaluate the teaching and non-certificated staff:*
 - Participate in hiring of teachers and other staff;
 - Preliminary rating of all new hires;
 - Evaluate advancement for earned increases throughout the year for all staff;
 - Review yearly salaries for all staff;
 - Maintain the highest level of security, confidentiality and integrity with regard to personnel files;
 - Oversee the walkthrough process and prepare documentation of progress for each teacher;
 - Provide teacher and staff support through intervention, discipline as necessary and dismissal as warranted.

3. Actively participate in the budgeting process for Fenton Primary Center:

- *Work with the Chief Executive Officer and Chief Operating Officer to plan yearly school budget demonstrating a clear understanding of the correlation between the allocation of resources (both human and material) and effective budgeting;*
- *Monitor enrollment and attendance daily, enrolling new students, accounting for students who leave the Charter School, and work with the Attendance Officer to continuously monitor the Average Daily Attendance rate (ADA) by class, by grade and by track;*
- *Monitor campus safety, security and risk management daily collaborating effectively with the Maintenance and Operations Manager to remedy all emergencies immediately and any areas of concern in a timely manner;*
- *Monitor and approve all overtime allocations;*
- *Work with business office to monitor and review the Consolidated Application;*
- *Work with business office to review the LCFF;*
- *Monitor the development and implementation of the LCAP.*

4. Oversee the daily operation of the facility:

- *Responsible for daily safety and security of the site collaborating with the Maintenance and Operations Manager as needed;*
- *Plan capital projects for facilities improvement working in collaboration with the Maintenance and Operations Manager;*
- *Oversee FPC Student Information System (Illuminate);*
- *Plan, coordinate, oversee and create schedules with Administrative Coordinator:*
 - Daily schedule
 - Recess/lunch play areas and supervision
 - Assignments for paraprofessionals
 - Weekly bulletin
 - Calendar for school year
- *Responsible for creation of all communications between home and school:*
 - Home-School Agreement
 - Student Responsibility Code
 - Technology Code of Ethics
 - Homework Policy
 - Textbook Agreement
 - Parent calendar
 - Holidays and Vacations
 - Assemblies and other special events
 - Opening and Closing Letters to Parents
 - Parent Conference Letters
 - All general correspondence as necessary
- *Organize and implement an “Emergency Operations Plan”;*
- *Ensure compliance with child abuse reporting procedures;*
- *Collaborate with school nurse to ensure compliance with student immunizations and reporting;*
- *Collaborate with school nurse to ensure compliance with staff Bloodborne Pathogens training and reporting procedures;*
- *Ensure the maintenance of a clean physical environment that is conducive to good health and safety;*

- *Oversee the quality of the food services program.*
- 5. Working in collaboration with the Assistant Director and or Administrative Coordinator, school psychologist, resource specialist teachers and other special education staff, oversee the implementation of the Fenton Primary Center special education program:**
- *Coordinate ongoing collaboration between special education and general education staff;*
 - *Facilitate the implementation of instructional modifications, accommodations and behavioral intervention that support student achievement in the general curriculum;*
 - *Coordinate the implementation of all SELPA-related reporting requirements;*
 - *Prepare for, coordinate and monitor all school self-reviews and District Validation Review (DVR) activities as necessary;*
 - *Plan and coordinate special and general education programs to ensure that students with disabilities have access to the core curriculum in the least restrictive environment.*
 - *Coordinate and oversee special education activities as related to the Option 3 SELPA mandates to ensure compliance.*
- 6. Supervise the Behavior Support Team and development, communication and roll out of the student discipline policy to students, parents and staff:**
- *Support and communicate the student discipline policy to students, parents and staff;*
 - *Work with the Behavior Support Team on daily discipline concerns, tending to all students on an individual basis as needed, and with total confidentiality;*
 - *Work with the Behavior Support Team to conduct parent conferences and resolution related to behavior and social/emotional needs of all;*
 - *Work with the Behavior Support Team to ensure the implementation of appropriate strategies and techniques to foster positive student behavior;*
 - *Responsible for overall student discipline with final authority to suspend or expel students.*
- 7. Act as the internal “face and voice” of Fenton Primary Center:**
- *Attend all committee meetings, and any other meetings, event and activities as needed;*
 - *Provide guidance, supervision, assistance and leadership for all members of the Fenton Primary Center staff;*
 - *Maintain a school climate that ensures the safety, health, and welfare of the students and staff, while continually building a relationship of trust and confidence within the community;*
 - *Act as the formal liaison between Fenton Primary Center, parents and community members:*
 - *Attend local community functions related to education as requested;*
 - *Be accessible and available for parent conferences and school-wide events at the school site and in the community.*
- 8. Ensure a successful transition to the new Fenton Primary Center building:**

- *Communicate with PCSD, Blackwell Construction, Plant Manager, Facilities Manager, and IT Manager on facility needs;*
- *Receive and act upon concerns regarding construction and facilities.*

9. Support Fenton Charter Public Schools leadership structure:

- *Attend all committee and board meetings, and any other meetings, events and activities as needed;*
- *Meet with the Chief Executive Officer and Chief Operating Officer regularly to review responsibilities;*
- *Receive and act upon reviews of progress from the Board of Directors.*

**ASSISTANT DIRECTOR
JOB DESCRIPTION**

Qualifications and Experience:

Education:

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
2. An Elementary Teaching Credential, an administrative degree and an Administration Credential (*in progress*).

Experience:

1. Minimum of five (5) years of successful teaching experience.
2. Fenton leadership experience preferred (*e.g., served as council co-chair, lead teacher, faculty representative, experience with various aspects of the position*).

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Professional growth appropriate for educational administration.
2. Capacity to lead, direct, and supervise staff objectively.
3. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups in the school community,
4. Ability to direct the management activities associated with the positions of the Director of the Fenton Primary Center.
5. Knowledge of and ability to recognize the impact of the Fenton Primary Center Charter Petition, FCPS Employee Handbook, FCPS Evaluation Handbook and applicable state and federal laws and regulations, committee and board policies, and applicable state and federal laws.
6. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
7. Facility in oral and written communication.
8. Ability to assist quickly and appropriately in an emergency situation.

9. Ability to cope appropriately with crisis situations.
10. Ability to complete all responsibilities independently and in a timely manner, and assist the Director of the Fenton Primary Center.
11. Ability to make formal, public presentations.
12. Ability to compose and comprehend written communication.
13. Ability to respond quickly in an emergency situation.
14. Ability to cope with crisis situations.
15. Ability to complete all responsibilities independently and in a timely manner, and assume the responsibilities as the Director of a Fenton Charter Public School.
16. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

Assists the Director of the Fenton Primary Center in performing school management duties, assumes full responsibility for all district, state and federal assessment requirements, and acts as the administrative head of the Charter School in the absence of the Director.

Responsible to:

The Director of the Fenton Primary Center.

Major Job Responsibilities:

1. **Working in collaboration with the Director, school psychologist, resource specialist teachers and other special education staff, oversee the implementation of the Fenton Primary Center special education program:**
 - *Coordinate ongoing collaboration between special education and general education staff;*
 - *Facilitate the implementation of instructional modifications, accommodations and behavioral interventions that support student achievement in the general curriculum;*
 - *Coordinate the completion of all SELPA-related reporting requirements;*
 - *Prepare for, coordinate and monitor all school self-reviews and District Validation Review (DVR) activities;*
 - *Plan and coordinate special and general education programs to ensure that students with disabilities have access to the core curriculum in the least restrictive environment.*
2. **Responsible for all district, state and federal mandated testing including, but not limited to, the following:**
 - *ELPAC*
 - *ELDRA (English Language Development Retell Assessment)*
 - *ELAC (English Learner Advisory Committee)*
 - *PRE-LAS (Pre-Language Assessment in Spanish)*
 - *Monitoring of data in Illuminate*
 - *Analysis and dissemination of data to classroom teachers*

- *Analysis and dissemination of Reclassified Fluent English Proficient (RFEP) and Initial Fluent English Proficient (IFEP) designation to parents and classroom teachers*
 - *Monitor reclassification process on district level and work with site database director to ensure accuracy*
- 3. Working in collaboration with the director, oversee the Compliance Assistant:**
- *Supervise, monitor and evaluate the work of the Compliance Assistant at the Fenton Primary Center.*
- 4. Working in collaboration with the director Recruit, hire, assign, supervise and evaluate part-time staff and substitute teachers:**
- *Supervise and monitor paraprofessional staff;*
 - *Supervise and monitor evaluation of the substitute teachers and paraprofessional staff;*
 - *Participate in hiring of substitute teachers and paraprofessionals including teacher assistants, supervision aides, library aides and crossing guards.*
- 5. Working in collaboration with the director, oversee student discipline needs:**
- *Support and communicate the student discipline policy established by director to students, parents and staff;*
 - *Work with the Director and Dean of Students on daily discipline concerns, tending to all on an individual basis as needed, and with total confidentiality.*
 - *Work with the Director and Dean of Students to conduct parent conferences and resolution related to behavior and social/emotional needs of all students;*
 - *Work with the Director and Dean of Students to ensure the implementation of appropriate strategies and techniques to foster positive student behavior.*
- 6. Working in collaboration with the director, oversee after school* programs:**
- Oversee all after school programs:*
- *Act as the liaison between FPC and after school programs;*
 - *Create classroom rotation schedules for after school classes;*
 - *Schedule location of after school events occurring on campus.*
- 7. Working in collaboration with the director and facilities manager, assist in maintaining a safe, secure facility:**
- *Assist with daily safety and security of the site as needed;*
 - *Assist with organization and implementation of an “Emergency Operations Plan” created by Director;*
 - *Ensure compliance with child abuse reporting procedures;*
 - *Assist in ensuring the maintenance of a clean physical environment conducive to good health and safety.*

8. Oversee the daily operation of the facility:

- Plan, coordinate and create schedules:
 - *Create specialists' schedules*
 - *Recess/lunch play areas and supervision*
 - *Assignments for paraprofessionals*
 - *Classroom rotation schedule for after school* classes*
 - *Translation schedules for parent conferences*
 - *Translation schedules for parent orientation*

9. Working in collaboration with behavior room Staff and counselor, oversee all student clubs and incentives:

- *Oversee implementation of monthly incentives and activities (Certificates, Perfect Attendance, Brag Tags, and Mutt-i-grees Character Trait Award).*
- *Oversee implementation of student clubs.*

10. Oversee all student school-wide events:

- *Coordinate and oversee school performances and assemblies;*
- *Oversee scheduling and organization of school field trips. schedule buses, submit invoice paperwork, distribute all paperwork for field trips to teachers and support staff.*

11. Order and distribute instructional materials:

- *Order all instructional materials including state-adopted materials and all supplementary materials;*
- *Work with Lead Teachers to distribute materials, assisting with distribution as needed.*

12. Working in collaboration with the Director, sustain a rigorous instructional program conducive to student learning and staff professional growth including Common Core Implementation and ELA/ELD Framework:

- *Help research, plan and develop the Professional Development Calendar*
- *Help plan publisher presentations, research bridge materials, and help guide FPC Common Core team*
- *Participate as an administrator in the Professional Walkthroughs*
- *Support principles of effective instruction in the classroom*

13. Support Fenton Charter Public Schools leadership structure:

- *Attend all committee meetings, and any other meetings, events and activities as needed;*
- *Meet with the Director regularly to review responsibilities;*
- *Receive and act upon reviews of progress from the Director.*

EXPANDED LEARNING COORDINATOR (CERTIFICATED)
JOB DESCRIPTION

Qualifications and Experience:

Education:

1. An Elementary Teaching Credential with EL authorization;
2. Meets qualifications for “highly qualified” (ESSA compliance) status (CBEST, CSET or equivalent as approved by the California Commission on Teacher Credentialing).
3. Master’s degree and administration credential (*may be in progress, but must be completed within three years of assuming the position*).

Experience:

1. At least three to five years of elementary teaching experience;
2. Fenton leadership experience preferred (*e.g., served as council/committee co-chair, lead teacher, faculty representative, experience with various aspects of the position*).

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Professional growth appropriate for educational administration.
2. Capacity to lead, direct, and supervise staff objectively.
3. Maintains a culturally responsible approach to meet the needs of a diverse school community.
4. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups and with other personnel, parents and students.
5. Collaborate with the school leadership team to improve instructional practices and student engagement.
6. Knowledge of FCPS Employee Handbook, FCPS Evaluation Handbook and applicable state and federal laws and regulations, council/committee and board policies, and applicable state and federal laws.
7. Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group.
8. Facility in oral and written communication.
9. Ability to assist quickly and appropriately in an emergency situation.
10. Ability to cope appropriately with crisis situations.
11. Ability to complete all responsibilities independently and in a timely manner, and assist the Director of the school.
12. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose:

Under the supervision of the school Director, the Expanded Learning Coordinator will be responsible for the school’s Early and Expanded Learning Programs. The programs include before school, after school, summer, and/or intersessional programs that focus on developing the academic, social, emotional, and physical needs and interests of students. This position will

require flexible eight (8) hours to serve students in the morning prior to the start of school as well as during our after school programs. The typical hours this employee will work will be 10:00am - 6:30pm.

Responsible to:

The school's Director. This individual will work closely with the FCPS Instructional Coach, Acceleration Specialist, and school leadership.

Major Job Responsibilities:

Ensure the implementation of the school's **ELO-P Plan.**

1. **Safe and Supportive Environment:** Provide opportunities for students to experience a safe and supportive environment.
2. **Active and Engaged Learning:** Provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.
3. **Skill Building:** Ensure opportunities for students to experience skill building.
4. **Youth Voice and Leadership:** Create quality programs that promote a sense of purpose and individual empowerment.
5. **Healthy Choices and Behaviors:** Providing opportunities, support, and encouragement to all students to be physically active on a regular basis.
6. **Diversity, Access, and Equity:** Ensure programs, events, and learning experiences provided by the school offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants.
7. **Quality Staff:** Assist in the selection, scheduling, and evaluation of staff.
8. **Clear Vision, Mission, and Purpose:** Provide leadership and assistance to enrich the school's vision through planning, implementing, and improving Early Learning and Expanded Learning Programs.
9. **Collaborative Partnerships:** Plan, develop, and implement training programs for new and existing programs among school staff and external partners.
10. **Continuous Quality Improvement:** Coordinate effective use of curriculum materials, instructional supplies, equipment, building facilities and school grounds.
11. Maintain, interpret, and carry out adopted state laws and policies related to Early and Expanded Learning Programs.
12. Plan, supervise and direct the business operation of the Early Learning and Expanded Learning Programs in accordance with district policies and procedures.
13. Develop and administer Early Learning and Expanded Learning Program budgets.
14. Complete and maintain all pertinent records and reports including the management of relevant data.
15. Provides targeted instruction aimed at accelerating student achievement in all subject matter areas.
16. Participates in site meetings and collaborates with teachers to ensure consistent and coordinated Early Learning and Expanded Learning Programs.
17. Promotes a professional school culture at each Fenton site.
18. Works to create a culture of collaboration across the Fenton schools.

19. Remains current on relevant federal and state education policy.
20. Facilitate workshops and meetings to provide teachers with the resources to share, collaborate and explore effective strategies for engagement.
21. Conduct vertical planning and cross-curricular planning meetings for grade level articulation.
22. Be an agent of change, actively engage in curriculum development and lesson planning.
23. Actively search for resources to support curricular goals that are based in research-based teaching pedagogy and methodology.
24. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
25. Collaborate with teachers to align academic achievement and technology initiatives.
26. Meet and collaborate with grade levels to explore needs and expectations.
27. Work collaboratively with Lead Teachers and Administration.
28. Promote a climate of life-long learning by actively seeking the latest research and sharing this information with the staff.
29. Performs other related duties as assigned.

CLASSROOM TEACHER (CERTIFICATED)
JOB DESCRIPTION

Qualifications

Education:

1. Bachelor's degree and preliminary or clear multiple subject teaching credential required for the certificated assignment
2. EL authorization
3. Demonstrated subject matter competence (CBEST, CSET or equivalent as approved by the California Commission on Teacher Credentialing)

Experience:

Job related experience is preferred, but not required.

Knowledge, Skills, Abilities and Personal Characteristics

1. Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by the instructional program described in the approved charter petition.
2. Ability to differentiate instruction to meet diverse student learning needs.
3. Ability to cooperate with the Charter School faculty and administration in the development of a coherent program of instruction.
4. Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program.
5. Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students.
6. Understanding of the physical, intellectual, social, and emotional development growth patterns of students.
7. Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement.
8. Ability to compose and comprehend written communication.
9. Ability to properly use and to care for the materials, supplies, and equipment employed in teaching.
10. Appropriate personal appearance, cleanliness, and manner.
11. Poise, tact, and good judgment, and commitment to the education of all students.
12. Ability to work effectively with all racial, ethnic, language, disability and socioeconomic groups, and to work effectively with other personnel, parents and students.
13. Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Job Purpose

Teaches in a self-contained elementary classroom setting, kindergarten through sixth grade, creating a flexible program and environment favorable to learning and personal growth for all students; motivating students to develop skills, attitudes and knowledge needed to provide a strong foundation in accordance with each student's abilities and establishing positive relationships with parents and other staff members.

Responsible to

Director of the Charter School

Major Job Responsibilities

1. Teaches self-contained classes in kindergarten through grade six in elementary school setting, and/or other classes for which appropriately credentialed, using adopted textbooks and other instructional materials authorized by the Charter School.
2. Uses information about individual students' academic strengths, needs, and progress in planning.
3. Designs activities to engage students in cognitively challenging work aligned to California Common Core State Standards.
4. Uses resources that will promote high levels of learning and student engagement in the classroom environment.
5. Supports and cooperates with colleagues in order to promote a professional school culture.
6. Closely monitors student learning in order to understand how students are progressing toward the learning objectives and provides students with instructive and timely feedback that will move their learning forward.
7. Establishes a classroom environment that is safe and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students.
8. Provides clear behavior expectations for students and monitors student behavior throughout the class and school campus.
9. Initiates or participates in Individualized Education Program meeting with administrators, faculty, parents and other parties involved to develop an IEP for eligible students.
10. Utilizes Charter School-approved behavior modification techniques to implement the IEP goals and continually monitors student progress toward IEP goal achievement.
11. Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).
12. Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren).
13. Reflects on practice and student work to determine what went well and what changes could improve instruction and uses reflection to inform future instruction.
14. Evaluates the performance of subordinate personnel.
15. Performs other related duties as assigned.

Element 6 – Health and Safety Procedures

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

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

Court Ordered Integration

Achieving a balance of special education and English learner (EL) pupils reflective of the general population in the Los Angeles Unified School District (LAUSD) is crucial for ensuring equity and access. FPC will follow the practices outlined below to ensure a balance of special education, English Learners, and a diverse racial and ethnic student population.

The Charter School’s plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio includes:

- The Charter school will conduct outreach efforts specifically aimed at communities with higher concentrations of special education and English learner students per CA Dashboard data. This

includes partnerships with community organizations, churches, and local events in neighborhoods where these populations reside.

- All recruitment materials will be available in multiple languages and accessible formats (e.g., large print, braille, audio) to ensure that EL students and families of students with disabilities are well-informed about the school's offerings.
- **The Charter School will** regularly engage with the community to build trust and awareness. Hosting informational sessions in various languages and providing translation services during these events can help reach a broader audience.
- The Charter School will ensure that the enrollment process is non-discriminatory and accessible to all students, including those with disabilities and ELs. This includes eliminating any barriers to enrollment, such as complicated application processes or requirements that may disproportionately affect these populations.
- The Charter School will implement robust support services for special education and EL students, such as individualized education plans (IEPs), 504 plans, English Language Development (ELD) programs, and access to specialized staff (e.g., speech therapists, ELD specialists).
- **The Charter School will** continuously monitor the enrollment and retention of special education and EL students to ensure that the school's population remains reflective of LAUSD. Adjust recruitment and support strategies as needed to maintain balance.
- The Charter School will regularly assess the effectiveness of outreach, enrollment, and support strategies for special education and EL students. This includes gathering feedback from students, parents, and the community to identify areas for improvement.

Specific annual outreach and recruitment activities, including dates and locations

Prior to the beginning of each school year (and by May 1st), the Charter School will publicize and conduct informational meetings to inform all segments of the community about the Charter School's educational program and support services. Meetings will be conducted at the campus to allow the opportunity for all interested parents and students to visit and tour the campus firsthand.

The enrollment period will be advertised in the northeast San Fernando Valley beginning on January 1st and ending on the first Friday in March of each year. Postcards and flyers will be mailed to the surrounding community and parents and students will be invited to Open House and other informational venues to learn about FCPS.

The Charter School will conduct Parent Orientation meetings yearly in the fall for each grade level. Open House will be conducted once a year in the spring. Administrators will attend local Neighborhood Council and local Improvement Association meetings regularly to invite community members to events and extend general outreach to the community.

Specific materials and methods (e.g., flyers, website, online postings, etc.) to be used to advertise and otherwise conduct outreach and recruitment

Additionally, postcards inviting community members to events and tours of the Charter School will be mailed to the surrounding communities. The FCPS and FPC websites will continue to be maintained as a current resource announcing upcoming dates for events at the Charter School which community

members may be interested in attending. Banners will be displayed around the Charter School and flyers will be posted in local businesses announcing meeting dates and enrollment opportunities.

Language(s) that will be used for all outreach and recruitment activities, methods, and materials

All written and oral communication will be presented in English and Spanish, and other languages as necessary.

How the Charter School will achieve a balance of Special Education, and English Learners, including Redesignated Fluent English Proficient pupils that is reflective of the general population residing within LAUSD.

Fenton Avenue Charter School, from which FPC was created, is a conversion charter school and as such, was, and remains, a neighborhood school. Students do not generally travel great distances to attend, and recruiting efforts have not traditionally needed to be robust. The Charter School's population continues to mirror the diversity found in the community of Lake View Terrace through maintaining positive relations with the community-at-large, and by providing an attractive multicultural child-centered learning environment, which appeals to the community as a whole. During the past twenty-three (23) years, the Charter School has achieved success in maintaining a student population whose racial and ethnic, special education, and English Learners, including Redesignated Fluent English Proficient Pupils, balance matches that of the local area.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form

2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records²
7. Free and Reduced Price Meal Application

All new and returning parents, after their students are enrolled, will attend an orientation to review and sign the Home-School Agreement, Student Responsibility Code, Textbook Agreement, Technology Contract, and complete all emergency information.

STUDENT RECRUITMENT

Recruitment efforts of students who are academically low-achieving, students with disabilities, and socio-economically disadvantaged students is conducted locally, throughout the former attendance area of Fenton Avenue Elementary. ~~This student population already meets those characteristics.~~

The recruitment efforts for students who are academically low-achieving, students with disabilities, and socio-economically disadvantaged students are specifically designed to target these subgroups and ensure equitable access to the educational programs offered by Fenton Primary Center. The primary focus of these efforts is to reach families in the local community, particularly within the former attendance area of Fenton Avenue Elementary, where the student population already includes a high proportion of individuals meeting these characteristics.

Recruitment Strategies for Low-Achieving Students:

For students who are academically low-achieving, Fenton Primary Center's recruitment emphasizes the school's tailored support programs, such as intervention services, small-group instruction, and access to tutoring. The outreach highlights the school's commitment to meeting the unique learning needs of students performing below grade level and provides specific information on available resources to boost academic growth. Recruitment materials and messaging are crafted to ensure parents understand how the school will support their child's progress through research-based interventions, continuous progress monitoring, and access to after-school academic support.

Recruitment Strategies for Students with Disabilities:

Fenton Primary Center prioritizes outreach to families of students with disabilities by actively promoting its inclusive education model, which focuses on individualized learning plans, specialized staff, and supportive services. Recruitment activities include partnerships with local agencies that support students with disabilities and their families, ensuring that outreach is extended to populations who may not traditionally receive comprehensive information about school options. The school's website and printed materials are accessible and clearly communicate the array of special education services available, such as speech and occupational therapy, counseling, and specialized instructional

² In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

strategies. Fenton Primary Center also offers tailored campus tours and information sessions to discuss the accommodations and supports provided, giving parents and guardians a clear picture of how the school is equipped to meet their child's specific needs.

Recruitment Strategies for Socio-Economically Disadvantaged Students:

For socio-economically disadvantaged students, recruitment focuses on promoting the various supports that Fenton Primary Center offers to reduce barriers to educational success. Outreach efforts highlight the school's free meal programs, access to free and reduced-cost transportation, after-school enrichment activities, and family resource services. By working closely with local social service organizations, churches, and community centers, the school reaches families facing economic hardships and provides them with comprehensive information on how Fenton Primary Center can support both the academic and social-emotional needs of their children. Bilingual materials and communication ensure that families from diverse backgrounds are included and informed.

Recruitment Channels and Methods:

To reach these targeted subgroups effectively, Fenton Primary Center uses a variety of outreach channels and recruitment methods:

1. **Digital Platforms:** The school's website and social media channels regularly post about support services and specialized programs for low-achieving students, students with disabilities, and socio-economically disadvantaged students. Posts are designed to resonate with families looking for specific interventions and services.
2. **Community Engagement:** The school collaborates with local organizations that specifically support low-income families and families of students with disabilities, ensuring that recruitment messages are delivered to those who need them most. School representatives also attend events hosted by these organizations to build trust and personal connections.
3. **Print Media and Direct Outreach:** Fenton Primary Center distributes flyers, postcards, and newsletters that outline the specialized services and supports available, with targeted messaging about how these programs meet the needs of low-achieving students and students with disabilities. The language used in these materials is inclusive and accessible, focusing on the school's dedication to individualized attention and holistic student development.
4. **Targeted Information Sessions and School Tours:** Fenton Primary Center offers specialized information sessions for parents of students with disabilities and those seeking academic intervention programs. These sessions include presentations by special education staff and intervention specialists to provide families with a clear understanding of how the school will support their child's learning and development.

By implementing these targeted strategies, Fenton Primary Center ensures that families of low-achieving students, students with disabilities, and socio-economically disadvantaged students are well-informed about the school's offerings and understand how these programs can meet the specific needs of their children. This comprehensive and inclusive approach to recruitment underscores the school's commitment to fostering an equitable educational environment for all learners.

LOTTERY PREFERENCES AND PROCEDURES

Identify and list in clear priority order any proposed preferences in admission to be provided, including an explanation of the charter school's rationale for providing such preferences.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Pupils who reside within the former attendance boundary of Fenton Primary Center.
2. Residents of the District
3. Siblings of students admitted to or attending the Charter School
4. Children of employees of FCPS (will not exceed 10% of students)
5. All other students

Describe the manner in which the charter school will conduct a public random drawing in the event that the number of students who wish to attend the school exceeds the charter school's capacity

Open enrollment period(s) or timeline, and related enrollment procedures

Applications will be accepted during a publicly advertised open enrollment period from January 1st to the first Friday in March of each year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability.

Method(s) that the charter school will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes

Banners will be displayed around the Charter School and flyers will be posted in local businesses announcing meeting dates and enrollment opportunities. Meetings will be conducted at the Fenton Primary Center to allow the opportunity for all interested parents and students to visit and tour the campus firsthand. All written and oral communication will be presented in English and Spanish, and other languages as necessary. Additionally, postcards inviting community members to events and tours of the Charter School will be mailed to the surrounding communities. The SMBCCS website will continue to be maintained as a current resource announcing upcoming dates for events at the Charter School which community members may be interested in attending.

Method that the charter school will use to ensure lottery procedures are fairly executed and that interested parties may attend and observe

In the event that a drawing happens, the Charter School will hold a public random drawing, with the exception of existing students, who are guaranteed admission in the following school year.

If a drawing is necessary to determine admission, the following procedures will be followed:

- All interested parties may submit a form which contains the name of the student, ~~birth date~~, grade, address, phone number and parents'/guardians' names. The form will be available in the main office of the Charter School beginning on the first Monday of February of each year.

- All forms must be received by 4:00 p.m. on the first Friday in March of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.

Date, time, and location for the lottery each year, if needed

- A drawing will be held at 2:45 p.m. on the second Friday in March in the school multipurpose room of the Charter School (or virtually during a pandemic).
- Names will be drawn until all names have been called.
- Names will be listed on a chart or via a digital platform at the front of the auditorium for all participants to view and those who will be enrolled will be clearly identified on the chart.

Procedures that the charter school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list

- When capacity has been reached, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn as the first on the waiting list.
- This process will continue until all forms have been drawn and all names listed on the chart.
- The waiting list will list students with priority to name called.

Means by which the charter school will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission

- The Monday following the drawing, the parents of all students who have been admitted and those on the waiting list will be called by the office manager of the school.
- Parents of students on the waiting list will be informed as to the student's place on this list.
- Parents of admitted students will be informed that the enrollment process must be completed prior to the start of school, and no later than 9:00 a.m., the first Monday in June. If forms are not completed within this time frame, the child will forfeit admission and be placed at the end of the waiting list, and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Director of the school and communicated to the parent by the office staff.)

Method for documenting the fair execution of lottery and waitlist procedures

- When a student from the waiting list is offered enrollment, the parent/guardian will have three business days to determine whether to accept or reject the offer of admission and contact the school with the decision.
- Lottery procedures and timelines will be posted yearly in the main office of the school beginning on February 1st.
- The office manager will maintain all forms for all students who participated in the lottery of the respective school for one year as well as the chart documenting the order of names selected.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

When the contract with the currently engaged auditing firm expires, the Chief Executive Officer, Chief Operating Officer, and Financial Business Manager will send a Request for Proposal (“RFP”) to various auditing firms.[A1] [A2] An Administrative Review of the received proposals is conducted by the Chief Executive Officer and Chief Operating Officer. The Administrative Review consists of technical and cost criteria. For the technical criteria, a point formula is applied to score proposals based on the responsiveness of the RFP and clear understanding of the work to be performed, technical expertise, qualifications, and size and structure of the firm. Cost criteria is based on the cost of the audit.

Once a composite technical score for each firm has been established, the sealed dollar cost bid will be opened and additional points will be added to the score based on the cost of the bid. The bid with the highest total score will be presented to the Fenton Board of Directors for approval.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

When the contract with the currently engaged auditing firm expires, the Chief Executive Officer and Chief Operating Officer will send a Request for Proposal ("RFP") to various auditing firms. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Board of Directors of the Fenton Charter Public Schools will approve the final selection on an independent auditor through this request for proposal format. Contracts may be offered for multiple years at the discretion of the Board.

The Chief Executive Officer, Chief Operating Officer, and FCPS Directors are responsible for working with the auditor to complete the audit in timely manner as prescribed by applicable law.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year by the contracted auditing firm. The Chief Executive Officer and Chief Operating Officer is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The Chief Executive Officer, Chief Operating Officer, Financial Business Manager, along with the Ad Hoc audit committee of the Board of Directors, will review any audit exceptions or deficiencies and report to the FCPS Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

Element 10 – Suspension and Expulsion Procedures

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

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

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays 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 the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder 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).”

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If

a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the

expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Fenton Primary Center recognizes that appropriate school behavior is critical to the academic success and creating an effective learning community. A strong discipline foundation policy should minimize the loss of student instruction time due to removal from classes caused by misbehavior.

Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at FPC. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.

Effective discipline maximizes the amount of time student and staff spent on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process.

Effective discipline also considers the age and development of the student in framing instruction of appropriate behavior and consequences for misbehavior. It is educational not punitive and includes building relationships and using restorative practices to reengage students in their learning community.

Fenton Primary Center is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. By setting forth clear social and behavioral expectations for everyone who enters our campus, and directly teaching students about those expectations, it is our goal to create a safe and positive atmosphere for optimal learning.

Our school-wide behavior plan is based on Positive Behavior Interventions and Supports. Our school-wide PBIS plan has four components:

- A behavioral expectations matrix
- Explicit teaching of the behavioral expectations
- An acknowledgement/reinforcement system
- A behavioral infraction notice

Fenton Primary Center has three school-wide behavioral expectations:

- Be Safe
- Be Respectful
- Be Responsible

Teaching Appropriate Behavior

Through PBIS, students are taught school-wide expectations and have opportunities to practice them. Staff members teach what behaviors are expected in the hallways, cafeteria, bathroom, playground, classroom, before school, after school, and at assemblies.

Using Data

Monitoring student behavior data is essential for schools to create a positive learning environment, identify and address behavioral issues, and support students' social-emotional development. The charter school will use data in the following ways:

Digital Behavior Management Systems: The charter school will use a behavior management system to track behavior incidents. These systems allow teachers to log behaviors in real-time, categorize them (e.g., positive, minor infractions, major infractions), and track patterns over time. In some cases, the school may use paper-based or spreadsheet logs where teachers and staff manually record behavior incidents, which are then reviewed regularly by administrators.

Office Discipline Referrals (ODRs): When a student's behavior requires administrative intervention, teachers complete an ODR. These referrals are documented and categorized by type (e.g., defiance, aggression, disruption), location, time, and involved parties. Administrators can analyze this data to identify trends and inform interventions. For more serious or specific incidents, schools may require detailed incident reports that include descriptions of the event, witnesses, and actions taken. This information helps in understanding the context and frequency of behavioral issues.

Recognition Programs: The school will track positive behaviors through reward systems such as praise notes, behavior points, or certificates. Data from these programs will be used to reinforce positive behavior and identify students who consistently demonstrate good conduct.

Teacher Observations: Teachers regularly observe and record students' social-emotional behavior in the classroom. These observations may be documented through checklists, anecdotal notes, or structured observation tools.

Restorative Circles and Conferences: The school will use restorative practices and may track participation in restorative circles or conferences as an alternative to traditional disciplinary actions. Data from these sessions, including the outcomes and resolutions, provide insights into student behavior and the effectiveness of restorative approaches.

Behavior Charts and Checklists: Teachers may use classroom-based tools like behavior charts, checklists, or individual behavior contracts to monitor daily or weekly behavior. These tools provide immediate feedback to students and track specific behaviors over time.

Response to Intervention (RTI) for Behavior: In a behavioral RTI framework, the school will track the effectiveness of interventions at different tiers (e.g., Tier 1 for all students, Tier 2 for small groups, Tier 3 for individual students). Data is collected on the frequency, intensity, and duration of behavioral incidents before and after interventions.

Parent Communication: The school will keep parents informed about their child's behavior through regular reports, phone calls, or meetings. Engaging parents in discussions about behavior data helps create a consistent approach between school and home.

Tiered Prevention

The first tier is prevention. Students are introduced and taught the schoolwide expectations during the first three weeks of school. FPC's expectations are phrases posted in each classroom, staircase, and hallway that remind students and staff of the expectations of behavior. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary. All staff members on campus on a daily basis reinforce these lessons and expectations.

When a student engages in a behavior that does not match school-wide expectations, teachers and staff members can use a variety of strategies to redirect the behavior. The following illustrates Minor behaviors and possible responses:

Minor Behaviors*	Minor Responses*
Off task/not focused, not keeping hands to him/herself, name calling, passing notes, visible electronic devices/ear buds, excessive noise making, out of seat, excessive talking, chewing gum/eating/drinking in class, throwing objects, yelling, not following directions, inappropriate/vulgar comments out of uniform	Restate rules/expectations, redirect student, model and provide examples, proximity, precise praise, move students' seat, have student repeat behavior correctly, speak to the student privately, use positive framing

Tier II encompasses a smaller group of students (10-15%) who will require a more intensive intervention in order to consistently follow behavioral expectations. Tier III students (about 5%) will require the most intensive interventions for progress toward mastery of behavioral skills. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences.

Tier II Behaviors*	Tier II Responses*
Repeated Tier I behaviors with little positive response to Level I responses, rude or disrespectful behavior, throwing objects, horseplay, profanity, verbal harassment, no show for detention or reflection, violation of safety rules, committing dangerous acts, lying or misleading staff, misuse of school property, bullying, threatening bodily harm,	Peer mediation/ conflict resolution, detention/reflection in classroom (arranged by teacher), phone call to parent (best used in tandem with other responses), parent conference with or without admin, parent supervision, referral to counselor, referral to admin, student/teacher conference with admin, establishment of behavior tracker or daily check in, admin detention request, pre-suspension conference, confiscation, lunch detention , parent/student conference, SST referral,

	home visit, school based mentor.
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Tier III - Major Behaviors*	Major Behavior Response: May require immediate behavior referral and/or Incident Report
Repeated Level II behaviors with little positive response to Level II responses, vandalism, using force against another student or staff member, leaving class or otherwise designated area without permission, weapons possession, drug possession, use, or distribution, fighting, threatening violence, participating in group violence, leaving school premises without permission, theft or possession of stolen property, lewd or indecent behavior, posting of slanderous, humiliating, bullying, or threatening materials around school or the internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity	<p>The following will serve as alternatives to suspension/expulsion: Parent/student conference, SST referral, individual behavior student contract, CPS (Collaborative Problem Solving) support plan, home visit, parent supervision, individual counseling, referral to drug counseling, community service, threat assessment, school based mentors, multi-agency collaboration</p> <p>Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion</p>

~~*It is important to note that these lists are examples of behaviors and responses and there are behaviors and responses that are not listed. Depending on the severity of the infraction, suspension and law enforcement intervention may be the legally required consequence. The school follows California Education Code regarding grounds for suspension and expulsion.~~

~~It is important to note that all school stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff. Below is FPC flowchart of minor and major behaviors. This is given and reviewed with all teachers and staff at the beginning of the school year.~~

Restorative Justice Practices

Restorative Justice (RJ) is an approach to building school community and addressing conflict that focuses on repairing harm and restoring relationships rather than punitive measures. Fenton Primary Center utilizes the following practices to ensure a positive school environment:

Circles: Educators implement regular community-building circles where students and staff can share experiences, discuss feelings, and build empathy. These circles create a sense of belonging and mutual respect.

Restorative Language: Staff and students are trained to use restorative language that emphasizes communication, respect, and empathy.

Training for Staff: Professional development is provided for teachers and staff on restorative practices, conflict resolution, and effective communication. This ensures a consistent approach across the school. Professional development includes staff meetings, consultant led trainings, collaborative sharing across teams, and continued review of the [Behavior Solutions framework](#).

Restorative Conferencing: When a conflict or harm occurs, educators facilitate restorative conferences that involve the affected parties. This process includes discussing what happened, the impact of the incident, and collaboratively developing a plan to repair the harm.

Restorative Agreements: Educators develop agreements between the involved parties that outline specific actions to make amends and prevent future incidents. These might include apologies, community service, or other reparative actions.

Social-Emotional Learning (SEL): Educators integrate SEL into the curriculum to teach students skills such as empathy, emotional regulation, and effective communication.

Inclusive Discipline Policies: The school develops discipline policies that prioritize restorative practices over punitive measures, ensuring fair and equitable treatment of all students.

Workshops and Training: The school offers workshops and training sessions for parents and community members on restorative practices to build a unified approach to conflict resolution.

Tracking Outcomes: The school collecting data on the number and types of incidents, the use of restorative practices, and the outcomes of restorative interventions to evaluate effectiveness. The charter school utilizes SWIS, a web-based decision making system that allows for entry of behavior and discipline referrals. The application provides an efficient and effective way to capture behavior incident data, which can then be summarized and analyzed by school personnel to make decisions about educational environments.

Surveys and Assessments: The school conducts surveys and assessments to gather feedback from students, staff, and parents on the school climate and the impact of restorative practices.

Fenton Primary Center utilizes various practices and protocol as alternatives to suspension.

Restorative Practices

- Restorative Circles: Facilitated discussions where students involved in misconduct meet with those affected to discuss the impact of their actions and find ways to make amends.
- Restorative Conferences: More formal meetings involving students, parents, teachers, and sometimes administrators to address the misconduct and develop a plan for restitution and behavioral improvement.

Behavioral Interventions

- Behavior Contracts: Agreements between the student, parents, and school outlining specific behavior expectations and consequences for failing to meet them.
- Check-In/Check-Out: Regular meetings between the student and a staff member to set goals, review behavior, and provide support and feedback.

Counseling and Support Services

- Individual Counseling: Providing access to school counselors for one-on-one sessions to address underlying issues contributing to the student's behavior.
- Group Counseling: Facilitating group sessions for students with similar issues, such as anger management or social skills training.

Community Service

- School-Based Service: Assigning tasks that benefit the school community, such as helping in the office, assisting teachers, or participating in school beautification projects.
- Community Projects: Organizing activities outside of school that allow students to give back to the local community.

Positive Behavior Interventions and Supports (PBIS)

- Tiered Interventions: Implementing PBIS frameworks to provide varying levels of support based on student needs, with more intensive interventions for those who require them.
- Incentive Programs: Rewarding positive behavior through systems like token economies, where students earn rewards for meeting behavioral expectations.

Social-Emotional Learning (SEL) Programs

- SEL Curriculum: Integrating SEL into daily instruction to teach students skills such as empathy, self-regulation, and effective communication.
- Role-Playing Scenarios: Using role-playing activities to help students practice appropriate responses to challenging situations.

Within the classroom, educators will utilize the following:

- Calm Down Corners: Designated spaces in classrooms where younger students can go to de-escalate and self-regulate.

- **Behavior Charts:** Visual charts that track daily behavior and provide immediate feedback and reinforcement.
- **Peer Mediation:** Training older elementary students to help mediate conflicts among their peers.

By implementing these age-appropriate responses and a comprehensive professional development plan, the charter school can create a supportive and consistent approach to discipline that prioritizes relationship-building and behavioral improvement over punitive measures. Student referral data will continue to be analyzed to identify areas for continued support

IN-SCHOOL SUSPENSION

If deemed necessary, the Charter School will utilize in-school suspension as an alternative to off-campus suspension. The in-school suspension will provide an opportunity for students to reflect on their behavior, continue their academic progress, and participate in restorative practices aimed at preventing future incidents. Below are the specific details regarding the implementation of in-school suspension:

1. Location and Setting:

- Students assigned to in-school suspension will serve their suspension in a designated **In-School Suspension (ISS) Room**. This room will be separated from the general student population to minimize disruptions while maintaining a structured environment conducive to learning and reflection.
- The ISS Room will be equipped with necessary educational resources, including computers, textbooks, and access to digital learning platforms, allowing students to complete assignments and remain engaged with their academic work.

2. Supervision:

- A **credentialed staff member** (e.g., an administrator, a behavioral intervention specialist, or a designated ISS supervisor) will oversee the students in the ISS Room at all times. This staff member will be trained in behavioral management and restorative practices to support students in addressing the root causes of their behavior.
- The supervisor's role will include ensuring the safety and well-being of the student, providing academic assistance as needed, and facilitating any scheduled behavioral intervention or counseling sessions.

3. Notification to Families and Stakeholders:

- **Immediate Notification:** When a student is assigned to in-school suspension, the Charter School will notify the parent/guardian by phone and follow up with a written notice within 24 hours.
- **Content of Notification:** The notification will include the following information:
 - The reason for the in-school suspension.
 - The duration and dates of the suspension (no more than 5 school days).
 - The location where the student will be serving the suspension.
 - The name and contact information of the supervising staff member.
 - A brief summary of the behavioral intervention plan or restorative practices that will be implemented during the suspension period.

- **Notification for Foster Youth:** If the student is in foster care or has an educational rights holder, the Charter School will also notify the foster child’s educational rights holder, attorney, and county social worker, as applicable, and provide the same detailed information regarding the in-school suspension.
- **Meeting Opportunity:** Families and stakeholders will be invited to schedule a meeting to discuss the in-school suspension, review the behavior incident, and explore supports that may be necessary to help the student succeed upon returning to the regular classroom environment.

4. **Student Support During In-School Suspension:**

- While serving the in-school suspension, students will receive academic assignments aligned with their current curriculum, ensuring no instructional time is lost.
- The ISS supervisor will check in with the student periodically to provide guidance and encouragement.
- Counseling and reflection time may be incorporated to help the student process their behavior and make positive choices moving forward.

By implementing a structured in-school suspension program, the Charter School aims to reduce the need for off-campus suspensions, keep students engaged in learning, and provide meaningful interventions to promote positive behavior.

GROUND FOR SUSPENSION AND EXPULSION

This Element 10: Suspension and Expulsion Procedures Policy (“Policy”) has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools’ list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on

a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing the pupil's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the FPC attendance policy.

A. Grounds for Suspension and Expulsion of Students

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is

identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

a) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

b) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not

limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the Charter schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or

attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- q) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- r) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Hearing Officer or Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or

receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Out-of-School Suspension Procedure

To ensure a fair and thorough investigation before a student is suspended in California, the school must follow a structured process that is in line with the California Education Code and best practices for school discipline. This process typically involves the following steps:

1. Preliminary Inquiry and Fact-Finding:

- **Gathering Initial Information:** The principal or designated school administrator must conduct a prompt and unbiased inquiry into the reported incident. This includes interviewing relevant witnesses (students, staff, and other potential sources), reviewing any available video footage, and collecting other physical evidence, if applicable.
- **Interviewing the Student Involved:** The student accused of misconduct should be given an opportunity to present their side of the story. The school must ensure that the student understands the reason for the inquiry and that they have the right to respond to the allegations.

2. Documentation and Evidence Collection:

- **Written Statements:** All witnesses and the accused student should be asked to provide written statements detailing their account of the incident.
- **Physical Evidence:** Any physical evidence (e.g., items involved in the incident, digital communications) should be documented and secured to maintain the integrity of the investigation.
- **Review of Records:** The administrator should review the student’s disciplinary history to understand if the behavior is part of a pattern and to determine if other interventions were previously attempted.

3. Due Process and Fair Treatment:

- **Right to Be Informed:** The student and their guardians must be informed of the specific accusations against the student.
- **Opportunity to Respond:** The student must be given an opportunity to explain their actions and present any evidence or witnesses in their defense.
- **Consideration of Context:** The investigation should take into account the context of the incident, including any possible motivations, circumstances, or factors that may have influenced the student’s behavior (e.g., bullying, provocation).

4. Decision-Making Based on Evidence:

- **Assessment of Evidence:** The decision to suspend should be based on substantial evidence gathered during the investigation. Administrators should consider if the student’s presence poses a risk to safety or if suspension is the most appropriate response given the situation.
- **Documenting Findings:** A written report summarizing the investigation’s findings, the evidence considered, and the rationale for the suspension decision should be prepared.

5. Assurance of Fairness and Non-Bias:

- Impartiality: The school administrator must ensure that the investigation is conducted without bias or preconceptions about the student.
- Adherence to Legal Standards: The investigation must comply with the legal standards set by the California Education Code, ensuring procedural fairness and respect for the student's rights.

6. Communication with Guardians:

- Once a decision is made, the school must communicate with the student's parents or guardians, providing them with details of the incident, the evidence reviewed, and the reasons for the disciplinary action. Parents have the right to appeal or seek a review of the decision if they believe the process was unfair.

The Charter School aims to protect the rights of students and ensure that suspensions are used appropriately and only after a fair and thorough investigation. Suspensions shall be initiated according to the following procedures. Staff permitted to authorize suspensions include the Director and Assistant Director.

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee³ with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil's parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

The process for investigating incidents and collecting evidence will be fair and thorough.

2. Notice to Parents/Guardians

Whenever a student is suspended, the Director or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date

and time when the student may return to school. If the Director or designee wish to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Out-of-school suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended no more than five (5) consecutive school days.

The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher during their suspension and be provided the opportunity to make up any missed exams. All assignments will be provided by the teacher and available for pick-up or mailed to the child's home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the 1st day of suspension.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by either a neutral Hearing Officer or panel ("Administrative Panel") following a hearing before it, and preceded by recommendation from the Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint a neutral Hearing Officer or impartial Administrative Panel. The Hearing Officer or Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Hearing Officer or Administrative Panel to the Charter School's Board, which will make the final determination.

Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) ~~(or student aged 18 or over)~~ and information from the original expulsion hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student or his/her representative, and unless postponed for good cause by the Director, designee, or Hearing Officer/Administrative Panel, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The decision to expel a pupil shall be based on the finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”)) unless the student or his/her representative makes a written request for a public hearing no later than three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded by the Director or designee to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;
9. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer or Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand/area where the witness will be seated during the hearing.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Administrative Panel member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact.

If the Hearing Officer or Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Hearing Officer or Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Hearing Officer or Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority (LAUSD). This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

K. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Hearing Officer or Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) ~~(or student aged 18 or over)~~ must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) ~~(or student aged 18 or over)~~ and information from the original expulsion hearing. The Director or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Hearing Officer or Administrative Panel's decision to expel shall be final.

If a student's expulsion is overturned on appeal, the following procedures should be followed:

1. Immediate Reinstatement: The student should be reinstated to the school from which they were expelled or to an alternative educational program, depending on the specifics of the ruling.
2. Removal of Expulsion Record: The student's expulsion record must be expunged from their cumulative file to ensure that there are no lingering negative consequences from the

overturned decision. This means any documentation related to the expulsion, including records of the expulsion hearing and findings, should be removed from the student's file.

3. Notification to Relevant Parties: The school must notify the student, parents or guardians, and all other relevant school personnel of the reinstatement and ensure that all parties are aware that the student's expulsion has been nullified.
4. Restorative Measures: The school may want to consider additional steps to support the student's re-entry, such as meetings with teachers and counselors to discuss any social, emotional, or academic support needed for a smooth transition back into the learning environment.

This process ensures that the student's rights are fully restored and that they can continue their education without the stigma or disruption caused by the initial expulsion.

L. Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

When a student is expelled, they typically follow a structured but flexible timeline for completing their rehabilitation plan and eventual readmission. The process involves several key stages:

1. Initial Planning and Alternative Placement:
 - After the expulsion is finalized, the Charter School meets with the family to discuss the expulsion terms and outline a rehabilitation plan tailored to the student's needs.
 - The Charter School works with parents/guardians to identify a suitable alternative education placement, where the student will continue their education and receive support services.
2. Rehabilitation and Monitoring:
 - Over the course of the expulsion period, the student must actively engage in the rehabilitation plan, which may include counseling, behavioral interventions, and maintaining satisfactory academic performance.
 - The Charter School regularly monitors the student's progress, checking in with the parent/guardian and the alternative program to ensure the student is meeting the goals outlined in the plan.
3. Reinstatement Request and Evaluation:
 - Once the expulsion term ends and the student has met all the criteria, the parent/guardian can formally request reinstatement.
 - The Charter School conducts an evaluation to determine whether the student has successfully completed the rehabilitation plan and is ready to rejoin a school setting.
4. Final Decision and Transition:

- Based on the evaluation, the leadership team of the Charter School decides whether the student should be readmitted. In many cases, the recommendation is for the student to transfer to a new school to start fresh, rather than returning to the original school.
- If the student is reinstated, a support plan is created to facilitate a positive transition to the new school environment.

This more generalized timeline emphasizes collaboration, structured support, and a focus on ensuring the child's successful reintegration into a suitable educational setting.

Element 11 – Employee Retirement Systems

“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.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

All full-time, eligible, certificated employees of the Fenton Charter Public Schools will continue to be members of the California State Teachers’ Retirement System (“CalSTRS”). Employees will contribute the required percentage and the Fenton Charter Public Schools will contribute the employer’s portion as designated by CalSTRS. All withholdings from employees and from the Fenton Charter Public Schools will be forwarded to the CalSTRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of CalSTRS.

The Payroll/HR Manager and Payroll Specialist (FCPS CMO staff) are responsible for ensuring that all eligible certificated employees are enrolled in CalSTRS and remain enrolled in CalSTRS throughout their employment at the Fenton Charter Public Schools.

Fenton Primary Center will continue participation in CalSTRS for the duration of the Charter School’s existence under the current County-District-School (“CDS”) code.

NON-CERTIFICATED STAFF MEMBERS

All full-time non-certificated employees will continue to be members of the California Public Employees’ Retirement System (“CalPERS”). Employees will contribute the required percentage and the Fenton Charter Public Schools will contribute the required employer’s percentage as

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designated by CalPERS. All withholdings from employees and from the Fenton Charter Public Schools will be forwarded to the CalPERS fund as required.

Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

The Payroll/HR Manager and Payroll Managers are responsible for ensuring that all eligible non-certificated employees are enrolled in CalPERS and remain enrolled in CalPERS throughout their employment at the Fenton Charter Public Schools.

Fenton Primary Center will continue participation in CalPERS for the duration of the Charter School's existence under the current CDS code.

OTHER STAFF MEMBERS

Fenton Charter Public Schools will continue to participate in the Public Agency Retirement System ("PARS") for all non-CalPERS/CalSTRS eligible part-time employees. Employees will contribute the required percentage and the Fenton Charter Public Schools will contribute the employer's portion as designated by PARS. All withholdings from employees and from the Fenton Charter Public Schools will be forwarded to the PARS fund as required.

Employees will accumulate service credit years in the same manner as all other members of PARS.

The Payroll/HR Managers and Payroll Specialist are responsible for ensuring that all eligible certificated employees are enrolled in PARS and remain enrolled in PARS throughout their employment at the Fenton Charter Public Schools.

Fenton Primary Center will continue participation in PARS for the duration of the Charter School's existence under the current CDS code.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student may be required to attend the Charter School.

To inform parents and students of their public school attendance alternatives, the District's open enrollment period is well publicized by the Charter School and parents are assisted as needed with documentation and locations of neighboring schools. The parents of students matriculating to middle school from the Charter School are especially interested in their options for middle school enrollment. During the months of December and January, all charter middle schools in the area hold informational meetings at the Fenton Avenue campus. LAUSD Magnet, Permits With Transportation and open enrollment program information is also shared with Charter School parents and guardians.

Element 13 – Rights of District Employees

“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.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Fenton Primary Center
c/o Sirui Thomassian, Director
11351 Dronfield Avenue
Pacoima, CA 91331

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Fenton Primary Center
c/o Sirui Thomassian, Director
11351 Dronfield Avenue
Pacoima, CA 91331

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise,

mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“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.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Unless directed otherwise, the closure agent of the Charter School in the event the Charter School closes shall be the Director, unless the Board makes a different selection.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b)

ADDENDUM

Assurances, Affirmations, and Declarations

Fenton Primary Center (also referred to herein as “FPC” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

“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.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of 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.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on

sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.-

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“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.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“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.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued

enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Fenton Primary Center Renewal Petition

Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout

the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
- t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

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

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request

a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - D. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has

not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“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.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“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.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 6) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Fenton Primary Center
c/o Sirui Thomassian, Director
11351 Dronfield Avenue
Pacoima, CA 91331

- 7) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days after the request for mediation is received by the other party, the parties shall meet for mediation.

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 6) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Fenton Primary Center
c/o Sirui Thomassian, Director
11351 Dronfield Avenue
Pacoima, CA 91331

- 7) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise

on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 8) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"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." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity.

entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- e. Make final federal tax payments (employee taxes, etc.)
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st

or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based

on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (iii) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities.

Charter School shall ~~not~~ have the option of obtaining and maintaining separate property insurance.

insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-

insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School

District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
14. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct

any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)